

**JIMMA UNIVERSITY**



**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**THE EFFECT OF USING GENRE-BASED APPROACH TO DEVELOPING  
ON EFL LEARNERS' LETTER WRITING SKILL AND THEIR ATTITUDES  
TOWARDS WRITING: GRADE 11 OF SETO SEMROW SECONDARY  
SCHOOL IN FOCUS**

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**The Effect of Using Genre Based Approach Developing on EFL  
Learners' Letter Writing Skill and their Attitudes towards Writing:  
Grade 11 of Seto Semrow Secondary School in Focus**

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## **Declaration**

I declare that this proposal “*The Effect of Using Genre Based Approach Developing on EFL Learners’ letter Writing Skill and their attitudes towards writing: Grade 11of Seto Semrow Secondary School in Focus*” is my original work and that all sources which I have used or quoted have been indicated and acknowledged by means of references list.

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## **Abstract**

*The main objective of this study was to investigate the effect of using genre based approach developing on EFL learner's letter writing skills and their attitudes towards writing skills: Grade 11 of Seto Semrow Secondary School in Focus. In addition, the two variables of this study were using genre based approach to teaching writing, and letter writing skills. The former one was the independent variable, and the latter one was dependent variable. The target population of the study was 200 students, and among these 50 of them was chosen through purposeful sampling technique. The selected 50 students were equally divided into two groups, experimental and controlled, by using lottery method. The same 25 students were assigned to both groups. Letter writing tests and attitude and questionnaires were the instrument used to gather data from the samples of the study. Furthermore, quasi-experimental research design was used in this study. The data were analyzed quantitatively through a paired samples t-test to examine whether there were statistically significant difference between the pre and post-test results of the control and experimental groups. Furthermore, spss version 23 was also used to analyze the data that were collected from the samples of the study. The findings of this study provided that on the one hand, there were no changes in the letter writing skills the control group after they had learned letter writing through the traditional approaches of teaching writing. On the other hand, the letter writing skills of the experimental groups were improved after they had learned letter writing through the genre-based approach of the teaching writing. The findings discovered that the genre-based approach to teaching writing is more effective than that of the control group in developing content, organization, and mechanics. However, in terms of developing students' letter writing skills in grammar and vocabulary, the genre approach to write is less effective than the control group approaches of teaching writing as that of content, organization and mechanics. Based on the findings of the study, it was recommended that each of the stages of the genre - based approach to teaching writing has its own role in developing students' letter writing skills. EFL teachers and learners' should give emphasis on teaching writing Based through genre approach, EFL teachers should create good atmospheres for language learners to practice the letter writing genre approach and EFL syllabus designers should use genre approach to design tasks so as to improve the writing skill of the students.*

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## **Acronyms**

**ESL:** English as a Second Language

**EFL:** English as a Foreign Language

**ESP:** English for Specific Purposes

**L2:** Second Language

**L1:** First Language

**CLT:** Communicative Language Teaching

**EAP:** English for Academic purpose

**Con.l:** control

**DF:** difference

**Organ.n:** Organization

**Mecha.s:** mechanics

**Exp.l:** experimental

**Sig:** significant

**Gram.r:** grammar

**Spss:** statistical package for social sciences

**Std.Dev.** standard deviation

**Std.Er.m:** Standard error mean

**PWA:** process approach

**Vocab.y:** Vocabulary

# CHAPTER ONE

## INTRODUCTION

Under this chapter, background of the study, statement of the problem, objectives of the study, basic research questions, significance of the study, scope of the study, definition of operational terms and organization of the study are included.

### 1.1 Background of the Study

Language is one of the most important tools for communicating thoughts and ideas. This communication processes can be carried out using the four basic language skills namely listening, speaking, reading and writing, (Harmer, 2007), Writing skill is one of the language skills which are important for communicating ideas using messages on various materials. Good writing skill allows us to communicate our message easily and clearly .Though creative writing skills require writers' talent as a main part, it is totally believed that composing skills requires systematic teaching-learning process. As it has been stated by Raines (1981), in early times, the ultimate goal of formal education was to enable learners to be good writer since scholars of that era considered that writing skill was the indicators of educated people.

Brown (2001), states, “A simplistic view of writing would assume that written language is simply the graphic representation of spoken language...” However, writing is more complex than this; Brown (2001) further states that writing is “as different from speaking as swimming is from walking”. This is supported and developed by Hedge, who states that writing is more than producing accurate and complete sentences and phrases. She says that writing is about guiding students to: “produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers...” Therefore, effective writing requires several things: a high degree of organization effective skill of developing and structuring of ideas and having rich information and arguments.

. All these points make the teaching of writing a complex matter, since all these should be taken into consideration for efficient learning of writing strategies. Weigle (2002) looks at the writing ability from several perspectives. For instance, she views it as a social and cultural phenomenon and as a cognitive activity.

The teaching-learning process of writing skills had never been given due consideration before Communicative approach to language teaching had emerged in the late 1980s (Harmer, 2001). Emphasis was given to teaching about language considering that teaching language aspects such as grammar and vocabulary resulted in the development of macro language skills. Especially, after Prhabu (1987) had introduced “procedural approach” under the realm of CLT, writing skill got due emphasis in the classroom. Various approaches, methods, techniques and procedures were introduced in order to make the writing lesson easy. According to Byren (1991), the main approaches that have been used to impart writing lesson were product, process, genre based and integrated approaches to teaching writing skills. Genre-based approaches to teaching writing started to appear in the late 1980s. The ideas started in Australia and are now prominent in English teaching in Australia, New Zealand and countries nearby (Knapp & Watkins, 2005). This approach is situated away from naturalistic ways of learning language, theory-wise. It is more of a functionalistic approach. Knapp & Watkins (2005), remark that “genre based approaches to writing are based on a functional model of language; that is, theoretical perspective that emphasizes the social contractedness of language”.

Sperling and Freedman in Unger and Freedman (2004), further state that “We now see writing not just as a process taking place inside an author’s head, but as a collaborative act influenced by complex and interrelated social factors.” This is an approach to teaching writing which focuses on creating authentic writing in school.

Hyland (2004) writes that “Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations”. He explains that “Genre adherents argue that people don’t just write, they write something to achieve some purpose” (Hyland, 2004),The genre approach is more than just teaching writing in order to practice grammar or learning structure. Hyland (2004) claims that “The concept of genre enables teachers to look beyond content, composing processes, and textual forms to see writing as an attempt to communicate with readers – to better understand the ways that language patterns are used to accomplish coherent, purposeful prose”. This point of view is supported by Knapp and Watkins (2005), who write about the aim of this approach in terms of providing “students with the ability to use the codes of writing... effectively and efficiently. Without these codes the process of writing can be frustrating and unproductive process”.

A genre-based approach placed great emphasis on the relationship between text-genres and their contexts (Hyon, 1996). In doing so, it aimed to help students become effective participants in their academic and professional environment as well as in their broader communities (Hammond and Derewianka, 2001). Some characteristics of the genre-based approach emphasize the importance of exploring the social and cultural context of language use on a piece of writing. The context decides the purpose of a text, an overall structure of a text in terms of language features (Hyon, 1996). According to this approach, any student who wants to be successful in communicating in a particular English-language discourse community needs to be able to produce texts which fulfill the expectations of their readers in regards to grammar, organization, and content, because this knowledge is best constructed when learners collaborate together, support one another to encourage new ways to form, construct and reflect on new knowledge.

In this case, social interactions and participation of group members play a key role in developing new knowledge. In the writing classes, students are encouraged to participate in the activities of meaning exchange and negotiation with peers and the teacher. In same way, this approach is concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose writing. Its central belief is that “we do not just write, we write something to achieve some purpose” Hyland, (2002). In this approach, student writers are requested to take the overall social purposes of a text into account when composing a text.

Harmer affirmed creative writing as a term which implies, creative writing normally refers to the production of texts which have an aesthetic rather than a purely informative, instrumental or pragmatic purpose. According to Alan Maley (2009), some benefits of letter writing for learners are: letter writing aids language development at all levels, such as grammatical, vocabulary, phonology and discourse. It fosters “playfulness” which encourages learners to take risks with the language, to explore it without fear of reproof, and put emphasis on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality, to develop self-confidence and self-esteem among learners. It leads to a corresponding growth in positive motivation. Creative writing feeds into more creative reading. By getting the process of creating the text, learners come to instinctively understand how such texts work, and this make them easier to read. It is known that in Ethiopian context English is a foreign language. English language states to be given as a subject at primary school level, but it is used as a medium of

instruction at secondary and tertiary level of education. To develop writing skill, the learners have to practice writing tasks, such as writing notes, assignments, term papers, essays and reports (Tekile, Endalfer and Ebabu, 2012, P.2). This shows that writing skill can be developed through writing. Since it is a skill, the learners are expected to practice it effectively based on the given activities. In addition, to develop confidence and ability in writing, the teacher has to plan activities that focus on writing skills. The writing skill should be practiced in classroom as well as at home. During the process of writing, the teacher ought to give helpful and supportive feedback for the struggling writers.

Therefore, this study aimed to assess the effect of using genre based approach to teaching writing on EFL learners' letter writing skills and attitude considering task of grade 11 of Seto Semrow Secondary School.

## **1.2 Statement of the Problem**

English language writing skills, as a basic language skill for second/foreign language learners, is being paid close attention to. As Banat (2007) points out that this skill is invaluable for helping students communicate and understand how the parts of language go together and writing is one of the four major skills that need to be mastered by language learners. Similarly, as Harmer (1998) states that the writing skills have been finally recognized as an important skill for language learning. So, writing skills is the most important language skill for language secondary and preparatory school and retrial level students in Ethiopia.

According to Clay (1983), writing as a skill is very important for many reasons. The first reason is that writing involves much more than the transcription of speech. The second reason for focusing on writing is that it is on attempting to communicate ideas in the new mode that students most effectively discover and master the relationship between speech and written text. The third reason is that writing is a convinced way than reading into mastering the written code. In students' textbook, few writing tasks were designed based on the principles of genre-based approach. The genre based approach to teaching writing skill is used for different purposes; for instance, to write letter, to do different written assignments, to write news paper and so on. However, due emphasis has not yet been given to practice the genre based approach. In most occasions, English language teachers have still been observed using the conventional approach to deliver writing lesson.

Besides, it is also observed that most students have faced problem of writing a letter correctly. To this end, it is crucial to examine the effect of using genre-based approach on EFL learners' letter writing.

The independent variable of the study is "using genre-based approach to teaching writing skills". The main principles of the approach was attempted to implement genre approach to deliver a writing lesson. On the other hand, the dependent variable is learners 'letter writing skills based on various genres such as writing narrative, descriptive, expository and argumentative texts.

Hence, the current researcher intends to assess the effect of using genre based approach to teaching writing skills on EFL learners' letter writing skills and attitude. The researcher observed of teachers teaches and students learn the writing skill in the classroom, but it is not effective. That means, when learners produce sentences, paragraphs/written texts which do not meet the required standard when they do class work, assignments, examinations and other discourses, they don't satisfy the explanation of their teachers.

Since the problem is serious, it needs special attention. If there are hindrances during the practice of writing skill, it is difficult to improve the learners writing skill. As a result, teachers should take appropriate measures to alleviate the challenges that are faced by teachers and learners during teaching and learning writing skill. Writing is usually a skill for any language user which is to say that writing presents a fairly difficult task for both native and non-native speakers Kroll, (1990). This shows that learning writing skill needs much effort whether the learner learns English as a second or foreign language around the world. Regarding the problem of writing skills different foreign and local studies were carried out.

For instance, Bilal et al (2013) states a research on the problems faced by teachers in teaching English writing skills. They found out that students' poor English background, lack of audio-visual materials, large class size and lack of practice in writing skills are the problems faced by teachers, because they affected learners writing skills.

In addition, Nacira (2010) studied on identification and analysis of some factors behind students' poor writing productions taking the case of secondary students. She found out that lack of appropriate approach and technique to teach letter writing, low motivation, effects of L1and, lack of reading. Benard (2014) investigated the Challenges students face in learning essay

writing skills in English language in secondary schools in Manga District, Nyamira Country, Kenya. He found out that incorrect use of grammar and L1 interference, and inappropriate use of learning strategies are the major challenges that learners' face in learning essay writing skills. Also, Amin Ali (2016) studied the problems faced by the teachers to help students developing English writing skills in Saudi Arabia. He found that students had poor language proficiency, mother tongue interference, did not have enough time to do teaching writing exercises, and lack of motivation. In these studies, the researchers gave more attention for challenges of teachers faced in teaching writing skill rather than be practices of teaching-learning writing skill.

Another local researcher, for example, Molla (2009) conducted a research on some major causes of writing problems by using second year English majors at AbbiyiAddi College of Teacher Education. He found out that writing skill is almost a neglected skill when compared with other skills, more emphasis was given to grammar teaching, and students have problems in writing ideas in paragraphs and essays. Similarly, they have challenges in using correct grammar, punctuation and spelling. He also found out that more emphasis was given for the correction of grammar, punctuation and spelling errors rather than correction of contents and organization of ideas.

Furthermore, Tekle et al. (2012) conducted a descriptive survey on teachers' perception of EFL writing and their practice of teaching writing in preparatory schools. In this study, he found out teachers give emphasis for other skills not for writing, lack of training for teachers about genre approach and weak belief of teachers in practicing the writing skill. The researcher observes or understands the above researchers writing is considered to be the most difficult skill to master compared to other language skills. Therefore, teaching-learning writing is not an easy work because teachers and students might face various challenges in the process of practice teaching-learning in EFL letter writing skills in the classroom.

Almost all the above studies focused either on teachers' perception and challenges/factors that affect teaching or learning writing skill separately. But current study was trying to investigate the effect of using genre based approach to teaching writing on EFL learners' letter writing and their attitude towards skills. According to Beyene Gebru (2008) the concept of teaching and learning are inseparable and two faces of a coin. So, the present study was similar only by skill from above (previous) studies, but different in content, objectives, background, setting (time and



context) and target population. Therefore, there is a gap to be fulfilled and this study was conducted to fill that gap. In general, this study was try to assess the effect of using genre based approach to teaching writing on EFL learners letter writing skill and their attitude towards :grade11 of Seto Semrow Secondary school particularly grade 11 students in focus.

### **1.3. Objectives of the Study**

This research tried to address the following general and specific objectives.

#### **1.3.1 General Objective**

The general objective of this study was to assess the effect of using genre based approach to teaching writing on EFL learners' letter writing skills and attitude towards writing skill grade11of Seto Semrow Preparatory School students in focus.

#### **1.3.2 Specific Objectives**

The specific objectives of the study were to:

- examine whether there is stastically significance differences between the mean scores of experimental group and control group in writing skill before and after the intervention
- identify whether there is statistically significance difference in writing between the mean scores of pre-test and post-test of experimental group
- identify the effect of using genre based approach to teaching writing skills on EFL learners' attitude before and after the intervention

### **1.4 Research Questions and Hypotheses**

#### **1.4.1 Research Questions**

The following research questions were posed to conduct the present research:

1. To what extent does using genre-based approach to teaching writing skills affect EFL students' letter writing performance before and after the intervention?
2. To what extent does using genre-based approach to teaching writing skills affect experimental group students in pre-test and post test results?
3. What is the effect of using genre-based approach to teaching writing on EFL learners' attitude?

## **1.4.2 Hypotheses of the Study**

In this study, therefore, an attempt has been made to investigate whether analysis techniques of model paragraph activities enhance students' paragraph writing abilities. Thus, the following null and alternative hypotheses were formulated to test the following hypotheses:

The study verified the following hypotheses:

### **H0 (null) hypotheses**

Ho1 – There are no any statistically significant difference between the mean score of the experimental group (the ones involved in genre-based approach) and that of the control group (the ones involved in conventional approaches) in letter writing performance before the intervention.

Ho2 - There are no any statistically significant difference between the mean score of the experimental group (the ones involved in genre-based approach) and that of the control group (the ones involved in conventional approaches) in letter writing performance after the intervention

Ho3 – There are no any statistically significant differences between the mean scores of the pre-test and post test result of the experimental group.

Ho4 – There are no any statistically significant difference between the mean scores of the pre- and post-intervention of attitudinal survey questionnaire results of the experimental group.

### **A1 (Alternative) Hypotheses**

Ha1 - There are statistically significant differences between the mean scores of the experimental group students and that of the control group students on the writing performance before the intervention.

Ha2 - There are statistically significant difference between the mean score of the experimental group (the ones involved in genre-based approach) and that of the control group (the ones involved in conventional approaches) in letter writing performance after the intervention.

Ha3 – There are statistically significant differences between the mean score of the pre-test and post-test results of the experimental group.

Ha4 - There are any statistically significant difference between the mean scores of the pre- and post-intervention of attitudinal survey questionnaire results of the experimental group.

### **1.5 Significance of the Study**

This study could contribute to the body of knowledge on the effect of using genre based approach to teaching writing on EFL learners' letter writing skill and their attitude towards skills. It may also be seen as a starting point for further study in line with using genre approach to teaching writing. It also provides valuable insight for other researchers and academicians. Moreover, based on the findings of this study, other researchers and practitioners would have a clear picture in using genre approach to teaching writing and EFL learners' letter writing. The study was also expected to help concerned bodies at regional, zonal, woreda, and School levels to understand genre- approach and letter writing.

Also the study might have useful information for English teachers to develop the ways of using approaches to teaching writing skill to their students. The result of the research was expected to be the source of information to the teaching techniques in encouraging students to practice writing skill. Furthermore, it may be the source of information for policy makers and curriculum designers in order to revise their work according to its appropriateness to the learners.

### **1.6 Limitations of the study**

The study was limited to the effect of using genre based approach to teaching writing skill on EFL learner's letter writing and their attitude towards skills. When the researcher started the study, the schools were closed due to covid-19 virus ailment. As a result, the researcher was obliged to wait for added months until the students began their formal class. The researcher believes that using genre approach of letter writing skills required longer time to observe the overall activities of the students in the actual classroom.. The researcher attempted to target the most out of the limited resources and sample subjects. In order to minimize the information linkage between the control and experimental group students, the classes were carried out on in the opposite shift. For this reason, the researcher was attempted to control the internal validity treats of the study.

## **1.7 Scope of the Study**

This research focused on Seto Semerow preparatory school in Oromiya region of Jimma Zone. From this School, the researcher selected grade 11 students. Furthermore, the researcher selected grade 11 from the other grade levels by purposefully sampling method, and all grade 11 students because these students were expected to provide sufficient and valuable information for the study. The study was delimited only on letter writing skill not on other skills.

## **1.8 Definition of Operational Terms:**

**Genre approach:** A framework for language instruction

**Writing letter:** writers put their thoughts into words in a meaningful form and mentally interact with the readers.

**Process writing approach:** an approach of teaching writing which stresses on composing process of planning, drafting and revising that help writers while writing.

**Product approach to writing:** approach of teaching writing which put much emphasize on accuracy produced tests, focusing on area such as grammar, spelling and usage. It includes control guided and product approach of teaching writing.

**Scoring rubric:** criteria principles or standard used to score or judge tests

## **1.9 Organization of the paper**

The research paper is organized into five chapters. The first chapter includes: back ground of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitation of the study, operational definition of terms and organization of the paper. The second chapter is about reviews' of related literature, particularly in relation to different aspects of genre based approach to writing skill. Chapter three deal with the research methodology, employed in the study: research design, research participants, sample size and sampling technique, data gathering instruments or tools, data collection procedures, reliability of the instruments, method of data analysis and interpretation and ethical consideration. The fourth chapter deal with data presentation and interpretation the study gathered through letter writing and attitudes scale test. Finally chapter five contains summary, conclusion, recommendation and directions for further researches.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Language Skills

It is considered that there are four basic skills of language. They are listening, speaking, reading and writing. These skills can be further divided into two categories: productive (speaking and writing) and receptive (listening and reading), depending on whether students produce the language by themselves or not (Harmer, 2007). However, traditionally the teaching guidelines for the skills of language do separate the skills. The main reason for this is to organize learning activities into some order, and to assist teachers in deciding the aim of their lessons and the way to do it. Most students of English find it easier to master receptive skills, such as understanding grammar, reading English text, and listening to spoken English, than productive skills, speaking and writing. This does not mean that speaking and writing are more difficult to them. It is simply because in English Language classroom, students are mostly exposed to target language items through grammatical drills, reading comprehension, and listening to tapes or teachers without students being drilled in how to express their ideas both in writing and speaking.

**Writing** can be defined by series of contrasts. According to Tan and Miller (2008), writing is an intentional, social communication that involves literacy as well. In case of writing, it demands clear and comprehensive message as there is no direct interaction between writer and readers. Through writing we express our thoughts and ideas in an organized way and to make a successful writing we go through a mental process. When we write we first combine our ideas and thoughts and then arrange them in the form of sentences and organize the sentences into a cohesive text. This mental process of writing arises some sub-skills like- drafting, organizing, editing, revising, etc (Afrin, 2014). Moreover, writing involves composing, developing and analyzing ideas, implying the ability to rephrase information in the form of narratives, or transforming information into new texts as in argumentative writing (Myles, 2002). Therefore, often it seems that language learners face more difficulty to cope up writing skill than other three. Writing could be a difficult skill to be learnt or taught due to the fact that it is not a simple cognitive activity; rather it is believed that writing is a complex mental production which requires “careful thought, discipline and concentration” (Grami, 2010).

Moreover, writing can be understood only from the perspective of a society rather than a single individual (Burke, 2010). When a child writes, thoughts and knowledge are blended together creating a unique meaning.

## **2.2 Reasons for Teaching Writing:**

According to Adams and Bakir (2013), students do not write very often and most of what they write is classroom-bound. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value

Khasawneh (2010) argued that a huge number of international contacts, regarding non-native to non-native communication and deals are carried out through English in a massive number of settings, including trade, diplomacy, tourism, journalism, science and technology, politics, etc. therefore, the existence of competent writers and speakers of English is of a great importance for today's world. According to Hammadi and Sidek (2014), English as a Second Language (ESL) as well as English as a Foreign Language (EFL), the ability to write academic text effectively incorporates one of the most significant abilities required.

Nowadays, an effective and relevant writing instruction is the one which enables students to see writing as “a complex process composed of many different kinds of activities that eventually result in that product” (Nightingale, 2000). Tahaine (2010) reiterated that the writing skill “...Is needed for taking notes, describing writing experimental reports, etc”.

## **2.3 Approaches to Writing**

As for the history of teaching of writing is concerned, it was not given much attention to evident from scarcity of research studies related to this skill till the beginning of the last decade of the twentieth century (Krashen, 1984). Long and Richard (2003) reported that writing skills teaching was given importance during the 1990s when English established its status as a language of international communication and consequently “English as L2 writing skills do not only- play an increasingly important role today in the lives of professionals in almost every field and discipline”. As one of the four language skills (listening, speaking, reading and writing) writing has always formed part of the syllabus in the teaching of English. There are different ways to approach writing in the classroom. The best practice in any situation will depend on many factors such as the type of students, the text type being studied, the school system etc.

A closer look through the history of teaching of writing skills reveals that among the different approaches that have been experimented to teach writing effectively, three approaches have been most influential which are product approach, process approach and genre approach. Another approach to writing that has been dominating in the ESL classroom for recent few years is creative writing. Creative writing suggests imaginative tasks such as writing poetry, stories and plays which promotes effective learning through self-discovery.

#### **2.4 Product-Oriented Approach**

The product-based writing approach is a well-established means of education by which the learner is persuaded to mirror a section of example text, often given to them in the nascent stages of learning the language (Gabrielatos, 2002). According to Hammadi&Sidek (2014), in an ordinary product approach- centered class, learners are given an ordinary example of writing, which they are then required to follow and adapt in order to re-create a section of original text. The product-oriented approach is the most common and traditional approach used by EFL teachers. According to Pincas (1982), this approach focuses on linguistic knowledge as well as the appropriate use of vocabulary, syntax and cohesive devices. Product-oriented approach comprises of four stages: familiarization, controlled writing, guided writing and free writing.

The first stage, familiarization, aims to make learners aware of certain features of a particular text. In the next two stages, controlled and guided writing, learner's practice of the highlighted features and learn how to organize the ideas until they are ready for the free writing section. The free writing stage is the end product of the learning process when students use their writing skills, structures and vocabulary that they have been taught to produce the product. Through this section they show that they can do as fluent and competent users of the language.

#### **2.5 Process-oriented Approach**

Harmer (1991), states, "A process approach asks students to consider the procedure of putting together a good piece of work." In this approach writing is considered as a process through which meaning is created by following a number of stages.

According to Tribble (1996), process approaches stress "writing activates which move learners from the generation of ideas and the collection of data through to the 'publication' of a finished text".

In process approaches writing predominantly deals with linguistic skill, such as planning and drafting rather than linguistic knowledge, for instance, knowledge about grammar and text structure, etc. A process-oriented approach can have any number of stages with different views that writers go through in producing a piece of writing, though a typical model is identified which include four stages: prewriting, composing or drafting, revising, editing and finally producing a finished version (Tribble, 1996).

## **2.6 The Theoretical Rationale of the Genre-Based Approach:**

The genre approach is concerned with providing students with explicit knowledge about language. The methodology applied within the genre approach is based on the work of the Russian psychologist Vygotsky (1934/1978) and the American educational psychologist Bruner (1986). ... Vygotsky proposed that each learner has two levels of development: a level of independent performance, and a level of potential performance. The gap between these two levels Vygotsky called “the zone of proximal development” (ZPD) (Feeze and Joyce 2002). As this brief review shows, both process writing and genre-based pedagogy have attempted, in their different ways, to take the learning and teaching of writing into new territory. Both seek to empower student writers by making their writing more relevant and meaningful. But, as these approaches are enacted in classroom practice, both have been criticized for separating writing from the full range of activities in which students are engaged and for a tendency to make writing an end in itself rather than seeing it as a means of achieving larger social and intellectual goals that are of genuine interest to the writers.

To conclude, new pedagogical approaches to writing are enacted cannot be separated from the teacher’s overall “vision” of education and from the roles that discourse of all kinds plays in the life of the classroom community. To attempt to “implement” a new form of writing pedagogy, however sound it is in itself, is unlikely to achieve the desired results if all other aspects of curricular activity remain unchanged? In other words, decisions about how to help students master the ‘technology’ of writing cannot usefully be taken on their own for, as with reading and talking, what students learn about writing will depend upon what they use writing to do.

## **2.7 Phrases of Teaching and Learning Cycle and the Genre Based Approach**

When it comes to explaining writing development in the genre approach, Hammond (1992, and Burns, 2001) proposed “a wheel model of a teaching learning cycle having three phases:



modeling, joint negotiation of text by learners and teacher, and the independent construction of texts by learners”. Modeling, Hammond noted, is the time when the target genre that students should construct is introduced to the students. At this stage, discussion focuses on the educational and social function of the genre, and analysis focuses on the text structure and language. Joint negotiation of text refers to the stage when learners carry out exercises which manipulate relevant language forms. It fosters a negotiating process between the teacher and the students. It involves reading, research, and disseminating information, and the text of the genre is dependent on those activities. The independent construction of texts is the final phase; in which learners produce actual texts through activities such as choosing a topic, researching, and writing. Proponents such as Kay and Dudley- Evans (1998) have argued that the genre approach is more effective for learners to advance their writing skills in a second language than the process approach since the model helps free students from their severe worries over writing.

## **2.8 The Different Theories of Genre Approach**

Flower dew, and Swales (as cited in Hyon, 1996), primarily outlined the genre approach with spotlights on the formal distinctiveness of genres in order to help students gain understanding of the communicative purposes and linguistic features of texts that they are required to write in their professional discourses, while these experts paid less attention to the specific roles of content and their social environments. They regarded genres as devices for examining and teaching the written texts that students needed to master in specific settings like English for academic purposes and English for professional communication classrooms. Some researchers defined a genre as “systemic functional linguistics that is concerned with the relationship between language and its functions in social settings” (Hyon, 1996). It means that the given text can be analyzed with a focus on the specific features of the language. A particular genre reveals a certain type of text; for example, recipes are known to have the feature of command. Gustafson Bhatia, (1993) analyzed some syntactic aspects seen in the legislative genre and provided the following statistical figures with respect to the use of various clauses: that clauses accounted for 10% of all clauses, adverbial clauses 31%, comparative clauses 11%, and relative clauses 47%. These results revealed that legislative documents tend to have more subordinating devices, e.g., relative or adverbial clauses, than any other genre. Further, Hyon (1996), citing Halliday (1978), pointed out that the linguistic features of a certain genre were key features reflecting the broader

social situations. There is a schematic model of the genre approach which emphasizes how the resources of the language system can be used to make appropriate meaning choices in diverse contexts.

This syllabus seeks to develop students' writing proficiency through demonstrating that their writing skills can be improved if instructional focus is placed on the ways content is structured and the language is chosen. Thus, a variety of genres are placed at the heart of the secondary school curriculum; they are classified in the syllabus as either literary genres, which explore or interpret human experience, or as factual genres, which suggest ideas in order to persuade. For each genre described in the syllabus, a number of support documents are provided. The support guide clearly sketches out the organization and content of special genres, ideas for applicable learning tasks, and the common grammatical patterns suitable for each phase (Hyland, 2002). Medway (1994), as cited in Byram, 2004) explained that genre should be viewed within "the complex social, cultural, institutional disciplinary factors at play in the production of specific pieces of writing". This means that the genre approach should focus not only on the form of communication but also on the social action it is used to accomplish (Miller, 1984). Likewise, the New Rhetoric approach emphasizes a consideration of what kinds of social contexts produce a particular genre in order to increase the efficacy of the genre approach.

## **2.9 Genre Writing Approaches**

Genre represents the norms of different kinds of writing. Genre approach is one of the most recent approaches to teaching writing. When teachers concentrate on genre, students study texts in the genre in which they are going to be writing before they get on their own work. For example, if the students are asked to write business letter, first the teacher will show them atypical model of such business letter and then they will start to compose their own (Harmer, 1998). Genre approaches have lots of common teaching with product approach and can be recognized as an extension of product approaches. Alike product approaches, genre approaches consider writing as predominantly linguistic but they believe that writing varies with the social background in which it is produced (Badger, 2000). Therefore, students who are writing within a certain genre need to consider a number of different factors which influence that particular genre such as the subject matter, the conventions and style of the genre as well as the relationships between the writer and the audience.

## **2.10 The Advantages of the Genre Approach to teaching writing**

First, as for the advantages, students generally appreciate the models or examples showing specifically what they have to do linguistically. Studying a given genre also provides them with an understanding of why a communication style is the way it is through a reflection of its social context and its purpose. Swales (1990) pointed out how rhetorical instruction plays a pivotal role in writing improvement as prior knowledge (p. 83). In this context, the genre approach is very beneficial because it brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them. As Bhatia (1993, as cited in Kim & Kim, 2005) recommended, it is meaningful for writing instructors to tie the formal and functional properties of a language together in order to facilitate students' recognition of how and why linguistic conventions are employed for particular rhetorical effects.

There is no doubt that writing tasks can be more demanding than other language skills, so students at low level of proficiency absolutely need something that they can rely on since they have little exposure to English writing. However, according to Bakhtin (1986), genres always evolve through incorporating a rich variety of voices, styles, discourse features, and points of view. The genre approach allows students to be exposed to the plurality of a genre, which implies that students still have chances to develop their creativity in the genre approach. Thus, if the genre approach is to remain true to the fundamental nature of genres, then teaching in the genre approach should include a final step in which students are encouraged to break the style of the existing genre and let it evolve (H. Nguyen, personal communication, October 17, 2006).

## **2.11 Disadvantages of the Genre-Based Approach**

Much of the criticism has been centered on “the disjuncture between the claim that meaning is encapsulated in textual objects, genres as autonomous systems, and the avowal of a social constructionist functional model of language” (Freedman & Richardson, 1997). From a theoretical perspective, the objection is to the overemphasis on the formal features of genres and the consequent downplaying of the socially situated nature of writing, with its dynamic selection and deployment of a range of generic features to meet the demands of the particular rhetorical context. And from a pedagogical perspective, the objection is somewhat similar: Although in presenting the rationale for their approach, the advocates of genre-based pedagogy argue that text

construction is embedded in, and responsive to, social context, in classroom practice the study and use of specific genres tends to be approached predominantly from a linguistic point of view; instead of genuine interest and communicative purpose being the basis for working with a particular genre, the genre is assigned by the teacher and students are instructed in the relevant linguistic features and then required to use them in the construction of their own written texts.

Despite genres' beneficial roles in helping learners to produce written work with confidence, there are two concerns about the genre approach. One is that it underestimates the skills required to produce content, and the other concern is that it neglects learners' self-sufficiency (Byram, 2004). Thus, the genre approach is blamed for limiting learners' creative thoughts about content and is criticized in that it overlooks natural processes of learning and learners' creativity (Badge & White, 2000). Finally, Bearish (2000) pointed out that, at its best, it helps learners to identify and interpret literary texts, while at its worst; it interferes with the learners' creativity. This concern means that students may end up writing genres as meaningless reproductions.

## **2.12 The Related Studies of the Genre-Based Approach**

Ding Eng Na (2009) investigated the effectiveness of using genre-based approach to teaching writing through the use of model texts. He particularly aimed to identify the moves of the adjustment letter, the allowable moves order and the strategies used to realize the moves. From a language teaching perspective, it is essential to view genre as consisting of a series of moves (Swales, 1990). He believed that a move is considered as a part of a text which achieves a particular purpose within a text. Apart from the analysis of moves, this study also viewed the learners' writing in terms of content, structure and language. This study considered the application of genre-based approach to teaching of writing in the English for Specific Purposes (ESP) context, especially for learners aiming to use English in the professional setting.

The genre-based approach to language teaching attempts to teach learners the 'moves' of a genre and to raise awareness of the linguistic features associated with the moves as a way to overcome learners' difficulties in writing appropriately and effectively. This study addressed the concern to help learners to make their choices in deciding what kind of information should be put in their writing to create meaningful and purposeful texts. 65 Business majors participated in this study. The control group (N=30) were taught through the usual lecturing style while the

experimental group (N=35) were taught using the genre based approach. Following the multiple trait scoring of the learners' texts, the texts were analyzed for content, structure and language while the moves were analyzed using the moves score. The results of the study indicated that learners do write better when they are made aware of the rhetoric structure and providing models seem to increase the salience of the communicative moves considered by the learners for inclusion in their texts. Tangpermpoon (2008) studied integrating approaches to improve students writing skills for English major students .He explained that Writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers. To assist language instructors to improve learners' writing competence and produce good writing, He aimed to present the combination of genre, product, and process approaches in a writing class. To better understand the topic, this paper will be divided into two main parts.

The first section of this study provided a brief literature review of each traditional writing approach including the strengths and drawbacks as well as an adaptive use of each.

The second part includes the importance of using the integrated approaches for English major learners in the tertiary level. The results showed that integrating the two approaches showed greater effect than using only one approach. Kong Etch (2006) studied using a genre-based approach to teach writing to Thai students as a case study. He stated that Thai university students are required to write expositions for different purposes, for example, for their class assignments and independent study research projects. Yet, many are not able to write them successfully as they encounter problems such as organization of ideas and appropriate rhetorical style Badger and White (2000) experimented using the genre and process approaches together as an alternative in a model called the process genre approach. Through this research, they affirmed that this dual approach works well if the writing cycle begins with models, description of the key linguistic features, discussion of the social situation in which it happens, and analysis of the recommended rhetorical patterns of each genre. Student writing is then subjected to the sequence of drafts in the process approach.

For instance, when a university student creates an advertisement describing his or her used laptop in order to sell it, the following should be considered: this writing is intended to sell the

laptop; it should be attractive to some people who are interested in buying it; it must consist of certain information; and it should follow traditions in which laptop descriptions are offered. Then, the person should follow several procedures such as drafting, revising and editing as well as using rhetorical language skills best suited to this genre (Badger & White, 2000, p. 158). This demonstration shows how the process-genre approach embraces teaching the appropriate language along with using a set of revision processes by which a final draft can be produced. Participants in this research were divided into two groups: a group which used the genre based instructions and a group which did not employ the genre approach in the same writing task. After three weeks, participants took a test. The genre group did better than the non-genre group, and the data showed that knowledge of the typical structure of the content made it easier for learners to arrange their ideas in terms of both achieving their communicative goals and producing more well-organized writing. It proved that the learners' understanding of both the rhetorical structure and the linguistic features was increased by the genre-based instructions (Henry & Roseberry, 1998).

### **2.13 Letter Writing**

Letters are categorized into two types (A, Informal Letters and Formal). Informal letters are also known as personal letters, usually written to family, friends, relatives, neighbors or to acquaintances. These letters may or may not have a concrete reason of writing. They may be written just to share an experience, enquire about someone's how about, updating someone with a general incident etc. In these letters we cover personal letters (letters to family, letters to relatives, love letters and letters to elderly people) and social letters (letters to friends, social invitations, congratulatory/apology letters, letters of condolence/sympathy, thank you letters), And it has Senders address, Date, Salutation, Content required, can be long and detailed, Concluding line, Complimentary closure and Signature line

#### **B, Formal Letters**

These letters are written to discuss business, apply for services, make requests, file/register complaints etc. The foundation of these letters and categorization depends upon what is being discussed in the letters. The Letters are short and to the point. The formulation of formal letters, letters of application, official letters and letters to the Editor. It has Senders' address, Date,

Receivers address, Subject, Salutation, Content-Specific, to the point, Concluding lines, Complimentary closure and Signature along with designation or title

#### **2.14 Letter Writing in Teaching English**

Alan Maley (2012) in his article letter writing for students and teachers compares the main characteristics of letter writing with characteristics of expository writing as he believes that these two modes of writing are contrasting to each other. He stated that expository writing is mainly instrumental, focused on providing facts; it “rests on a framework of externally imposed rules and conventions. This range is from grammatical and lexical accuracy to specific genre constraints. The aim of expository writing is to be logical, consistent and impersonal and to convey the content as unambiguously as possible to the reader” (Maley, 2012). Creative writing, on the other hand, focuses on its aesthetic function. As he continues in his explanation, he adds that creative writing “often proceeds by stretching the rules of the language to breaking point, testing how far it can go before the language breaks down under the strain of innovation” (Maley, 2012). This can be especially helpful in terms of practicing grammatical structures, exploring new ways of expressing oneself and exploring vocabulary. The unique combination of feelings and thoughts present during creative writing can definitely enrich every student taking part in it.

#### **2.15 Key Points of Better Letter Writing for Learners**

- **Selection of Correct Words:** are the writer’s tools and the writer needs to put the right word and right expression with precision. It should however be remembered that right words become relevant only in the right context. For example an emotional or flowery language has to be fully avoided in a business letter.
- **To the Point content:** Nothing more is harmful to good communication than confused state which may result in not conveying the exact point. Before writing a letter one should be sure of what one wants to convey, All the facts and methodically. One should not be vague about one’s objective.
- **Conciseness:** formal letters must be concise. In formal letters specially one must not write unnecessary sentences. To the point information or enquiry is prerequisite of a business correspondence. Long illustrations and elaboration must be avoided all costs.

- **Courtesy:** a letter reveals its writer's personality and character. One must remain totally professional while writing a letter. Even while writing a complaint letter, care should be taken that it is couched in polite and civilized language. Good judgment determines what and how a point has to be conveyed.
- **Correct Use of Punctuation Marks:** Use of punctuation marks, use of capital letters, commas or colons is must to make our writing effective. Sometimes placement of comma or full stop at a wrong place may change the meaning of the sentence can steal the effectiveness of a good letter. Hence utmost attention should be paid to punctuation while writing.
- **Style:** The conversational style is the most suitable one for letter writing. It is best to write in a simple, clear style maintaining a logical sequence of ideas. There should be no able up to jumping from one idea to another.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter presents the research design, research setting and research participants, sample size and sampling techniques, data gathering instruments, data collecting procedures, and method of data analysis.

#### **3.1 Research Design**

The present study focused on investigating the effect of using genre-based approach on EFL learners' letter writing and their attitudes towards skills of grade 11 of Seto Semerow Secondary School in focus. Therefore, in this study, quasi-experimental research design was employed to carry out the study. Quantitative method was used to analyze the data gathered using pre-test and posttest. It includes mean, standard deviation and t-test were used to present the data. After analyzing the data presented, the researcher interpreted the data in order to accept or reject the hypotheses formulated.

#### **3.2 Variables of the Study**

The independent variable of the study was "Using genre-based approach to teaching writing skills". The principles of genre-based approaches were explained and delineated clearly in order to implement them into practice. Each genre of writing such as narration, description, exposition and argumentation were taught to students. In addition, the dependent variables of the study are EFL learners' writing and attitude. Learners' letter writing performance was evaluated using the selection and improving of topics, organizing ideas, content of the sample piece of texts and language use. Learners' attitude towards EFL teachers' using of genre based approach was surveyed using the pre- and post-intervention.

#### **3.3 Research Setting and Population**

The area for this study is Oromia Regional State particularly Jimma Zone, in Seto Semerow preparatory School grade 11 students in focus. From the Secondary Schools Seto Semerow was selected purposefully. This study was conducted at Seto Semrow Secondary School, and grade 11 students were the participants of the study.

The target population of this study was all grade 11 students of Seto Semrow Secondary School. In this school, there were 8 sections of grade 11 students. Each section contains 25 students, and

totally 200 students 6 sections are natural 2 sections are social sciences. The researcher took two sections that were social sciences section G and H and 50 purposefully by using simple purposeful sampling techniques. One of them was used as experimental group (25) which is going to be taught writing lesson using genre-based approach, whereas the other section was the control group (25) that was taught using conventional approach used in the textbook.

### **3.4 Sample size and Sampling Technique**

Polit (2001) states sampling involves selecting a group of people, events, behaviors or other elements to conduct a study. Since quasi-experimental study was the research design of the study, sample sections were selected using purposefully method to identify the two possible sections out of the eight sections. Both sections are going to be sorted as experimental and control groups purposefully.

### **3.5 Data Gathering Instruments**

The data gathering instruments used to investigate the effect of using genre-based approach on learners' letter writing skills and attitude grade 11 were pre-test, and posttest. In order to answer the research questions and to assess the achievement of the participants, data was collected from both experimental and control groups in the pre-test and the post-test. After the students in the experimental group was taught for eight weeks using the analysis techniques of letter writing (experimental group), and using letter writing exercises of the grade eleven textbook (control group) again both groups were given a post test in the sixth week in order to see if there would be any significant difference in the letter writing performance in the writing product by the control and experimental groups (See the Pre-test and Post-test in Appendix I). An independent t-test was used to determine the significance of the mean difference between the experimental and control groups.

#### **3.5 .1 Pre-test**

The pretest was held before the intervention. Both groups took the pretest which is designed to ascertain the students of the two sections are homogeneous in their result before the experiment. The test is on writing a letter on a given topic. The students in both sections are ordered to write a letter following the instruction. The main objective of the pre- test was to find out if there was any significant difference in analysis techniques of letter writing performance between the experimental group and the control group in their written composition. The pre-test took one hour and

thirty minutes for the study. The topic that students are ordered to write a letter is taken from familiar situation to students. (See, appadaxis B)

### **3.5.2 Post-test**

At the end of the experiment, the participants took the post-test. In the study, a post-test was given in order to find out if there were any significant differences between the control and the experimental group in letter writing performance in their writing abilities at the end of the experiment. Just as the pre-test, a three partite post-test was prepared for both groups consisting of controlled writing, guided writing and free writing. Similarly, the post-test was taken one hour and thirty minutes for the study. (See, appandaxis B)

### **3.5.3 Questionnaire for Students Attitude scale**

Questionnaire for students was one of the tools used for gathering data for this study. A questionnaire with licker scale questions was designed and distributed to students in the experimental group in order to find out the paragraph writing techniques that the students had learnt in lower grades (Grade 9 and 10) and their attitudes towards using analysis techniques of model letter writing activities in the experiment. Besides, the student questionnaire was aimed at investigating the major problems students faced while they were learning using analysis techniques of selected letter in writing. The researcher distributed the questionnaire for both experimental and control group. It was assumed that the students' responses would provide highlight on how teachers teach using analysis techniques of letter in writing in Ethiopian secondary high school English classes. (See Appendix E)

### **3.6 Reliability and Validity of Data Collection**

In testing writing skills, a test should first be reliable as a measuring instrument; therefore, an attempt was made to consider inter-rater. In order to achieve this, the test should be administered to the same group on different occasions with no language practice taking place between these occasions. This is because a test must be consistent in its measurement without any language input given. In this study, the researcher was considering inter rater for the pre and post-test was prepared before during the pre-post study.

In order to obtain data for this study, two sections were selected in order for the data to be more reliable. An attempt was to minimize the problem which was created by near distance or their

interaction. The face and content validity of the pre-and post-tests was checked by getting feedback from the teachers' research supervisors and colleagues. The comments were used to improve the pre and post-tests as well as the marking guidelines. In this regard, Weir (1990:39) states, "The test should undergo a further validation check at this stage by inviting professionals in the field (language and subject) to comment on the suitability of texts, formats and items." Furthermore, in preparing the pre-and post-tests, the researcher consulted different books on testing (for example, Weir, 1990; Heaton, 1991). Besides, the pre-and post-tests were believed to have content validity as they aim at assessing the students' letter writing performance in their writing abilities covering the analysis of techniques which the students was study during the experiment.

As noted above, the test was submitted to the research supervisors for comments. Guidance was given on how to revise the test items to ensure that the tests are appropriate to our local context. Then, the tests were used to examine again and approve for pre-testing. The analysis of the data was carried out using the t-test. (Appadaxis E).

### **3.6.1 Controlling Mechanisms of Erroneous Results**

As explained above, the instruction and level of difficulty of the pretest and the posttest items were directly be taken from IELTS. This simplifies the problems that could be created from not using standardized instrument. The face, construct and content validity of the tests was held by giving the sample tests to the two advisors, other two instructors who hold PhD and teach in Jimma University and for two English teachers who have been teaching at grade eleven. The comments given from these teachers were used to redesign the tests. Besides, the validity of the intervention materials that were used to give direct and indirect correction for written items was assessed by my advisors. A pilot was conducted on both instruments to check the reliability of these tests. The reliability of the texts made on grade eleven students taken from Seto Semerow Secondary School. An inter-rater reliability was used in order to check the reliability of the tests.

### **3.7 Data Collection Procedure**

Data was collected from data by using pretest and posttest. Before gathering information the researcher first asked permission from principal/vice director of the school. Next, researcher explained the purposes and benefits of the study clearly to the subjects of the study. Third, a study was conducted for the teachers and students who teach and teachings to Semrow secondary

School to check how their understanding enough to the students and teachers. Because the objective of the study is to test and improve instruments and to have awareness for possible problems that might be encountered while administering the actual instruments. Cohen et al. (2000), state that “A pilot has several functions, principally to increase the reliability, validity and practicality of the questionnaire”. Then, the researcher made a bit of modification on every few questions of its having challenging and ambiguous words. In addition to this, the researcher showed questions to his advisors for farther modification. Finally, the researcher administered questions for the students who were chosen by purposeful sampling pre-test and post test, for all the 50 students.

### **3.8 Methods of Data Analysis**

After the data collected, the researchers were analyzed and interpret the data quantitatively. Quantitative data was obtained from pre-test and posttest results and questionnaire (close ended) that organized and presented in tables employing t-test that includes and mean value by using SPSS version 23 software. According to Lazarton (2005, as cited in zoltan, 2007) comparing various groups of people is the most common statistical procedure in applied linguistics research. Zoltan further explained that in statistics, there were different methods available for such comparison dependening on the number of groups we wish to analyze. If we want to compare two groups we compute a t-test. As Zoltan (2007), there are two types of t-tests: independent samples t-test and paired samples t-tests. Independent samples t-tests are for research design where we are comparing the result of groups that are independent of each other. However paired samples t-tests are for research designs where we want to compare two sets of scores (two variables) obtained from the same groups is measured more than once. That is this procedure examines different results obtained from the same group therefore the purpose of this research the second type of t-test (paired samples t-tests) was used. Kothary (2004) states that in case two samples are related we use paired t-tests for judging the significance of mean difference between two related samples. This means the t-test results of pre-tests and post- tests of the control and the experimental group students were compared in this way.

### **3.9 Ethical Considerations**

Firstly, the researcher took possibility to do this work professional and ethical. Secondly, he was keeping the rule and regulation of school where researcher conducted. Thirdly, he explained the

purposes and benefits of the study clearly to the subjects of the study. While introducing the purpose of the research in the introduction part of the questionnaire, the researcher confirmed that respondents' confidentiality was protected. Moreover, the study was based on their permission. Then a researcher did not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials were used for this research has been appropriately acknowledged.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

In this section of the study, the data gathered from the letter writing test specifically pre-test, and posttest were presented and discussed. The pre-test was given for both control and experimental groups in order to know their level of letter writing. Moreover, the post test was given for both groups after training had been given for the experimental group students for 24 hours. This means the experimental group students were taught letter writing through the genre approach to writing. Whereas, the control group students were taught letter writing through the product approach of teaching writing teaching writing for 24 for ours.

The main focus on the discussion was on the effect of using genre based approach to letter writing in developing student's letter writing and skills based on the results of control and experimental groups in the pre and post letter writing performance and attitude scale measurements. The students' attempts of letter writing were scored out of 100%. Moreover, five evaluative parameters were used to score students both letter writing and attitude scale test and each of them was weighted differently: content 35%, organization 25%, grammar 25%, vocabulary 15%, and mechanics 5%. In addition to this statistically package for social science (spss) version 23 was employed for the statistical analysis of the data. Especially writing process, t-test, paired samples t-test used to compare the main score of the two groups.

**Table 4.1The Research Participants Biographic Information**

Group	Grade level	Sex		Total
		Male	Female	
Control group	11	16	9	25
Experimental group	11	14	11	25
Total		30	20	50

Table 4.1 shows the biographic information of the research participants both in the control and experimental groups. Thirty were males 20 were females. Totally fifty students participated in the study. Furthermore, 16 males and 9 females' students were assigned to the control group and 14 male 11 female students were assigned to the experimental groups.

#### **4.2 The Results of Tests (pre-post-tests)**

The instrument which was used to check the effect of using genre-based approach to teaching on FEL learner's letter writing skills and their attitude of towards skills developing students' letter writing skill was the letter writing skills test. The result of pre-test and post-test obtained from the letter writing tests of both control and experimental groups were analyzed and interpreted in the following way.

#### **4.3 The Analysis of Pre-Test Results of Both Groups**

All participants of the study 25 students of the control group and 25 students of the experimental group took a pre-intervention letter writing test and attitude scale test. It was carried out so as to know letter writing level of the students before intervention. The research computed an independent samples t-test to compare the pre-test results of the control and experimental groups based on the five major skills of letter writing. The comparison between the two groups were presented as follows: The first specific objective of the research was to examine whether there is statically significance differences between the mean scores of experimental group and control group in before and after the intervention. To this end, the results of the writing pre-test and post-test for experimental and control group were compared to see whether there were statistically significant differences between the two groups (control and experimental) in terms of the overall writing performance.

Paired-samples t-tests compare scores on two different variables (Pre- & Post tests) but for the same group of cases; independent-samples t tests compare scores on the same variable (pre-test) but for two different groups of cases.

Consequently, independent sample t-test was used to compare the mean scores of the two groups, as shown in Table (4.2) and 4.3. Results of t-test verified hypothesis one as shown in Table (4.2).



Ha1 - There are statistically significant differences between the mean scores of the experimental group students and that of the control group students on the writing performance before the intervention

**Table 4.2 Independent sample T-test results of the writing pre-test comparing both control and experimental groups in letter writing performance**

Test	Group	N	Mean	Std. Deviation	Std. Error Mean	T	Df	Sig.
Pre	Control	25	54.3600	10.81234	2.16247	-0.870	48	0.389
	Experimental	25	51.9200	8.92991	1.78598			

Table 4.2 shows that there were no statistically significant differences between the mean scores of the control and experimental groups on the writing pre-test in overall writing performance according to general scoring, p-value (0.389) is not statistically significant at 5% level of significance. Therefore, the two groups are homogenous at the beginning of the experiment regarding letter writing performance. This means that the two groups were nearly at the same performance towards writing and they belonged to the same society they were taken from at the beginning of the experiment, in spite of the minor differences between the two groups.

In order to control variables before implementing the genre-based approach, the results of the writing pre-test were subjected to statistical treatment to find whether there were statistically significant differences between the two groups (control and experimental) in terms of each components of writing performance (Contents, Organization, Grammar, Vocabulary and Mechanics). Consequently, t-test for independent homogenous groups was used to compare the mean scores of the two groups, as shown in Table 4.3.

**Table 4.3: Independent sample T-test results of the writing pre-test comparing both control and experimental groups in the components of writing performance**

Components of Writing	Group	N	Mean	SD	T	Df	Sig.
Contents	Control group	25	19.5200	3.52515	.828	48	.412
	Experimental group	25	18.6000	4.29146			
Organization	Control group	25	9.2800	3.18224	1.859	48	.069
	Experimental group	25	7.6800	2.89713			

Grammar	Control group	25	14.6000	3.45205	-.526	48	.601
	Experimental group	25	15.0800	2.98496			
Vocabulary	Control group	25	8.2400	1.92094	.631	48	.531
	Experimental group	25	7.9200	1.65630			
Mechanics	Control group	25	2.7200	.61373	.393	48	.696
	Experimental group	25	2.6400	.81035			

Table 4.3 shows that there were no statistically significant differences between the mean scores of the control and experimental groups on the writing pre-test in the components of writing performance (Content, Organization, Grammar, Vocabulary, and Mechanics) according to analytic scoring, p-value is (0.412) for "Content", (0.069) for "Organization", (0.601) for "Grammar", (0.531) for "Vocabulary" and (0.696) for "Mechanics" not statistically significant at 5% level of significance. This shows that the two groups were similar in each components of writing performance before the intervention.

After intervention done, the post writing performance test was administered and results of the t-test confirmed hypothesis two as shown in Table (4.4).

Ha2 - There are statistically significant difference between the mean score of the experimental group (the ones involved in genre-based approach) and that of the control group (the ones involved in conventional approaches) in letter writing performance after the intervention.

The independent sample t-test for independent homogenous groups was used to compare the mean scores of the two groups on the writing post-test according to general scoring.

**Table 4.4: The t-test results of the writing post-test for overall writing performance**

	Group	N	Mean	SD	T	Df	Sig.
Post Test	Control	25	55.9200	9.29121	-4.479	48	.000
	Experimental	25	68.6400	10.73887			

As shown in Table 4.4, the p- value (0.000) for writing performance scores was statistically significant at 5% level of significance. This indicates that there are statistically significant differences between the experimental group and the control group on the writing post-test in

overall writing performance in favor of the experimental group. This result can be ascribed to subjecting the experimental group to genre based approach.

The t-test for independent homogenous groups was used to compare the mean scores of the two groups on the writing performance post-test in relation to analytic scoring. The results of t-test are consistent with hypothesis two as shown in Table (4.5):

**Table 4.5: The t-test results of the writing post -test in each components of writing performance**

Components of Writing	Group	N	Mean	SD	T	Df	Sig.
Contents	Control group	25	19.0800	2.70678	-6.285	48	.000
	Experimental group	25	25.4800	4.31200			
Organization	Control group	25	9.2800	2.76164	-4.655	48	.000
	Experimental group	25	12.9200	2.76767			
Grammar	Control group	25	15.5200	3.74299	-2.661	48	.003
	Experimental group	25	17.1200	3.03205			
Vocabulary	Control group	25	8.9600	1.81384	-1.311	48	.196
	Experimental group	25	9.6000	1.63299			
Mechanics	Control group	25	3.0800	.70238	-1.412	48	.164
	Experimental group	25	3.3600	.70000			

As shown in Table 4.5, (0.000) for "Content", (0.000) for "Organization", (0.003) for "Grammar", for analytic scores were statistically significant at 0.05 level, but (0.196)for "Vocabulary" and (0.164) for "Mechanics" were not statistically significant at 5% level of significance. This indicates that there are statistically significant differences between the experimental group and the control group on the writing post-test in the components of writing performance (Content, Organization, and Grammar) in favor of the experimental group. Further, the results of the means of the experimental group' scores on the components of writing performance indicate that they achieved best results in "Contents". This result can be ascribed to subjecting the experimental group to the genre-based approach. This shows that the two groups were similar in each components of writing performance before the intervention.

The second specific objective of the research was to identify whether there is statistically significance difference between the mean scores of pre-test and posttest of experimental group. To specify the relative extent of change resulted from using the genre-based approach from the writing pre-test to the writing post-test for the experimental group, t-test for paired samples was used. The t-test for paired samples aims at comparing the mean scores of the experimental group on the writing pre-post-test in overall writing performance with respect to holistic scoring. Results of t-test verified hypothesis three as shown in Table (4.6).

Ha3 – There are statistically significant differences between the mean score of the pre-test and post-test results of the experimental group in letter writing performance

**Table 4.6: T-test results of the writing pre-post-test in overall writing performance given that holistic scoring for the experimental group**

		N	Mean	SD	Mean difference	T	Df	Sig.
Experimental	Pre-test	25	51.92	8.929	-16.720	-12.56	24	.000
	Post test	25	68.65	10.73				

Table 4.6 shows that there were statistically significant differences between the mean scores of the experimental group on the pre-post-writing test in overall writing performance with reference to holistic scoring in favor of the post-test, p-value (0.000) is statistically significant at 5% level of significance.

The t-test for paired samples aims at comparing the mean scores of the experimental group on the writing pre-post-test in the components of writing performance (Content, Organization, Grammar, Vocabulary and Mechanics) in reference to analytic scoring. Results of t-test proved hypothesis three as shown in Table (4.7).

**Table 4.7: T-test results of the writing pre-post-test in the components of writing performance for the experimental group**

Components of Writing	Test	N	Mean	SD	Mean difference	T	Df	Sig.
Contents	Pre	25	18.6000	4.29146	-6.8800	-8.850	24	.000
	Post	25	25.4800	4.31200				
Organization	Pre	25	7.6800	2.89713	-5.24000	-6.129	24	.000

	Post	25	12.9200	2.76767				
Grammar	Pre	25	15.0800	2.98496	-2.04000	-5.298	24	.000
	Post	25	17.1200	3.03205				
Vocabulary	Pre	25	7.9200	1.65630	-1.68000	-7.856	24	.000
	Post	25	9.6000	1.63299				
Mechanics	Pre	25	2.6400	.81035	-0.7200	-3.845	24	.001
	Post	25	3.3600	.70000				

Table 4.7 shows that there were statistically significant differences between the mean scores of the experimental group on the writing pre-post-test in the components of writing performance (Content, Organization, Grammar, Vocabulary and Mechanics) regarding analytic scoring for the experimental group in favor of the post-test, p-value (0.000) for "Content", (0.000) for "Organization", (0.000) for "Grammar" (0.000) for "Vocabulary" and (0.001) for "Mechanics" is statistically significant at 5% level of significance. Further, the results of the means of the experimental group' scores on the writing performance post-test indicate that they achieved best results in "Contents" with mean difference of 6.880.

The 3<sup>rd</sup> specific objective of the research was to identify the effect of using genre based approach to teaching writing skills on EFL learners' attitude before and after the intervention. The results of the attitude pre-scale and posttest were compared to find whether there were statistically significant differences between the two groups (control and experimental) in terms of their attitudes towards writing. Consequently, t-test was used to compare the two groups, as shown in Table (4.8).

**Table 4.8: T-test results of the attitude pre-scale comparing both control and experimental groups on the student writing attitude scale**

	Group	N	Mean	SD	T	Df	Sig.
Pretest	Control	25	54.6800	10.40320	.949	48	.348
	Experimental	25	52.4400	5.58331			

Table 4.8 shows that there were no statistically significant differences between the mean scores of the control and experimental groups on the student writing attitude scale, p-value (.348) is not statistically significant at 5% level of significance. Therefore, the two groups are homogenous at the beginning of the experiment regarding attitude scores. This means that the two groups were

nearly at the same level of attitudes towards writing and they belonged to the same society they were taken from at the beginning of the experiment, in spite of the slight differences between the two groups.

The independent sample t-test was also used to compare the mean scores of the two groups on the attitude post-scale. Results of t-test affirmed hypothesis four as shown in table (4.9).

Ha4: There are statistically significant differences between the mean score of the experimental group students and that of the control group students on the attitude post-scale

**Table 4.9: The t-test results of the attitude post-scale comparing both control and experimental groups on the student writing attitude scale**

	Group	N	Mean	SD	T	Df	Sig.
Post test	Control	25	56.0400	8.89044	-5.679	48	.000
	Experimental	25	68.9200	7.04107			

Table 4.9 shows that there were statistically significant differences between the mean scores of the control and experimental groups on the student writing attitude post-scale, p-value (0.000) is statistically significant at 5% level of significance.

In order to find out the relative extent of attitude change resulted from using the genre-based approach from the attitude pre-scale to the attitude post-scale for the experimental group, paired sample t-test was used.

The t-test for paired samples aims at comparing the mean scores of the experimental group on the attitude pre-post-scale. Results of t-test proved to be consistent with hypothesis five as shown in Table (4.9).

Ha5 - There are any statistically significant difference between the mean scores of the pre- and post-intervention of attitudinal survey questionnaire results of the experimental group.

**Table 4.10: T-test results of the attitude pre-post-scale for the experimental group**

	Test	N	Mean	SD	Mean difference	T	Df	Sig.
Experimental	Pre	25	52.4400	5.58331	16.480	-11.681	24	.000
	Post	25	68.9200	7.04107				

Table 4.10 shows that there were statistically significant differences between the mean scores of the experimental group on the attitude pre-post-scale in favor of the post-attitudes, p-value (0.000) is statistically significant at 5% level of significance. Therefore, the pre and post score in the experimental group. This means that the pre and post score in the experimental group is different. Further, the results of the means of the experimental group' scores on the attitude post score-test indicate that they achieved best results as compared to attitude score in pre-test.

The t-test for paired samples aims at comparing the mean scores of the experimental group on the writing pre-post-test in each components of attitude score (Content, Organization, Grammar, Vocabulary and Mechanics) in reference to analytic scoring. Results of paired sample t-test as shown in Table (4.10)

**Table 4.11: T-test results of the letter writing pre-post-test in the components of attitude of writing performance for the experimental group**

Components of Writing	Test	N	Mean	SD	Mean difference	T	Df	Sig.
Contents	Pre	25	19.3600	5.01564	-6.12000	-5.379	24	.000
	Post	25	25.4800	4.31200				
Organization	Pre	25	7.8400	2.79404	-5.24000-	-7.862	24	.000
	Post	25	13.0800	2.82725				
Grammar	Pre	25	14.7600	2.86182	-2.68000-	-3.260	24	.003
	Post	25	17.4400	2.94505				
Vocabulary	Pre	25	7.6800	1.64114	-1.78000	-4.401	24	.000
	Post	25	9.5600	1.66032				
Mechanics	Pre	25	2.5400	.61035	-0.8100	-5.308	24	.000
	Post	25	3.4600	.70000				

Table (4.11) shows that there were statistically significant differences between the mean scores of the experimental group on the writing pre-post-test in the components of attitude score (Content, Organization, Grammar, Vocabulary and Mechanics) regarding analytic scoring for the experimental group in favor of the post-test, p-value (0.000) for "Content", (0.000) for "Organization", (0.003) for "Grammar" (0.000) for "Vocabulary" and (0.000) for "Mechanics" is statistically significant at 5% level of significance. Further, the results of the means of the experimental group' scores on the attitude score post-test indicate that they achieved best results in "Contents" with mean difference of 6.120.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

#### 5.1 Introductions

This chapter contains summary, conclusion and recommendation of the study. In the section first summary of the study and the major findings are processed. Then the conclusions of the fundamental findings were drawn. Finally some useful recommendations were forwarded on the basis of the findings of the study.

#### 5.2 Summary

First of all the main purpose of this study was to investigate the effect of genre based writing approach on developing grade 11 students letter writing skills at Seto Semerow Preparatory school. Moreover the specific objectives that were intended to be achieved were: identifying the effectiveness of using genre writing approach on grade 11 students letter writing skills development of Seto Semrow Preparatory School: examines whether there is statically significance differences between the mean scores of experimental group and control group in before and after the intervention, identifies whether there is statistically significance difference between the mean scores of pre-test and posttest of experimental group, identifies the effect of using genre based approach to teaching writing skills on EFL learners' attitude before and after the intervention

In addition to this some useful and related points were included under the review of the related literature section that includes the common approach to teaching writing the control approach, the guided approach, the free writing approach the product approach, and the genre approach with their definition, features, advantages and disadvantages and their historical back grounds.

To achieve the main and specific objectives of the study and to answer the basic research questions some methodological procedure were used by the researcher. In this study a quasi-experimental research design was used. This means the samples of the study were designed in to control and experimental groups and training was given for the experimental group. The participants of the study were grade 11 students of Seto Semrow Preparatory School. Among the

total 200 students 50 of them were chosen through by lottery method. Moreover those students were assigned in to control and experimental groups purposely. The same 25 students were assigned to both groups.

In addition to this letter writing and attitude scale skills were used to gather data from the control and the experimental groups. This mean before the samples were assigned to control and experimental groups, first a pre-test was given for both at the same time so as to check the letter writing and attitude levels of students. Then after the samples were of assigned to control and experimental groups training was given for the experimental group for 24 hours through the genre approach to teaching writing. On the other hand the control groups' students also were taught letter writing for the same 24 hours through the product approach to teaching writing. Finally post-test was given both groups at the same time. Then the data which were collected through pre-intervention and post-intervention letter writing tests from both groups were analyzed through paired samples t-test. To analysis the data, statistical package for social sciences *spss* version 23 application was used.

Based on the analysis of the data (t-test results) the following findings were obtained from the study:

1. There are statistically significant differences between the mean scores of the experimental group students and that of the control group students on the writing performance post- test favoring the experimental group.
2. There are statistically significant differences between the mean scores of the experimental group students and that of the control group students on the attitude post-scale favoring the experimental group.
3. There are statistically significant differences between the mean scores of the experimental group students on the writing performance per-and post-test favoring the post-test scores.
4. There are statistically significant differences between the mean scores of the experimental group students on the attitude pre-post scale favoring the post-attitude scores.
5. There are no statistically significant differences between the mean scores of the control group students on the writing performance pre-and post-test in terms of "Content" and "Organization"

skills, but there are statistically significant differences between the mean scores of the control group students on the writing performance pre-and post-test in terms of "Sentence Fluency" and "Writing Conventions and Layout".

6. There are no statistically significant differences between the mean scores of the control group students on the attitude pre-post-scale.

### **5.3 Conclusions**

Based on the objectives of the study and the above research findings the following conclusions were drawn: on the basis of the findings of the study, it is possible to conclude that genre approach to teaching writing is effective in developing students' letter writing skills. This is because, when the pre-intervention letter writing and attitude scale test of the experimental group is compared with their post intervention letter writing tests. There was statistically significant difference between them. The statistics clearly indicated that the letter writing skill of experimental group improved after they had learned letter writing through genre approach of teaching writing.

In the guide reviewing the data and analyzing the results, the following points were concluded:

1. Using Genre-based approach improves students' performance. This conclusion adds to the validity of other studies such as that of Moerler (1991), Wells (1992), Cox, Holden & Pickett (1997), Kapka&Oberman (2001), Buhrke et al (2002) and Ahmed (2003).

2. Using the Genre-based approach has helped develop a positive relationship between students' attitudes and their writing performance. Students who were displayed low attitude scores towards writing displayed low writing performance and vice versa. This conclusion is consistent with the conclusions of other studies such as that of LaRoche, (1993), Adams et al (1996), Robertson, Cumber worth & Hunt (1998), Suzie (2001), Ensio&Boxeth (2000) and Gau et al (2003). This conclusion can be elaborated as follows:

A. In view of the fact that a positive attitude change occurred due to the introduction and implementation of Genre-based approach in this study, it is important to realize that teaching writing as a process encouraged students to become writers. Students learned by being active participants rather than by passively absorbing information. Genre-based approach forced students to become active participants in their learning. They were required to take charge of

their writing by selecting their own topics to write about, by deciding how their topics would be developed and what the finished product would be. A focus on PW provided the natural development of written language. It focused attention on the process of learning and not the finished product. It is concluded that all students can write and that they have something worth writing. It allowed for the growth of writing skills because Genre-based approach activities took place in a non-threatening climate where students were not afraid of taking risks. It was within this environment that students developed their own style and choices.

B. Through making writing purposeful, students became better writers because they had a sense of audience. The sense of audience developed through various aspects: constructive peer revising / editing, presenting writing to an audience (Author's Chair) and posting writing on pocket bulletin boards; these things were powerful incentives. Additionally, the purpose is motivated by writing on topics that affect them (friendly letter, describing one's hometown, describing the job one likes and for and against TV), it was then that their writing became purposeful. Hence, proposing writing that is real and meaningful was essential in creating a writing-rich environment. The researcher hoped to make writing an everyday reality for students. Other studies reached the same conclusion such as that of Adipattaranun (1992), Goldstein & Carr (1996), Louder Milk (1997) and Ensio&Boxeth (2000).

3. The change in the writing teacher's role from the traditional role which has been evaluating the learner's first draft as if it were the final product, and assuming the role of a consultant, facilitating the learner's step-by-step creation of the piece of writing, is crucial in helping students write better.

4. Providing safe, encouraging, non-threatening environment, i.e. creating settings that motivate students' writing, helps them improve their writing performance. Student-writers need to feel support and acceptance from the teacher and peers to take the kind of risk involved in the process of producing good writing. When they feel safe from criticism, they become eager to write and to share their writing. Therefore, the class becomes a community of writers and students respond positively to a supportive writing atmosphere. This is consistent with the results of other studies such as Mouritzen (1993), Edwards et al (1995), Tai Po Old Market Public School (2000) and Hill (2000).

## 5.4 Recommendations

The findings of the study show that the genres approach to teaching writing is effective in developing students' letter writing skills. It also reveals that the approach is effective in developing different letter writing skills of learners: content, organization, grammar, vocabulary and mechanics. Moreover it displayed that genre based approach is more effective than the product approaches in teaching writing to developing students' letter writing skills in content, organization and mechanics. Therefore based on these findings the following recommendations are made:

- Teachers necessitate more training in writing, especially on Genre-based approach. For those untried with writing as a process, it would be advisable to read books by experts in the field. Teachers should talk to other teachers who use the product approach to become familiar with what is happening in the field of writing. They would have a stronger base for discussions concerning what writers do and how they feel when writing. These types of discussions are important to the development of the students' writing skills.
- Teachers should also provide students with frequent and lengthy opportunities to write. Collaboration is highly valued and encouraged at every step of the process, especially during the revising and editing phases.
- In successful writing classes students need to be reminded of the purpose for their writing: publishing and communicating. Teachers are expected to help students make connections between writing in the classroom and in the world at large.
- Teachers need to encourage their students, guide and support their hesitant steps, reassure them it is acceptable to make mistakes on first drafts and remind them the purpose of the initial writing is to communicate ideas.
- Students, whatever their age or level of ability, need to feel that writing is fun.
- As mastering the writing skills can be achieved gradually, students need periodical experiences to practice it. Frequency of writing increases fluency. Therefore, sufficient time to writing instruction is needed.
- As an interested audience is helpful and effective, it is recommended to adopt a sense of audience other than the teacher such as classmates, schoolmates and family members.
- Student-writers should choose their own topics of writing that are of interest to them and their lives.

- Teachers should view students as authors and real writers and give them the opportunities to engage in writing as "professionals" do.
- The use of student-teacher conference is recommended as the teachers ask key questions (such as what kind of help might you need now?) and students raised their problems about using PW stages (pre-writing, drafting, revising, editing and publishing) and the teacher responded to these problems and at the same time invited the whole class for a discussion. The conferencing was effective in tackling students' writing problems.
- The students' audiences should be real and interested in reading what the writers have to say (peers, friends from other classes, family members and so on).
- When all teachers are encouraged to use the same scoring rubric, this will greatly enhance the consistency of assessment

### **5.5 The future research directions**

This research to investigate only the effect of using genre based approach to teaching writing skill on EFL learners' letter writing skill and attitude towards skills. The finding of this study reveals that the genre based approach to teaching writing is effective in developing learners' letter writing skills. The study also displayed that this approach is effective in developing different aspects of learners letter writing skills content, organization, grammar, vocabulary and mechanics.

Therefore the future researches should focus on examining the effect of using genre based approach on students' letter writing skills development using large sample size. In addition to this although many researchers confirmed that genre based approach is effective in developing learners skills

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**Appendix A**  
**JIMMA UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**  
**THE EFFECT OF USING GENRE-BASED APPROACH TO TEACHING**  
**WRITING SKILLS ON EFL LEARNERS' LETTER WRITING AND THEIR**  
**ATTITUDES TOWARDS WRITING GRADE 11 OF SETO SEMROW**  
**SECONDARY SCHOOL IN FOCUS**

**Training manual for grade eleven students**

**I. Over view of training the manual**

This material will prepare to train grade eleven students through the genre approach to teaching writing. The main objectives of preparing this material will help the experimental group students develop their letter writing skills by teaching them through the five stages of genre based approach: pre-writing drafting revising editing and publishing.

Clearly: the control group students will teach letter writing through the product approach to teaching writing however the letter topics which are used to train the experimental group students are also used to teach the control group students. The only difference between the two is that the way students will learn letter writing. These students will teach letter writing for 26 hours and it will be given for eighteen consecutive weeks. And also gives one hour on Thursday and one hour on Friday. Again the control group will be give the same hours they take. The total number of students in this section are 50 from this number 25 are experimental group and 25 are control group

**II. Objectives of the training material**

At the end of this training the experimental group students will be able to:

- ✓ Write letter based on the stages of genre based approach to writing.

- ✓ Write letters that are relatively free from content organization, vocabulary, grammar and mechanics problems.

### **III. Letter topics for training**

The following letter topics will be used to train the experimental group students through using the genre approach to teach writing and to teach letter writing to the control groups' students through the product approach to teaching writing. Topics will be familiar with students' background, race, religious, sex etc is also will take in to account during the topic selection process.

1. Modern technology has several disadvantages than advantages.
2. My unforgettable childhood memory.
3. My lovely classmate
4. Purpose of learning English language.
5. Modern medicines are better than traditional medicines.
6. The happiest day in my life.
7. My bed room.
8. Why do many high school students drop out of school in setowsemrow?
9. The role of ICT
10. The worst day in my life.
11. My classroom friend

#### **1. The stage of genre based approach to writing**

Students in the experimental group will teach letter writing through the those all common all types of writing genre based approach to writing students and teachers will have their own roles under each stage.

## **1.1 pre-writing**

Under the pre-writing stage of genre based approach to writing during the train several activities will carry out by teachers and students. These are determining purpose and audience, generating ideas towards their topics and organizing.

### **1.1.1 Determining purpose and audience**

Before students will start writing their letters they need to determine the purpose of their letters and the readers of their texts. This means they are required to answer the questions who are the reader of their texts (students, teachers, parents or some other bodies)? Are they logical? Therefore at this step of the pre-writing stage students will inform to focus on these points.

### **1.1.2 Brainstorming**

After determine they will generate ideas towards their topics. This means they collect ideas for their own topics. And will be doing this tasks in group or individually. , furthermore students will use different mechanisms to brainstorm ideas like mind mapping, listening and free writing. Therefore the principal task of students will under this step of pre-writing stage is to generate, collect brainstorm or produce ideas which are related with the topics. But the activities of structuring and judging ideas are requiring to be carrying out under the next step.

### **1.1.3 Outlining/organizing**

After generating ideas towards their topics the other relevant issues under pre-writing stage will organizing or structuring ideas. As flower and Hayes (1981), the process of organizing plays a crucial role in grouping ideas and forming new concept. Based on the above principle students will organize or structure the based ob appropriate categorizes and sequences. This means they will make a list of the main points with appropriate supporting details in an outline form.

## **1.2 Drafting**

According to Chapman (2003), drafting is the physical act of writing, because it is the stage where the writer develops his/her topic on a paper, and the writer puts together the pieces of the

text through developing ideas in to sentences and paragraph with an overall structure. They focus on content only and forget about language and mechanical aspects such as grammar, spelling and punctuation. Based on this reason students will prepare an outline plan for their topics, they develop their letters in to sentence and paragraph forms.

### **1.3 Revising**

Manzo (1995), state that revising should be viewed as a thinking that helps students refine ideas, discovers new connections, and explore them more deeply in an attempt to communicate their ideas with their audience. During this stage the writer will make whatever changes he or she feels are necessary. Revision will involve additions and deletions, changes in syntax, sentence, structure and organization and in some case starting over completely. Then students will write their first draft they make different changes on it.

### **1.4 Editing**

This stage concentrates on linguistic accuracy: grammar, spelling, and punctuation (harry 1993), editing can be viewed as correcting spelling and grammar in a piece of writing punctuation. In this stage students will be checking and correcting spelling, checking and correcting grammar and correcting punctuation.

### **1.5 Publishing**

According to Burke (2002), state that having students publish their complete works with audience such as peers, friend, families or community. Teachers can promote real communication between writes and readers in the genre writing class room since students can have real audience who can meaningful respond to their writing, and develop confidence as authors. Then students will try make to correct (edit) their texts based on their friends comments. The teachers will constructive feedback for students after he will rear their text properly. So they will correct or edit their comments based on the teacher's feedback. Finally the teacher's role under each stage of genre based approach will be facilitating students writing activities instead of giving them a writing lecture as that of traditional approaches to teaching writing

## **2. Procedures of to teaching the control group**

It will describe the above the control group students will letter writing for 28 hours through the traditional approach to teaching writing. Three different approaches to teaching writing will use to teach letter writing for the students. These are: the product oriented approach, the controlled approach and the guided approach. Therefore the followings steps will plan.

### **2.1 The product oriented approach**

First of all the researcher will prepare a model text in advance for the students, and write that model on the black board and ask the students to study and analysis that text form all point of views: structure, grammar, content sentences organization etc. then after students manipulate the features of the model text they will have given a new topic and invite a pararael writing task.

### **2.2 Controlled approach**

Fist the researcher will provide some sentences and paragraph level exercise and ask the learners to make some grammatical: lexical and mechanical change on those texts in this time the teacher move around the class and checked their performance from time to time and give feedback whatever necessary. After this over controlling writing exercise students will to move to free composition in which they express their own ideas.

### **2.3 The guided approach**

First the teacher will identify the learning needs of the learners through his assessment and then he sets precise writing targets that address the needs of each group. After the teacher assigned the students in different groups based on their interest. And the introduced the days letter writing topic for all groups. After that the teacher will explains the writing targets for each group and during the while writing stage the teacher moves around the class and check students who are correct or not. This means the teacher will regularly give support and feed backs for the group at the different stage of the writing process.





## Appendix C

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**THE EFFECT OF USING GENRE-BASED APPROACH TO TEACHING WRITING  
SKILLS ON EFL LEARNERS' LETTER WRITING AND THEIR ATTITUDES  
TOWARDS WRITING GRADE 11 OF SETO SEMROW SECONDARY SCHOOL IN  
FOCUS**

**Analytic scoring guide for letter analytic scoring rubric for any letter will be used by the researcher to score the pre-test and post-test of both experimental and control groups.**

Aspects of writing	Criteria	Level and score	Comment
	The Writing		
1. Content (35%)	Excellent to very good	35-30	
	<ul style="list-style-type: none"> <li>• Contains rich and relevant content on the topic and to intended purpose.</li> <li>• Is effectively developed</li> </ul>		
	Good to competent	29-25	
	<ul style="list-style-type: none"> <li>• Contains adequate and relevant content to the topic.</li> <li>• Is generally well developed.</li> </ul>		
	Adequate to average	24-20	
	<ul style="list-style-type: none"> <li>• Contains not fully adequate content and has some relevant points.</li> <li>• Is not effectively developed</li> </ul>		
	Fair to inadequate	19-15	
<ul style="list-style-type: none"> <li>• Have inadequate content and a lot of irrelevant points.</li> <li>• Is poorly developed.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Has little content and to communicate.</li> </ul>	14-10	
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Aspects of writing	Criteria	Level and score	Comment
2. Organization (20%)	Excellent to very good	20-17	
	<ul style="list-style-type: none"> <li>• Is well organized all the major points and the details are logically presented through clearly observable methods.</li> <li>• Exhibits effective use of appropriate and varied cohesive device to achieve the smooth flow of ideas.</li> </ul>		
	Good to competent	16-13	
	<ul style="list-style-type: none"> <li>• Is generally well organized most of the points and details are logically sequenced.</li> <li>• demonstrates the use of varied cohesive device, most of which are appropriately used</li> </ul>		
	Adequate to average	12-9	
	<ul style="list-style-type: none"> <li>• Is adequately organized and demonstrates the use of some effective methods of sequencing ideas.</li> <li>• Contains some linking words which are not poorly used but they don't hinder comprehension.</li> </ul>		
	Fair to inadequate	8-5	
	<ul style="list-style-type: none"> <li>• Exhibits inadequate organization.</li> <li>• Contains idea which are not related each other.</li> </ul>		
	Poor	4-1	
<ul style="list-style-type: none"> <li>• Is very difficult to understand.</li> </ul>			

Aspects of writing	Criteria	Level and score	Comment
3. Grammar (25%)	The Writing		
	<p>Excellent to very good</p> <ul style="list-style-type: none"> <li>• Is clear and easily understandable but few grammar errors.</li> <li>• Demonstrates the appropriate use of variety of sentences.</li> </ul>	25-21	
	<p>Good to competent</p> <ul style="list-style-type: none"> <li>• Is mostly clear and has several grammar errors that do not hinder comprehension.</li> <li>• Contains sentences which are varied in structure and many of them are effectively constructed.</li> </ul>	20-17	
	<p>Adequate to average</p> <ul style="list-style-type: none"> <li>• Is somewhat understandable but has grammar errors that obscure meaning at times.</li> <li>• Exhibits the use of simple and compound sentences and there are some attempts of the use of complex sentences.</li> </ul>	16-12	
	<p>Fair to inadequate</p> <ul style="list-style-type: none"> <li>• Demonstrates major grammar problems that obscure meaning and the presence of few correct sentences.</li> </ul>	11-7	
	<p>Poor</p> <ul style="list-style-type: none"> <li>• Fails to communicate something.</li> <li>• Is full of incomplete and unrelated sentences.</li> </ul>	6-2	

Aspects of writing	Criteria	Level and score	Comment
4. Vocabulary (15%)	The Writing		
	Excellent to very good	15-12	
	<ul style="list-style-type: none"> <li>• Shows clear evidence of rich vocabulary knowledge the use of appropriate diction and word form mastery.</li> </ul>		
	Good to competent	11-9	
	<ul style="list-style-type: none"> <li>• Demonstrate adequate knowledge of vocabulary and some problems with word choice.</li> </ul>		
	Adequate to average	8-6	
	<ul style="list-style-type: none"> <li>• Show limited knowledge of vocabulary and frequently errors of word choice and form.</li> </ul>		
	Fair to inadequate	5-3	
	<ul style="list-style-type: none"> <li>• Exhibits major problems in word choice and form.</li> </ul>		
Poor	2-0		
Shows little vocabulary knowledge.			

Aspects of writing	Criteria	Level and score	Comment
	The Writing		
Mechanisms (5%)	Excellent to very good	5	
	<ul style="list-style-type: none"> <li>• Exhibits clear evidence for the mastery of written conventions: spelling, punctuation, capitalization and paragraphing.</li> <li>• has few errors</li> </ul>		
	Good to competent	20-17	
	<ul style="list-style-type: none"> <li>• Is mostly clear and has several grammar errors that do not hinder comprehension.</li> <li>• Contains sentences which are varied instructed and many of them are effectively constructed.</li> </ul>		
	Adequate to average	16-12	
	<ul style="list-style-type: none"> <li>• Is somewhat understandable but has grammar errors that obscure meaning at times.</li> <li>• Exhibits the use of simple and compound sentences and there are some attempts of the use of complex sentences.</li> </ul>		
	Fair to inadequate	11-7	
	<ul style="list-style-type: none"> <li>• Demonstrates major grammar problems that obscure meaning and the presence of title correct sentences.</li> </ul>		
	Poor	6-2	
	<ul style="list-style-type: none"> <li>• Fails to communicate something.</li> <li>• Is full of in complete and unrelated sentences.</li> </ul>		

## Appendix D

### Experimental groups for writing pre-test performance skills

Students code	Content 35%		Organization 20%		Grammar 25%		Vocabulary 15%		Mechanics 5%		Total 100%	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	18	28	7	12	15	16	7	9	2	3	49	68
2	22	24	8	11	11	13	8	8	3	3	52	59
3	29	33	8	18	20	23	11	13	3	4	71	91
4	19	28	4	14	16	15	8	11	2	4	49	72
5	12	28	4	14	16	16	7	9	3	3	42	70
6	17	22	11	14	14	16	7	8	3	3	52	63
7	18	20	8	12	15	15	7	8	2	3	50	58
8	19	30	14	15	20	23	11	13	4	5	68	86
9	24	32	8	15	16	20	8	11	3	4	59	82
10	16	25	6	12	8	16	5	8	1	3	36	64
11	28	31	8	15	15	16	11	11	3	4	65	76
12	19	26	8	14	15	15	8	9	3	3	53	68
13	18	26	8	15	15	20	7	11	3	3	51	75
14	12	20	6	12	15	17	7	8	3	4	43	60
15	18	27	8	15	15	20	7	8	2	3	50	74
16	17	22	8	12	14	16	7	8	2	3	48	60
17	14	30	4	14	20	20	11	12	4	4	53	80
18	20	25	8	11	18	20	9	10	4	2	59	75
19	20	22	10	5	11	13	5	9	1	4	47	57
20	19	20	4	11	11	12	8	9	3	4	45	49
21	14	22	8	8	12	14	7	8	2	2	43	58
22	18	24	4	18	18	20	8	10	2	3	50	65
23	24	32	16	12	18	20	9	11	3	3	70	85
24	14	18	7	12	15	16	7	8	2	3	45	57
25	16	22	7	12	14	16	8	10	3	4	48	64
Total	465	637	318	323	377	428	198	240	68	81	1298	1716

## Control groups for pre-test writing performance skills

Students code	Content 35%		Organization 20%		Grammar 25%		Vocabulary 15%		Mechanics 5%		Total 100%	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	19	20	12	12	16	16	8	8	2	3	57	59
2	18	19	10	9	15	14	9	10	2	2	54	54
3	19	18	7	8	16	18	7	9	3	4	52	57
4	18	17	12	11	15	17	9	10	3	3	57	58
5	16	15	7	6	14	15	8	8	3	3	48	47
6	19	18	7	9	12	15	7	8	2	3	47	53
7	16	20	5	7	14	14	6	7	3	4	44	52
8	22	20	9	9	20	20	10	10	4	4	65	63
9	18	19	6	7	16	17	8	8	3	3	51	54
10	17	18	9	11	13	14	8	9	2	3	49	55
11	23	20	13	10	15	16	10	11	3	3	64	60
12	23	20	12	10	16	18	10	11	3	3	64	62
13	16	16	4	4	11	12	6	7	2	2	39	41
14	22	20	17	16	19	19	12	11	3	3	73	69
15	16	18	7	8	11	11	7	8	3	3	44	48
16	17	16	8	7	9	10	6	7	2	3	42	43
17	27	25	12	12	18	20	10	9	3	3	70	69
18	17	18	7	8	16	18	9	10	3	4	52	58
19	27	25	16	15	22	23	12	13	3	4	80	80
20	18	19	8	8	9	9	4	5	2	2	41	43
21	19	15	10	8	17	20	9	11	3	4	58	58
22	16	20	10	13	12	12	7	8	3	3	48	56
23	27	25	8	8	17	17	10	11	4	4	66	65
24	20	18	7	7	8	8	7	7	2	2	44	42
25	18	18	9	9	14	15	7	8	2	2	50	52
Total	465	477	232	232	365	1972	199	224	69	77	1359	1398

## Appendix E

### JIMMA UNIVERSITY

#### COLLEGE OF SOCIAL SCIENCES AND HUMANITIES DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

#### Pre-and post test both Experimental and Control group Students Writing Attitude Scale

In this scale, you find statements about writing. The scale aims at finding out your attitudes towards writing. There are no rights or wrong answers. How you answer the statements will in no way affect your grade. Please answer as candidly as possible.

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

*(1 = Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5 = Strongly Agree)*

No	Statements	Responses				
		1	2	3	4	5
1	I like letter writing.					
2	I look forward to letter writing down my own ideas.					
3	Writing is fun.					
4	Letter Writing is boring.					
5	Letter Writing is not a very important way for me to express my feelings.					
6	I write better than I speak.					
7	I wish I had more time to write a letter at school.					
8	Writing is important to my future career.					
9	Letter Writing helps me think more clearly.					
10	I think writing is easy.					
11	I reread and revise what I have written willingly.					
12	I prefer topics I choose myself to ones given by the teacher.					
13	I find prewriting activities (such as brainstorming, free writing, questioning) useful in helping me letter write.					
14	Graphic organizers help me organize my ideas.					
15	I share what I write at school with family and friends.					
16	Discussing my writing with others is an enjoyable experience.					
17	I feel happy when I present my letter writing before my classmates.					
18	I don't like talking about writing with friends.					
19	Workings with writing activities (letter) make me feel important.					
20	I think writing is difficult.					
21	I feel I'm not good at writing.					
22	I think I'm a good writer.					
23	I write letter better than I read.					
24	Writing is difficult					
25	People who write a letter well are more influential in convincing					



## Appendix F

### Attitude scale for Experimental groups

Students code	Content 35%		Organization 20%		Grammar 25%		Vocabulary 15%		Mechanics 5%		Total 100%	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	18	28	8	11	11	16	8	8	2	3	47	66
2	29	33	7	12	15	13	7	8	3	3	61	69
3	22	24	4	14	16	15	8	11	3	4	53	68
4	12	28	8	18	20	23	11	13	2	4	53	86
5	19	28	11	14	14	16	7	8	3	3	54	69
6	18	20	4	14	16	16	7	9	3	3	48	62
7	17	22	14	15	20	23	7	13	2	3	60	76
8	24	32	8	12	15	15	8	8	4	5	58	72
9	28	30	6	12	8	16	11	8	3	4	56	70
10	16	31	8	15	16	20	11	11	1	3	52	80
11	19	25	8	14	15	15	5	9	3	3	50	66
12	28	26	8	15	15	16	7	11	3	4	61	72
13	12	26	8	12	15	17	8	8	3	3	46	66
14	28	27	8	15	15	20	7	11	3	3	61	76
15	17	20	6	12	15	16	7	8	2	4	47	60
16	18	30	4	15	14	20	7	8	2	2	45	75
17	20	22	8	16	12	20	9	10	4	4	53	72
18	14	22	10	14	11	20	11	12	4	4	50	72
19	19	25	8	5	18	12	8	9	1	2	54	53
20	20	22	8	11	12	20	5	9	3	3	48	65
21	18	20	8	8	11	20	8	10	2	3	47	61
22	14	32	4	11	18	14	7	8	2	3	45	68
23	14	24	7	12	18	16	8	8	3	4	50	64
24	24	22	16	18	14	20	7	11	2	3	63	74
25	16	18	7	12	15	17	8	10	3	4	49	61
Total	484	637	188	327	369	436	196	239	66	84	1319	1723

### Attitude scale for control groups

Students code	Content 35%		Organization 20%		Grammar 25%		Vocabulary 15%		Mechanics 5%		Total 100%	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	18	19	10	9	15	14	9	10	2	2	54	54
2	19	20	12	12	16	16	8	8	3	3	58	59
3	19	17	12	11	15	17	9	10	2	4	57	59
4	18	18	7	8	16	18	7	9	3	3	61	56
5	19	18	7	9	12	15	7	8	3	3	48	53
6	16	15	7	6	14	17	8	8	2	3	47	49
7	22	20	9	9	20	20	10	10	4	4	65	63
8	16	20	5	7	14	14	6	7	3	4	44	52
9	17	18	9	11	13	14	8	9	2	3	49	55
10	18	19	6	7	16	17	8	8	3	2	51	53
11	24	19	12	10	16	18	10	11	2	4	64	62
12	22	20	13	10	15	16	10	11	3	3	63	60
13	22	17	17	17	19	19	12	11	3	3	73	67
14	16	20	4	4	11	12	6	7	2	2	39	45
15	16	16	8	7	9	10	6	7	2	3	41	43
16	17	18	7	8	11	11	7	8	3	3	45	48
17	27	18	7	8	18	18	9	10	3	4	64	58
18	17	25	12	12	9	20	10	9	3	3	51	69
19	18	19	8	8	9	9	4	5	3	2	43	43
20	27	25	16	15	22	23	12	13	2	4	79	80
21	19	20	10	13	12	12	9	8	3	3	53	56
22	16	15	10	8	17	20	7	11	4	4	54	58
23	20	18	7	7	8	8	7	7	3	2	45	42
24	26	25	8	8	23	17	10	11	2	4	69	65
25	18	18	9	9	14	15	7	8	2	2	50	52
Total	487	477	340	233	364	390	206	224	67	77	1367	1401