

**JIMMA UNIVERSITY**



**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**THE EFFECT OF USING LITERARY WORKS ON EFL LEARNERS'  
WRITING PERFORMANCE AND ATTITUDE: GRADE 11 STUDENTS OF  
LIMU GENET SECONDARY SCHOOL IN FOCUS**

**BY**

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**The Effect of Using Literary Works on EFL Learners' Writing  
Performance and Attitude: Grade 11 Students of Limu Genet  
Secondary School in Focus**

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## **Declaration, confirmation, approval, and evaluation**

Research Title: **The effect of using Literary works on EFL Learners writing performance and attitude in grade 11 students of Limmu Genet Preparatory school**

### **Declaration**

I, the undersigned, declare that this thesis is original work, not presented for any degree in any Universities and that all the sources used for it are duly acknowledged.

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### **Confirmation and Approval**

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## **Abstract**

The purpose of this research was to investigate the effect of some selected literary works on EFL learners' paragraph-level writing performance and their attitude towards writing a paragraph. The research designs that were used to carry out the study were quasi-experimental and descriptive study designs. A quasi-experimental research design was used since the study focused on the cause-and-effect relationship between using literary works and writing performance and learners' attitude to writing. The independent variable of the study is 'using literary works' while the dependent variables are writing performance in terms of organization, content, language use and mechanics. The study site is Limu Genet secondary school. Sample students who were sorted into experimental and control groups were taken from two sections out of the seven sections of grade 11. The researcher took sections E1 and E2 of social science students using the purposive sampling method because the number of students in each section was 40. Testing was the main data collection instrument for the experiment design. On the other hand, to assess learners' attitudes after the intervention, a descriptive study design was used. A questionnaire and interview were used to collect data. Mixed data analyses that include both quantitative and qualitative methods were used. The data gained from pretest and posttest were analyzed using quantitative data analysis method that involved both descriptive statistics such as mean and standard deviation and inferential statistics such as independent, paired sample and one- sample t-tests. The data gained from the questionnaire were analyzed using the quantitative and the qualitative methods. The result showed that experimental group students outperformed the students from the control group because of the intervention. Besides, the attitude of the students from the experimental group was found to be positive towards writing. Finally, it was recommended that to improve learners' paragraph writing performance, learners should be exposed to various literary works.

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## **Definitions of terms**

**Literary Text** any creative work of art that will be used to teach EFL in grade 11 adapted from different genres, poem, short story, and novel and play scripts

**Writing Performance** - the writing ability of correct sentences, coherent paragraphs, letters, essay not more than five paragraphs, diction of words etc... in EFL classroom

**Attitude** As Susan H. McLeod (1991) it is the psychological states acquired over a period as a result of our experience. For this research, it is students feeling towards literary works used to deliver writing and their writing tasks.

**Experimental-Group** - the group that is selected to be taught writing through literary Works adapted by the researcher

**EFL Learners** - Students, who learn English as a Foreign Language that mean English is not their first and second language

**Controlled Groups** - the groups that will be taught (learnt) writing traditionally. Only by using the students text book of grade 11 and used for comparing the mean difference between CG &EX

**MED** - Ministry of Education



# **CHAPTER ONE: INTRODUCTION**

## **1.1 Background of the Study**

In the history of foreign language teaching and learning, many new thoughts, approaches and methods have been emerged (Celce-Murcia, 2001). The use of these teaching and learning theories largely focuses on helping learners able users of the target language. It is believed that the one who becomes the user of the target language gets great access from the language which one attends. Richards and Rodgers (2001) suggest that it requires great effort to deliver a language lesson so that scholars in the field have introduced many approaches and methods. However, around the late 1990s, as has been stated by Kumaradevalivou (2006), the post-method era dominated the language pedagogy so that many methods and approaches have been used eclectically. Nunan (2004) argues that recent ways of delivering a language lesson largely depend on using authentic tasks, materials, languages, and environments. He further comments that authentic texts can be drawn from the literary works written in the target languages. Thus, using various literary works has become a fashion to deliver lessons on various language skills.

Though, to some extent, using an unabridged form of literary works results in some understanding problems in the learners' side in line with the cultural and linguistic diversity of the target language society, as Brown (2001) argues, the assumption of using literary works is found to be crucial to improve favorable attitude and performance in various language skills. After the commencement of the new millennium; the practitioners of interactive view of language and the users of the social-constructivist theory of language-learning, advocate the theory that authentic scenario can largely facilitate the learning and latently acquiring of the target language. Based on this, it is apparent that course designers and teachers lay effort to use the post-method principles that focus on meaning instead of a form of language aspects. Therefore, the implementation of literature to deliver language lessons has been the crucial hypothesis to be tested in the actual school environment (Hadway et al. 2002). In language

teaching and learning, using literature is believed that not only teach literature and culture but also is seen as teaching language through authentic material.

Considering the importance of literature in language learning, Ahmed (2013, p.35) says, “*using literary texts takes part in revising how well students have learned rules of grammar and sentence structures, as well as new vocabulary in their language courses, it should help those students.*” As a result, we use authentic texts from literature in the language classroom with purposes. These purposes may be in the domain of the four language skills. These skills are taught in an integrated manner, when we use extracts from literary works in the EFL classroom using recent approaches to teaching language such as content-based or theme-based approaches that most of the time use literary works. These two approaches were introduced in the realm of the communicative approach that was introduced in the late 1990s.

Using literary texts to teach EFL assists the learning skills of all language skills. Though using literary works facilitates the learning process of receptive skills such as listening and reading, their value to make easy the productive skills namely speaking and writing area also enormous (Harmer, 2001). Brown (2004) states the lesson on writing performance which is accomplished in written reflection could become more tangible if literary works were used to teach target language. Writing lessons requires a theme or topic to compose on. Without having ‘topic’ for paragraphs or ‘subject’ for an essay, it becomes too difficult to compose a text.

As has been remarked by Ahmed (2013, p.35), it is better to use various literary genres that guide learners to write about the subject they are interested in. In this way, learning one language skill, which is that of writing, can be appropriately done so systematically and securely that the best result should be expected. Accordingly, including literary works within the curricula of language-learning courses is not without advantages. Mostly, it opens opportunities for further thinking so that the users can produce constructive points after receiving issues from what have been reading or listening to.

Besides, using literary texts can help learners to think in a better way and enhance their writing skills (Ahmed, 2013). Especially, the productive skills such as writing and speaking skills become improved much if they are designed based on literary works. Hadaway et al. (2002) remark that once the learners are exposed to various products of literary works, they will be aware of what to write, how to write when to use the new vocabulary they have learned from the literary works. As to them, if we use literary works to teach writing appropriately and scientifically, our students will achieve the best result in their writing.

Such experience was seen in teaching the English language in the Ethiopian context. Two decades ago, secondary school students had additional learning material which was called Readers' Book which comprises many tales, short stories, poems and/or fable-like written pieces. Some practical exercises were included at the end of each story (Reader's Book, 1982). This is to say that students were deliberately made to read the passages and express their understanding by completing such activities. Hadway et al (2002) suggest that additional materials should have been used by steering learners' emotional and psychological entities.

Sage (1987) contends that using literary works as parts of delivering the language lesson has contributed a lot on improving the four macro language skills namely listening, reading, speaking and writing. Especially, writing skills can easily be taught using literary works. Murat (2013) argues that through literature learners become familiar with 'a substantial and contextualized body of text.' In addition, what adds to their writing skills is their increasing awareness of the variety of the ways by which ideas can be connected. Using literature also brings about the learners' positive attitude and personal involvement. Murat (2013) further remarks that most literary works can be selected from vast resources. Teachers have many selection criteria to select appropriate literary works for the level and practical use of the learners.

One of the personal variables that facilitate the learning process is learners' attitude. Oxford (1998) remarks high level of learners' motivation and positive attitude play a significant role in improving the teaching-learning process. Murat (2013) states that as motivation and attitudes

affect the learning process, they are also affected and improved by using various teaching approaches, methods, and strategies. Norman (2017) suggests that using literary works had positive results in improving learners' autonomy and motivation. These variables such as motivation, learners' autonomy, learners' attitude towards using language input and authenticity of these texts provided great opportunity to improve language skill. To this end, this study focuses largely to investigate whether there is a significant effect of using selected literary works on EFL learners' writing performance and attitude.

## **1.2 Statement of the Problem**

This study aims at investigating the effect of using literary works on EFL learners' writing performance and attitude. Using literary works, for instance, tales, poems, extracts from novels or short stories, is the independent variable of the study. On the other hand, writing performance, which can be indicated in learners' ability to have appropriate organization, content, language use, mechanics and content skills and attitude towards using literary works in their writing are the dependent variables. Since not all kinds of literary works were used to conduct the study as well as not all kinds of skills of composing a text were attempted to check, selection on the literary works was made.

Writing is a very important skill students need to develop in secondary schools. Since it requires much time and effort, most learners have faced the problem of improving the required skills. Besides, the learners demand psychological, cognitive, and physical preparation to compose a text (Byren, 1999). Especially in a foreign language context, writing is very challenging to students because most learners may have problems created from mother tongue interference and difficulty of understanding some techniques of writing such as formatting and mechanics. Even in some cases, transcribing the letters of the target language, inappropriate handwriting and illogical ordering of ideas are also great problems for foreign language learners.

Furthermore, teachers' ways of delivering the writing lesson could also be the factors that aggravate learners' problems of writing. Many secondary school teachers have been heard complaining about most of their learners' incapability of writing a simple sentence. However, it

is a well-known fact that as complex skill writing cannot be acquired from a vacuum. As has been indicated by Raimis (1983), writing in the foreign language context must be taught step by step using various activities like controlled, guided and free writing ones. Teachers' factors, for example not using appropriate methods and techniques of teaching writing, using appropriate levels of writing activities and not integrating the teaching and assessments, can aggravate learners' problem of writing. (Alamirew, 2005)

The variables such as motivation, attitude, and learners' autonomy are significant ones for the development of writing skills. However, in Ethiopian secondary schools, it has been observed that most teachers have not used various ways of delivering the writing lesson. To save their time and effort most English language teachers have attempted to teach the easy parts to deliver from the lesson included in the textbook. Most of these teachers have given the writing lesson as take-home assignments. Besides, they have not assessed learners' attempts appropriately. Some of these teachers indicated that factors related to large size classes and shortage of time to prepare learners' for classroom or national exams made them not use appropriate ways of teaching writing skills (Alamirew, 2005).

However, Hadway (2002) points out that the environmental and learners' factors are not the primary causes of learners' problems of writing, but teachers' low effort to plan, design and implement various teaching writing tasks are the most significant demanding factors for the downgrading of learners' writing skills. In short, many teachers have not seen using motivational ways of teaching writing such as using literary works and writing reflective texts on the given literary work as models and corner steps to create ideas to deliver the writing lesson. As suggested by Byren (1999), composing is very difficult if the writer starts to compose without having tangible ideas.

Many researchers abroad research the use of literature to facilitate learners' improving their language proficiency in various skills. Amer (2012) conducts a research on "Using Literature in Reading English as a Second/Foreign Language." His research assumes that using literature in L2 reading can have the same effect as in L1." He argues, "Integrating literature into L2



learning can create a learning environment that will provide comprehensible input and a low affective filter.” Finally, he recommends that literary texts may be used in both extensive and intensive reading. The study aims at investigating the use of literary works in the improvement of reading. He uses a descriptive survey design to conduct his study. However, the present study is mainly quasi-experimental in nature and focuses on experimenting to investigate the effect of using literary works on learners’ writing performance and attitudes.

Shokrolahi (2014) conducts an experimental study on the research problem entitled in *The Effect of Literary vs. Non-literary Texts through Critical Reading Approach on the Reading Comprehension Development of Iranian Intermediate EFL Learners*. The results showed that there was a statistically significant difference between the mean scores of the experimental and control groups. Thus, the null hypothesis, saying literary vs. non-literary texts through critical reading approach has no significant effect on the reading comprehension development of Iranian intermediate EFL learners, was rejected. In short, the study focuses on the effect of using both literary and non-literary texts on learners’ reading skills. Though it is an experimental study, the researcher wants to check the impact on reading skills.

Violetta-Irene (2015) studies on the research problem entitled in “*The Use of Literature in the Language Classroom: Methods and Aims*”. The finding of his study reveals that literature in a language classroom provides enough space for the learners to comment, justify and mirror themselves. Thus, by using literary texts the language class can turn out to be lively and motivating. This research is a survey in nature. However, it does not raise the impact of using literary works on EFL learners’ writing performance and attitude.

Tevdovska (2016) presents her research on *Literature in ELT Setting: Students’ Attitudes and Preferences towards Literary Texts* on ‘International Conference on Teaching and Learning English as an Additional Language’. The study discusses the pedagogical benefits and potential drawbacks of using literary texts and it includes a survey of students’ attitudes towards using literary texts. She follows a descriptive survey design to examine students’ attitudes towards the criteria for ‘text selection in EFL contexts, including the most appropriate genre and text type,

the language used of literary texts, the relevance of literary texts and the impact on students' beliefs and personal life, as well as representations of culture presented in literary texts.' Her study mainly focuses on the aspects of the literary texts which present difficulties for the students. The result of this survey indicates that the majority of language learners prefer prose to poetic texts. The findings reveal that topics relevant to students also increase their interest and engagement. The study presents suggestions and recommendations related to text selection. Finally, she recommends that related to teaching procedures and opportunities for language learning provided by the text.

Ghani1 &Din(2017) conduct a quasi-experimental study on "The Effect of Teaching English through Literature on Creative Writing at HSSC Level in Pakistan". Their study brings to light the fact that teaching English through literature does not render any positive payoff in developing and honing the EFL/ESL learners' creative writing. The findings of this study explicitly reveal that the EFL learners remain unable to develop both the language skills (particularly writing skills) and language grammar when they are taught English through literature. They recommended that the teaching of English should be application-oriented and task-based strategies and activities should be resorted to by the EL educators. The gap between their research and the present study is that they focus on the impact of using literature on learners' creative writing. Their research focus on creativity of the learners to write

The most recent study conduct abroad is Bakhshizadeh's (2018) research that is entitled "The Effect of Authentic and Simplified Literary Texts on the Reading Comprehension of Iranian Advanced EFL Learners". Though the study follows a quasi-experimental design, it focuses on the effect of literary works on Iranian EFL learners' reading comprehension skills. The finding of the study showed that using both simplified literary texts and authentic literary texts, as replacements for a general academic text, had a positive effect on the reading comprehension of advanced Iranian EFL learners. In addition, there was not any significant difference between the effectiveness of simplified literary texts and authentic literary texts on the reading comprehension of students.

In our country, many researchers have also researched using literary works in EFL classrooms. Most of the researchers use a descriptive study design instead of looking into the effect of using literary works on learners' writing performance. One of them is the study conducted by Samuel (2013) entitled "EFL Teachers' attitude and Practice of Using Literary works in EFL classroom: the First-generation University of Ethiopia in Focus." This descriptive survey indicates that most university teachers have attempted to take literary works in their classrooms because they have a favorable attitude toward using literature. However, Samuel's study is a descriptive survey and was conducted at university levels, whereas the present quasi-experimental study takes secondary school students as the main participant of the study.

The most recent study is a quasi-experimental one was conducted by Selamawit in 2018. Her research is entitled "The Impact of Using Literature on EFL learners' Reading Skills." Her study setting is Ethiopian High Schools found around the capital city Addis Ababa. The finding of the study shows that using literary texts has positive value in improving learners' reading skills. Three studies that are conducted for MA thesis are found in the library of Jimma University. These studies were conducted by Tilaye (2006), Zinash (2009) and Tsegaye (2011). All of the three researchers follow a descriptive survey to investigate EFL teachers' practice of using literary works in English classrooms vis-à-vis learners' response to the practice. The findings of these studies reveal that EFL teachers in secondary school did not use literary works. Zinash's (2009) study shows that the teachers' sample in her study even did not use the literary works included in the textbook. The result showed that she gets difficulty measuring learners' preference towards the literary works used in the classroom. To the best knowledge of the researcher, there is a scarcity of experimental research conducted on the effect of literary works on EFL learners' writing performance and learners' attitudes. Therefore, considering the scarcity of experimental studies, the researcher conducts the present study aiming at checking whether there is any significant effect of using literary works on learners' writing attitude and performance.

The researcher observed some general problems in grade 11 students writing paragraphs; most students face the problem of generating an idea and their paragraphs are organized poorly. In addition to these, most of the students do not feel comfortable during writing lessons. There are some literary texts in the students' textbook of grade 11 but most of them are used to teach listening skills. Thus, in the present study, interventions were made to collect the literary works included in the textbook and bring additional literary works such as tales, short stories, and extracts from novels to urge students to compose a reflective paragraph on the selected works. Then, finally, attempts were made whether this intervention created improvement on learners' organization, content, language use, and mechanics. Besides, the attitude of the experimental students towards the method of teaching writing a paragraph using literary works was assessed.

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

#### **1.3.1 General Objective**

The general objective of the study was to investigate the effect of using selected literary works on EFL learners' writing performance and attitude.

#### **1.3.2 Specific Objectives**

The specific objectives of the present study were to:

- find out whether using literary works have statistically any significant effect on grade eleven students' organization of writing a paragraph
- identify whether using literary works have statistically any significant effect on grade eleven students' content of their paragraph
- inspect whether using literary works have statistically any significant effect on grade eleven students' language use of writing a paragraph
- scrutinize whether using literary works have statistically any significant effect on grade eleven students' use of mechanics in composing a paragraph

- examine the attitude of students who involve in the experiment towards the methods of teaching to write a paragraph using literary works

## **1.4 Research Questions and Hypotheses**

### **1.4.1 Research Questions**

The following research questions were posed to get a solution in this study:

1. Does using literary works have any statistically significant effect on EFL learners writing performance in line with organization, content, language use, and mechanics of composing a paragraph?
2. To what extent does using literary texts in teaching writing lessons affect EFL learners' attitude to writing?

### **1.4.2 Hypotheses**

The null hypotheses for the two research questions were formulated to test whether there were mean differences between the experimental and control group before and after the intervention as follows:

- Ho1: There is no statistically significant difference between the mean scores of both experimental and control groups in their paragraph writing in line with organization, content, language use, and mechanics before the intervention.
- Ho2: There is no statistically significant difference between the mean scores of both experimental and control groups in their paragraph writing in line with organization, content, language use, and mechanics after the intervention.
- Ho3: There is no statistically significant difference between the mean scores of both pretest and posttest results of control group students' paragraph writing in line with organization, content, language use and mechanics.

Ho4: There is no statistically significant difference between the mean scores of both pretest and posttest results of experimental group students' paragraph writing in line with organization, content, language use and mechanics.

Ho5: There is no statistically significant difference between the mean scores of experimental group students' attitudes towards writing a paragraph before and after the intervention.

### **1.5 Significance of the study**

*The immediate importance of the study is to provide English language teachers with to use of the literary texts around them to handle the writing lesson that is designed to be given to the students. Thus, teachers are provided with important procedures on how to deliver the writing lessons. In addition, learners become benefited to improve their writing skills from generating ideas to composing a coherent paragraph. Course designers are expected to gain information about the inclusion of literary works not only for receptive skills but also for productive skills such as speaking and writing. In this study, not only students writing performance, but also the attitude of students on learning EFL writing through literary works was investigated. Therefore, it will give some insight into students' attitudes towards using literary texts in the EFL classroom. In addition, it will provide valuable insight into the use of literary work on EFL learners writing performance and attitude. Moreover, it will clearly provide empirical evidence on the effect of using literary works on EFL learners' writing performance and attitude. Therefore, it will give pedagogical recommendations for Ministry of Education to see the materials (textbooks of EFL in preparatory school). It may also serve as a preliminary idea for any interested body to study further.*

### **1.6 Delimitation of the Study**

This study was conducted only in one preparatory school in Jimma Zone in Limu Genet secondary school on grade eleven students. The study focuses on “The effect of some selected literary works on the writing performance and attitude of grade eleven students in 2019/2020 academic year. It was conducted through quasi-experimental research. The theme of the study

is also delimited to using literary texts to improve learners' writing performance and attitude. Most of the literary works selected for the intervention were tales, poems, short stories and extracts from novels. The selection criteria of these literary texts were delimited to their familiarity without students, easiness to be understood, shortness, and being up to the level of our students. Furthermore, the method of delivery of the intervention material included the individual reading of the literary texts, discussions on the meaning, the structure of the texts, words study and the mechanics used in the text and drafting and redrafting a paragraph. Besides, immediate feedback was used to help learners to redraft their written attempts.

### **1.7. Limitations of the Study**

Some limitations were found out in the study unavoidable. One of these was a contact of control and experimental group to be regrouped to attend some classes due to COVID 19. In addition, twenty-five students should attend the intervention program that urged elongated time for experimenting. Though both control and experimental group students should get additional learning sessions, the students in the control group were taught conventional ways given in the text book whereas the students of the experimental group attended writing lessons supported by using literary texts. The findings of this study were not representative of both streams because the students sorted in both groups were from the social science stream only. Though many of the selected literary works were from the recent textbook, some literary works were taken from old textbooks based on the prescribed criteria mentioned above. However, the researcher believed that additional criteria should have been set to select the texts.

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

### 2.1 What is writing?

According to Sampson (1985, p.19) definition of writing in Linguistic encyclopedia, (2002, p.559) is seen as a system of a script or orthography that is used in a particular set of conventions. As to Sampson writing has its own convention and used for a particular sets. In addition, Merriam-Webster Dictionary defines writing as letters or characters that serve as visible signs of ideas, words, or symbols. (app.<http://www.apache.org>.)The aim of writing focus on communication with visual symbols.

Velentzas John and Broni Georgia (2010, p.130) communication can occur through speaking, writing, or body language. When we write, we try to convey our thoughts, emotions, and information through written symbols. In general, we can say Writing is purposeful activities that help individuals to share their ideas, thoughts to other by the use of symbols and signs. AS to Velentzas John and Broni Georgia, (2010,p.127) In writing, we should consider syntactic, pragmatic, and semantic relations between words, their use and expressions as well as their collocations' etc in that Languages particular set of conventions.

According to NCEE (2016,p.9) Writing helps learners to succeed in the classroom and outside the classroom. It is a communication tool to convey ones' own thoughts and opinions, ideas and events through visible signs. As to NCEE, it is a life-long skill, which plays a key role in post-secondary success across academic and vocational disciplines.

Widdowson (2001, p.62) explains writing as, "Writing is to use of visual medium to manifest the graph logical and grammatical system of the language. That is to say, writing in one sense, is the production of sentences as instances of usage." Ur, Penny (2009) advocates the purpose of writing and what is needed during writing: in a brief way

*The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader so the ideas themselves should arguably be seen as the*



*most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspects; neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.*  
(p.163)

According to Ur, Penny writing is a purposeful activity, which helps to convey a message to their reader by the help of correct symbols used in the written texts. In addition, the writers need to give attention to the style, diction of words, mechanics etc. on their writing.

*Writing is a continuous process of thinking, organizing, re-thinking and re-organizing. Writing is not a finished product. Writing involves a number of steps or activities. All writers go through the same process, whether they are writing a short letter to a friend or.* (Intermediate writing. p.33)

## **2.2. Teaching of Writing Skills**

Atkins. J, Banteyrga.H and Mohammed N. (1996, p.104) explains students learn English for Academic purpose in Grade 11-12 emphasis will be put on helping students to write in English to support their other subjects at school. These will be reflected in the form of note making (from written text), note taking (from what is said), developing their notes into paragraphs by using different techniques of paragraph writing.

In general, EAP will focus on developing students' ability to write for academic courses. The courses that is given for them during the academic lessons and will help the learners later in their carrier.

Also the purpose of EAP further explained by different scholars; Grabe and L. Stolle(2009, p.449) The teaching of EFL writing in academic settings have two goals. The first goal of teaching EFL writing is for general academic purposes such as note taking, multiple-paragraph essays in the academic courses. The second goal is teaching

EFL writing for specific academic task requirements like, term papers and extended reports, tests, lab reports.

Now days, writing are taken as one of the influential ways of communication throughout the world. It is a very important skill in the world; it requires not only using our sensory motor skills but also our mind needed to be involved. Popp S. (2005, p.185) writing helps to develop learners' logical thinking ability. It is one way of learning the world around their life. It helps them to express what they know about their world and what they think about their world. Especially, EFL learners in Ethiopian context needs English for Academic Purpose expected to write for their assignments in written form in every aspect of academic courses that is given in a high schools and college level. It also helps them in their future career to be successful.

*Writing is essential skill for students in the school as well as outside school. It helps our students to communicate with other throughout their life. It is [a lifelong skill that play] a vital role in post secondary school. (U.S. Department of Education, IES Practice Guide,2016, p.1 <http://whatworks.ed.gov>.)*

Atkins. J, Banteyrga. H and Mohammed N. (1996) stated the importance of writing skill: *“Writing is one of the most important skills for students learning English for academic purposes, and yet for a range of reasons...”* (p.85)In Ethiopia, the medium of instruction in high school and higher institute is English. Teaching writing in the EFL classroom should support students' academic need. Therefore, English is taught as foreign Language in high school to meet this need.

Atkins. et al. (1996,p.88) stated that teaching writing skill in grade 9-12 helps the student to choose about grammar, paragraphing, spelling, punctuation, coherence, cohesion, organization of arguments as well as word diction. These enable learners to write coherently arranged, well organized, as well as clearly and accurately written text with appropriate language use. N.S. Lovegrove (1967,p.35) inThe Ministry of Education and Fine Arts Ethiopia stated teaching writing should emphasized to practice what the student understand about the topic and the

structure of paragraph writing more refined and gracefully. As it is mentioned above writing can be developed through practice and more focus should be given to write paragraph.

Also Deborah L. Norland, and Terry Pruet-Said,(2006, p.49) Stated the purposes of teaching English language for academic (EAP) is to teach the necessary skills for college level or precollege students. Academic skills may include teaching students to give speeches, write research papers, work in groups, read academic texts, etc. in these contexts students learn not only the English language courses but also the required skills such as the four language skills. From these skills writing skills have their own contribution on students' future achievement in their education and career.

According to Norland and Said one can say that writing is the necessary skill for precollege or college-level students. In Ethiopia, preparatory school students are expected to get this necessary skill before joining Universities. It is a crucial skill for their future academic success.

Atkins' et al (1996) tells us, what kinds of writing activities needed to be taught in Grade 11 and 12. Moreover, what area of students' writing performance to be evaluated. As to them, the writing skill that is taught in EFL classroom should support students to write in English in other subjects at school. These skills may be manifested through different writing skills.

Atkins. et al (1996) suggest in what way writing English for Academic purpose (EAP) help students in grade 11 &12 specially in Ethiopian context.

*“... there will be more writing practice in areas such as; note making (from written text) and note taking (from what is said), expanding notes into paragraphs, writing descriptions (e.g. of processes), writing definitions, writing instructions, labeling illustrations.” (p.104)*

As the teacher guide clearly states in the writing section of the lesson it covers different types of the writing genre. In the Writing sections, a variety of skills are developed. Students learn to write for different purposes and to use the appropriate register and style. Exercises aim to

develop a range of writing including descriptive, narrative, discursive, and expository texts. Students are also taught to take notes and to summaries texts in their own words. (Teachers Gide of English for grade 11 p. viii)

They are taught to write paragraphs using topic sentences and support sentences. In addition, punctuation forms an important component of this section and students are encouraged to punctuate their writing correctly. They are also encouraged to revise and edit their work. Suggestions are given to guide students through the writing process from planning a first, rough draft to producing a final, 'polished' piece of writing to take notes and to summaries texts in their own words. They are taught to write paragraphs using topic sentences and support sentences. In addition, punctuation forms an important component of this section and students are encouraged to punctuate their writing correctly. They are also encouraged to revise and edit their work. Suggestions are given to guide students through the writing process from planning a first, rough draft to producing a final, 'polished' piece of writing.

## **2.3 Approaches of Teaching Writing Skills**

Writing can be taught in different ways by using various approaches. It can be taught; through product approach, process approach, genre approach or in integrated approach of teaching writing.

### **2.3.1 Product approach**

The product approach focus on the end product of the writing tasks. This mean that when we are focusing on the product we are interested in the aim of the task and the end product of writing only. Jeremy Harmer (2001, p.257)

### **2.3.2Process Approach**

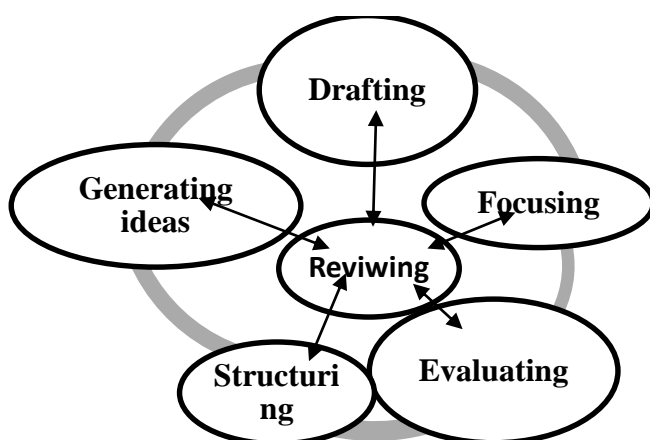
In writing the instructions should be focused on the process of writing as well as the development of abilities that support the writing process (Flower and Hayes 1977, 1981; Grabe& Kaplan 1996; Graves 1983, 1984; Johns 2005)

The process approach of writing focus on various stages of writing goes through. It gives time on stages of writing, prewriting phase, editing phase, redrafting and finally publishing their work. It means that this approach gets into various skills of writing that students employed during the writing tasks. Harmer J.(2001, p.257).IES, Practice Guide, (2016) (NCEE 2017-4002, p.7) Stated the process approach of writing as strategies of writing that are structured in series of actions. These series of actions require (mental, physical, or both) that writers (learners) undertake to achieve their goals. These strategies used to plan and set goals to write, writing the first draft, evaluating the draft, revising it, and editing what they write.

In general the process approach focus on the skills that are important to write any genre of writing.

Grabe and L. Stoler, (2009, p.439) Point out what has been done on the process approach by different researchers from early 1980s- 1990s. During these period the investigation of writing process was dominated based on the theories of Flower and Hayes (1981, 1984) and Bereiter and Scardamalia (1987). Flower and Hayes tried to create their model of the writing process. As to them there are six major components that are parts of the writing process: planning, production, review, long-term memory resources, the task environment, and monitoring. Also in the mid 1980s,the cognitive process oriented view was extended by different researchers; like Hillocks (1986) and the research program of Bereiter and Scardamalia (1987). To write in a better way the learners should use more time, to plan, to consideration the goals of their writing task, to revise that could lead them to a reorganize the text, and to pay greater attention to the main emphases of the task that is assigned to be completed by theme. They mentioned that in 1980s and 1990smost of the research was dependent on L1 writing for their research questions and methods as well as for instructional implications on the writing process.

In Jeremy Harmer (2001, p.258) the White and Arndt's model of the process approach is presented as follows.



**Fig 1. White and Arndt's writing of process model**

This model shows that writing is process; it is not one way. It needs amendment in each step when the writer starts to generate idea to write he/ she will put their ideas on a paper then sort out the important points only that have relation with their topics. This means that they need to revise their ideas in every stages of writing process. Hairston, (1982) (as cited in ELT Document 125 p.48), explained that the process of writing has taken place throughout the whole of writing. It is not a linear; it is rather process. Therefore, learners are helped to generate ideas, contents, to discover purpose of writing, to address their readers' needs. As a result, the act of writing requires, what the writer wants to write and to whom they write that mean it involves the whole person. As to her in each stage of writing the writer go fore and back to write and to revise his or her work. Therefore, it is not a linear process to accomplish writing task.

Atkins,J. Banteyerga, H. Mohammed, N (1996, p.120) mentioned that process writing doesn't involve writing long essays. It focuses on writing paragraph or a few sentences that must be the idea of the student to express their thoughts to other. The materials used in other subject area are appropriate for process writing. Thus in grade 11 - 12 emphasis will be on English for Academic

purposes. Therefore, the written text used as a vehicle for generating thoughts and ideas throughout their learning. It gives more focus on the writer (learners)

### **2.3.3 Genre Approach**

In genre approach writing is a social activity concerned with the viewpoint of the reader than the writer. Genres are forms of writing with specific features that provide situation and organization for a purpose. Learners are expected to study texts in that genre which they are going to write before starting their own writing. In this, approach learners expected to look at typical models in that genre before starting to compose their own written composition. It may be in the form of business letter, which differ from the genre of personal letter Harmer J. (200, p.256-259)

In addition, Writing is mostly viewed as the students' reproduction of text based on the genre offered by the teacher. Elshirbini, I. and Elashri, A (2013p.7); Cited (Badger & White, 2000) according to them, genre approach of teaching writing takes place through imitation and exploration of different kinds of models. Accordingly, learners should be exposed to many examples of the same genre to develop their ability to write a particular genre. Through exposure to similar texts, students can detect the specialized configurations of that genre, and they can activate their memories of prior reading or writing experiences whenever they encounter the task of creating a new piece in a familiar genre. In genre approach, students are expected to know the purpose of the genre that they are going to write. It helps them to use different writing genre for different purpose and think more critically to structure their writing.

This means that, literary genres such as short story, novel, poem & play script etc. can be a good model to teach writing skill in EFL classroom. Genre based teaching writing skill will serve as a model for students. *“Academic and professional genres and attempted to make the recurrent patterns of texts explicit in order to facilitate the task of learning to write for students.” (Brown, 2001, p.388)*

### 2.3.4 Integrated Approach

This approach tried to fill the drawback of the above approaches of teaching writing skill. The product approach of writing focuses only on the final product of writing and may take the first draft of the learners writing as final work. Also the process approach of writing focuses on the process of writing and neglect undermine the final work of the students. The third approach of teaching writing is genre approach of teaching writing has its own drawbacks. It focuses on the recurrent of the same genre and viewed as the students' reproduction of text based on the same genre

In this approach, writing is taught by integrating with other skills. Writing task should be integrated with speaking, listening, or reading tasks. It is a natural way of teaching all the language skills by integrating. Therefore, one skill is not taught alone. (Grabe and Stoller, (2009,P.453). "The integration of reading and writing in a single course has much greater academic validity."On the integrated approach of teaching writing, Atkins et al (1996) point out its importance in this way:

*Writing is inevitably integrated with other skills. In the classroom it often comes after exercises using the other skills, e.g. from oral grammar to a written exercise , from reading or listening to making notes or writing comprehension exercises. Furthermore , it is not possible to learn to write at any level unless one can also read. Firstly, one needs to read what one writes and secondly as a writer one has to consider who the reader is, what he knows, and how he will understand and react to what is written. Finally, one can only improve one's writing by modeling it on reading texts. (P.148)*

As it has been stated by Atkins et al. (1996), writing is taught by integrating with other skills. It is impossible to detach writing from other skills. Therefore, we should integrate it with other skills. Especially, we can use literary texts to teach writing skills.



## **2.4. Literary Works**

Gillian Lazar (21993, p.5), Collins Co Build English Dictionary 3<sup>rd</sup> Ed. (2001, p. 907), Concise ed. Dictionary and Thesaurus (2003, p.195), defines literature as a creative work of art which convey message to the reader or the audience. This creative work has its own style and form. Based on these definitions, literary works can be defined as any genre of creative work of written art. It may be in the form of prose or verse, such as short story, novel, play, or poem.

## **2.5 Literature and Writing Skill**

Different scholars advocate the use of literature in language teaching. Literature can be used as motivating material, which exposes learners to different themes and learning language skills unconsciously when they are reading different extracts. As well as literary texts help to develop learners' interpretive abilities due to its rich levels of meaning. According to Borja and Morina (2005) cited in Ajoke,R. and Shapii,A. (2017,p55) literary works expand the students level of interpretation, imagination, critical abilities and increased emotional awareness. Therefore, students will be able to respond personally to any text given to them through writing.

Literary text can also be used to teach guided writing by asking the students to complete sentences that sum up the content of the text as a model, which is very important for scenario approach and will help students to develop the skill of essay writing by reproducing the model. Through the reproduction of literary model, the students learn more of paraphrasing and summary writing, where students are required to use their words. By so doing, real life stories and plays that the events are chronological in form can be used to teach to learners how to write summary Murat (2005). Students can also write from literary text by using literary words of the text while writing out of or filling in as part of creative writing.

*“Literature exposes students to complex themes and fresh, unexpected uses of language. A good novel or short story may be particularly gripping in that it involves students in the suspense of unraveling the plot. This involvement may be*

*more absorbing for students than the pseudo-narratives frequently found in course books.” Gillian Lazar, (2009, p.5)*

According to Lazar literary texts has more power than non- literary texts to teach language. Most scholars advocate the use of literary texts enhance language learning in general. Some scholars theorized literary works enhance learning language skills by motivating students. In what way literary text enhance EFL learners writing skill in Ethiopian preparatory school where the students learn English for Academic Purpose.

## **2.6 Literary Texts used in English Textbook**

AS Ur (2009, p.199) stated that course content often conveys a 'hidden curriculum': underlying messages that go beyond factual information. “English for Ethiopia Students Book of Grade 11” also has a hidden agenda of the country. I.e. it focuses on science and technology. Therefore, most of the texts are extracted from different none literary texts. Very little attention is given for literary works.

In grade eleven English textbook some literary texts are treated to teach different skills. These literary texts are found in unit 3,6,8,9 & 10. The literary texts that are found respectively in these units are the following: (p.74 reading poem) (p.141-42 elements of Fiction, Listening) , (p.150 write short Narrative), (p.156-158 Reading Short story ), (p.158 Rewriting story), (p.162 extract from song), (p.199 reading short story) (p.240 nine Reading Poem. listening exercise ), (p.252 reading poem). From the literary texts treated in the textbook only two of them are treated to teach writing skill in grade eleven. It shows little attention is given for literary works to develop students writing skill. *“Literature is used to develop the learners’ linguistic competency, sociolinguistic competency, discourse competency etc.”*(Hismangul, 2005,p.54)

## **2.7 Attitude**

Attitude is the state of one’s inclination toward particular tasks, ideas or objects. This inclination can be categorized under cognitive, affective, and conative based on the response to the object. Under cognitive perception and information about the object or the task, we have included. The

affective form of attitude lays the feelings towards the attitude object (task) and the cognitive the behavioral inclinations, plans, intentions, commitments, as well as the overt motor acts involved to the object or the task.

### **2.7.1 Learners' Attitude**

Attitudes like cognitive and affective development, develop in early childhood. Attitudes are the result of contact with people. Parents' and peers have great impact on ones' attitude development. These attitudes become ones' perception of self, of others and culture in which they live. Therefore, attitude is the affective factors in human experience. Brown H. Douglas, (2000, p.180) In learning language, the learners attitude plays its own role in achieving what is expected. Learners will develop positive attitude towards learning EFL writing lessons if they are introduced to the culture of this language. Literary works can serve as the authentic source of culture and language.

According to Cortazzi and Jin (1999), in culture can be regarded as a wide framework of values, beliefs, attitudes and behaviors that are used to subjectively interpret other people's actions and patterns of thinking. Given the subjective nature of this concept, it is essential for foreign language learners to become aware of different cultural aspects if they are to make an appropriate interpretation of the target language. In FL learning the learners' attitude have its own effect on learners achievement. The materials that are used to teach writing can evoke learners' favorable or unfavorable attitudes to the given task. (Ur Penny 2009, p.199)

Learners may be motivated or de-motivated based on their attitude towards the text. Literary texts can motivate students towards the writing lesson. This helps to build students positive attitude to the lesson. Brown H. Douglas (2000, p.76) stated that, motivation has its own influence in language learning.

*“The activities must be interesting and motivating to do. They should be contextualized clearly and where possible they should have realistic purposes, that enable students to express their own ideas or write about themselves, or if not*

*at least enable students to produce a piece of meaningful writing.” (Atkins et al.1996, p.88)*

As to Atkins above the text that is used in the classroom have its own impact on the learners ability of expressing themselves. The teacher design activities, it should be interesting, motivating and students should have real purpose to write.

### **2.7.2 Relation Ship between Learners’ Attitude and Writing Skills**

Language learners benefit from positive attitude towards the language they learn. It increases learners motivation. The motivation of the students can be intrinsic or extrinsic motivation to learn the language. Motivated learners can perform and achieve in a good manner.(Brown, Douglas. 2000, p.162-181)

Hailom,(1993); in Atkins,J. Banteyerga, H. Mohammed, N.(1996,p.183) stated that motivation is a major factor in promoting healthy conditions of learning. Teachers must be motivated to teach and students must be motivated to learn. Two types of motivation for learning English are mentioned as integrative motivation and instrumental motivation.

Learners may be motivated to learn English because they would like to know about the culture and community of the target language or they may be motivated to learn the language because they want to use it to learn other subjects in their academic course. Our students in high schools as well as in institutions of learning have a very good reason for learning English: English is the medium of instruction and ability in English on the part of both teachers and learners determines the effectiveness of the teaching learning process in the schools.

Literature can serve as a motivational material in the EFL classroom. Foreign language learners want to know how to use the language they are learning in real life situation. Not only this but also the plot in the story suspends them. Gillian Lazar, (2009) pointed below the use of literary material:

*In many countries around the world, literature is highly valued. For this reason, students of English may experience a real sense of achievement at tackling literary materials in the classroom. If students are familiar with literature in their own language, then studying some literature in English can provide an interesting and thought-provoking point of comparison. This may apply equally well if students come from a culture with a rich oral tradition, where the body of written literature is fairly restricted. Asking students to retell short stories from their own culture, for example, before getting them to read an authentic story in English on a similar theme, could be highly motivating.*

Lazar (2009) further states:

*Literature exposes students to complex themes and fresh, unexpected uses of language. A good novel or short story may be particularly gripping in that it involves students in the suspense of unraveling the plot. This involvement may be more absorbing for students than the pseudo-narratives frequently found in course books. A play may engage students in complicated adult dilemmas. A poem may elicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives. (p.15)*

As Lazar stated above literary texts like play may help EFL learners to engage in complicated dilemmas in the play script. Not only this they may give them a chance to know about the socio-cultural use of the language. Beside this, the students get how the characters act when they are “talking” each other character in written form. This shows us literary texts can serve as authentic material. *“Writing is not only a physical and mental exercise, but it is also a way to think and thus a way to learn. Students use writing to organize, analyze, and explore ideas. They also use writing to express, edit, and revise their knowledge of subject matter and all aspects of life.”* Poop (2005, p.185). According to Poop, (2005) the writing process is more than organizing ideas, analyzing and exploring idea. It has great relation to attitude of the learners. If they feel good attitude, they will write in a good manner.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

In this chapter, the research methodology includes research design and research methods being presented. After describing the research design used to carry out the study, the researcher discussed the methods of selecting samples, data collection instruments, and methods of data analysis. In addition, the mechanisms of controlling erroneous results and ethical considerations were explained.

### **3.1 Research Design**

This research is an experimental study in its nature. Thus, a quasi-experimental research design was used to examine the effects of some selected literary works on EFL learners' writing performance and attitude of students. The pretest, treatment,/intervention and posttest procedure as well as a pre-experimental and post-experimental questionnaire were employed to investigate whether there is any statistically significant difference between the mean scores of the control and experimental groups' writing performance and attitude before and after the intervention. Besides, a comparison of the mean values of the experimental group was made to see the extent to which the mean change has been seen between the two tests and questionnaire. Therefore, quantitative data were used to carry out the study.

### **3.2 Study Site and Data Sources**

This study was conducted in Limu Genet Secondary School which is found in Limu Genet Town. This town is one of the districts in Jimma Zone. In the town, there are three governmental and two private secondary schools. Limu Genet secondary school was purposefully selected because the school was a model in the district as well as the researcher has been teaching in this school. Beside these, the school was the first school in the town that has many students. The numbers of students registered in the school were 850 in grade 12 and 1800 in grade 11. These gave ample opportunity for the researcher to select adequate samples size from the total population of 2,650 students for this research. The teachers are also well experienced and the school is the model for the other school. Grade 11 students were also selected since at this level students can understand when they have explained information about the research. Additionally,

since grade 12 students and teachers manage themselves to prepare for the university entrance exam, it became difficult to experiment. Only primary data sources collected using testing and questionnaire were used to conduct the present study.

### **3.3 Variables of the Study**

This research aimed at investigating the effect of some selected literary works on EFL learners' writing performance and their attitude towards writing. Thus, the study has both independent and dependent variables. The independent variable is "using literary works to deliver the writing lesson in English classroom." To present the writing classes, some selected literary works were used. For instance, learners' can be asked to write their reflection in a paragraph or an essay form after they read tales, extracts from novels, short stories or drama scripts or poems. They can also be ordered to compose a text to express their feeling after listening to the lyrics of songs. In short, for the present study, the intervention materials were included selected literary works such as poems, tales, short stories, and short films.

The two dependent variables that are going to be controlled in this study are EFL learners' writing performance and attitude. The main indicators of writing performance are organization, content, - sentences skills, the choice of words and mechanics. The researcher will use a paragraph level of writing because at the end of secondary school learners are expected to have the skill of writing a paragraph (Teacher's Guide, 2010). Each measuring criterion of checking learners' paragraphs has requirements. For instance, an organization can be indicated learners' putting of their topic, supporting and concluding sentences, and content can be checked from the message transferred is understood and well stated. Besides, the flow of ideas can be seen from learners' effort of keeping coherence of the paragraph. On the other hand, the second dependent variable, i.e., experimental group students' attitudes towards their being taught writing based on selected literary works will be assessed through a questionnaire.

### **3.4 Participants of the Study**

This study was conducted on grade eleven students of Limu Genet preparatory school. In the school students were assigned in fourteen (14) sections. These students were sorted into social and natural science streams according to their interests. From the two streams, students who involve in the social science area were taken to be samples for the study because the number of students in each section was on average 45. From the six sections of social science stream students, two sections that have an equal number of students were taken to be participants of the study. Both sections have 40 students in each. One of these two sections was assigned to be the experimental group and the other assigned to be the control group using the lottery method. Therefore, the experimental group students were made to participate in the writing lesson that was delivered through using literary texts, whereas the control group students were taught using the conventional way of delivering the writing lesson. Based on this selection and sorting procedure, the researcher assigned the students who were in grade 11 section E1 as experimental group and E2 as a control group.

### **3.5 Data Collection Instruments**

To gather the required data for the study, the researcher used both pretest and posttest to check the writing performance for both experimental and controlled group students. Besides these, treatment of some selected literary works to deliver the writing lesson for the experimental group and pre and post-intervention questionnaires were used.

#### **3.4.1 Pretest and Posttest**

Both experimental and control group students were made to take pretest before the intervention and posttest after the treatment to test the four hypotheses that are stated as to whether using literary works has any significant effect on EFL learners' writing performance or not. The pretest and post-tests are adapted from TOEIC (Test of English for International Communication) which is an internationally standardized test that is mostly used to assess EFL/ESL learners' language skills. From this, the Writing part of the test was adapted to develop the pretest question. Members of each group were ordered to compose a paragraph on



two expository writing topics “*Advantages of Living in Town*” for the pretest and “*Advantages of Living in Rural Areas*” for the post-test. These topics are chosen because they are familiar and accessible to the students around the study site and could be covered in one paragraph. The topics were piloted in one of the governmental schools.

### **3.4.2 Post-Intervention Questionnaire**

One of the dependent variables of the study is the attitude of the students towards writing lessons using literary text in the EFL classroom. The variables such as attitude can be studied using a questionnaire. Attitude survey questionnaire designed based on Likert Scales with five levels of measurements from strongly agree to strongly disagree were used to identify students attitudes towards writing. The close-ended items were formulated on five point scale (1=Strongly disagree, 2=Disagree, 3= Undecided, 4= Agree, 5= Strongly agree). The questionnaire has 27 statements. From 27 statements, 12 of them were negative and the rest 15 were positive. The researcher coded the 12 negative statements by using reverse code. As Yalewu Endawek (2011, pp.238-39) It is very important to use reverse code for the negative statements response. This coding system helps to avoid unexpected results and not to lead to the wrong conclusion

The researcher computed the quantitative data by using SPSS software version 25 and calculating the scores by summing the scores in each column and adding them together for the grand mean. The possible score for this writing attitude survey range from 40 to 1080, with higher score (percentage) Indicates more positive, more confident writing. Rafanello D. (2008)

### **3.5 Intervention Materials**

To deliver writing lessons for the experimental group, the researcher develops teaching materials based on the literary works taken from various sources. The selected genre of literature will be a poem, lyrics, tales, and extracts from short stories, novels, and drama scripts. The writing activities are composing a paragraph after reading and understanding the selected literary works from the genres mentioned. Learners were made to involve in pre-, while and post-writing sessions indicated as follows:

Steps of Pre-writing phase – Reading the literary work three times – first skimming and scanning the literary work – collecting new words and expressions carefully – using a dictionary to get the meanings of those words and expressions – devising topic by their own to freely jot down their sentences and clauses –jotting down cohesive devices to connect ideas – 15 minutes devise

Steps of While –Writing – Drafting first draft on the issue they devised from the literary works – 15 minutes

Steps of Post-writing – revising their draft – self-correction – exchanging their works with peer – getting feedback – rewriting – submission to the teacher to get teachers to feedback – 15 minutes

Finally, the students were given assignments to a paragraph on the given topic. Their attempts were collected and distributed amongst them for peer review and feedback was given by the teacher. They were also ordered to rewrite the main draft.

### **3.6 Data Collection Procedures**

The researcher prepared paragraph writing tests and the attitude survey questionnaire. Besides, materials for the intervention were selected to teach writing. After selecting the two groups, the researcher first tests them the general basic writing proficiency tests. Then, after identifying the experimental and control groups, the researcher use the pretest item to test the first hypothesis. The treatment was carried out for six consecutive weeks. The lesson took 45 minutes per day. After the intervention, a posttest was given to students. Later the test was administered to the student by the researcher and one assistant teacher at the same time. Two different teachers have marked the pretest and the posttest. The researcher gave training for the two raters on the scoring procedures and the scoring criteria to evaluate the students writing performances. Besides this, the researcher adopted the scoring criteria from *Jacobs, H.L.(1981)* which helps to evaluate the elements of paragraph writing skills. The raters use the criteria adopted and modified by the researcher: *Content =30%, organization =25%, language use =30%and*

*mechanics* =15% to evaluate the students writing performance. Based on the criteria the average result of each student was taken. After that, the result of the experimental group was compared with the result of a controlled group.

**Table 1. Procedures of Implementation of the Treatment, pre, and -post-test**

Randomly assigned group (Only social science Stream)	Prewriting test	Treatment of Some selected literary works for six consecutive weeks	Post writing test	Post writing attitude survey
Experimental group (11 E)	T1 E ✓	✓	T2 E ✓ 11 E	✓
Control group (E2)	T1 C1 ✓	X	T2 C1 ✓ 11 E2	X

*(Key: ✓, symbol mean has done; X, symbol mean has not done)*

At the end of the posttest, the researcher gathered Experimental students in the school hall and explain briefly the purpose of the questioners that they were going to fill in. Latter the researcher ordered each student to sit at one desk to avoid copying from each other. After the brief explanation, the questionnaires were distributed and filled by students in the time given and returned to the researcher.

### **3.7 Mechanisms of Controlling Erroneous Results**

Two mechanisms were used to control the erroneous results. These are giving the scripts of the instruments and intervention materials to the expert to check the validity and piloting the instruments to check the reliability of the instruments. Face, construct, and content validity of the instruments was assessed by two of researcher’s advisors, two university Ph.D. holders in TEFL and two English teachers who have been teaching English in grade 11 and 12 levels. Amendments were made and corrections were taken on the validity of the instruments based on the comments given by these experts.

In addition, for the piloting of the instruments, 20 grade 11 students of one of the government schools were selected and distributed the questionnaire on EFL learners’ attitudes. Then, these students were made to take the pretest. After a week, the posttest was also tested on the same

grade, 12 students. To check the reliability of the instrument two raters were correcting the students' responses to the writing tests. Finally, the inter-rater reliability was calculated to reveal the alpha Chronbach's result for the questionnaire.

### **3.8. Ethical Considerations**

The researcher informed the school and the students about the study. For the legality issue of this research, the researcher gets a letter from JU to the school and conduct a pilot study in grade 12 students in the same school. The researcher informed students about the pretest, the intervention and the posttest that were given for them was not part of their regular class assessment. Therefore, students were felt comfort when they attend the pretest, the implementation of literary texts to learn writing (the intervention) and the posttest as well as responding to the questioners. After the pilot study was conducted, literary texts were selected to teach writing skills and integrating the literary texts with the objectives set for grade eleven students minimum writing skill in the syllabus was done. The literary texts adapted for this purpose were short stories, poems, extracts from short stories, which reflect different genres of writing. Next to these actions, the researcher informed the experimental and control groups, why they were selected for, and everything that was conducted and implemented on them was kept confidential and reported anonymously.

### **3.9 Method of Data analysis**

The data that was collected through pretest was used to examine the mean differences between the controlled group and experimental group initial performance on writing skills. Then, a posttest was given for both the Experimental group and the controlled group, which is used to interpret by comparing the mean similarity and the difference between them. After the treatment of some selected literary works for six consecutive weeks. In addition, the data that was found through the questionnaires were summed up to get meaning from the response given for the Likert scales by Experimental group students. They express either a positive/favorable or a negative/unfavorable or neutral attitude toward the literary texts used in the EFL classroom to

teach writing. Finally, the researcher calculated the pretest and posttest results to see the relationship between two variables, “Using some selected literary works on EFL Learners writing performance and attitude”. To do these the researcher used SPSS software (Version 25). In general, the writing performance of the Experimental group and Controlled group were analyzed by inferential statistics to compare the mean values.

## **CHAPTER FOUR**

### **4. Result and Discussion**

#### **4.1 Introduction**

This chapter presents results and discussion on the data collected by pretest, posttest and attitude survey questions in the main study. The study was aimed to interpret the pre-writing test results and the -post-writing results of the experimental and control group. Besides this post attitude, a survey of writing results was analyzed by descriptive statistics.

#### **4.2. The main study**

Under this subtitle, the data were interpreted based on the basic research hypothesis. The data that was found by pretest was used to examine the mean similarity and differences; the result that was found through post-test used to compare the two groups' mean similarities and differences.

#### **4.3. Interpretation of the study**

Based on the study's main objective, this research tried to get solutions for the following research questions

1. Does using literary works have any statistically significant effect on EFL learners writing performance in line with organization, content, language use, and mechanics of composing a paragraph?
2. To what extent does using literary texts in teaching writing lessons affect EFL learners' attitude to writing?

Under this research question, four null hypotheses on the writing performance of students were examined and one null hypothesis was examined by using an attitude survey.

Null Hypotheses on the first Research Question:

Ho1: There is no statistically significant effect of using literary works on EFL learners' paragraph organization.

Ho2: There is no statistically significant effect of using literary works on the content of EFL learners' paragraphs.

Ho3: There is no statistically significant effect of using literary works on EFL learners' language use in their paragraph.

Ho4: There is no statistically significant effect of using literary works in EFL learners' mechanics used in their paragraph

Null Hypothesis for the second Research Questions

Ho5: There is no statistically significant effect of using literary works on EFL learners' attitude towards writing.

**Table 2: The pretest result of paired sample students writing performance**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Content (Experimental)	17.50	40	3.130	.495
	Content (Control)	18.25	40	3.256	.515
Pair 2	Organization( <i>Experimental</i> )	16.26	40	2.323	.367
	Organization ( <i>Control</i> )	16.14	40	1.955	.309
Pair 3	Language use ( <i>Experimental</i> )	15.76	40	2.100	.332
	Language use ( <i>Control</i> )	15.68	40	1.913	.303
Pair 4	Mechanics ( <i>Experimental</i> )	8.59	40	1.818	.288
	Mechanics ( <i>Control</i> )	8.59	40	1.560	.247

The above Table 2 shows the result of both the experimental and the control group's writing performance before the treatments. The mean difference between the experimental group and the control group as was found 0.75. The experimental students mean 17.50,16.26, 15.76, & 8.59 for Content, Organization, Language use and mechanics respectively were scored in the pretest. The control group students scored mean of 18.25, 16.14, 15.68, and 8.59 for Content,

Organization, Language use, and mechanics respectively. The standard deviation of content =3.130, 3.256, organization =2.323, 1.955, language use = 2.100, 1.913,and mechanics = 1.818,1.560 were found form experimental group and control group respectively.

It clearly shows that both the experimental group students and controlled group students have similar writing performance abilities under the elements of paragraph writing in the pretest before the intervention.

**Table 3: The overall writing performance means to score and standard deviations of both groups**

Report										
	Content		Organization		Language use		Mechanics		Pre Writing performance Experimental group	Pre Writing performance of Control group
	EX	Con	EX	Con	EX	Con	EX	Con		
Mean	17.50	18.25	16.26	16.14	15.76	15.67	8.59	8.59	58.16	58.46
N	40	40	40	40	40	40	40	40	40	40
Std. Deviation	3.130	3.256	2.323	1.955	2.100	1.913	1.818	1.560	1.560	6.735

As Table three shows, the mean and the standard deviation of the experimental group and the controlled group were 58.16, 58.46, and 1.560, 6.735. The experimental group’s total means of 58.16 show no significant difference from that of the controlled group means 58.46.

The above table 2 and 3 shows that both the experimental and controlled group students have similar initial writing performance before the treatment.



**Table 4: The paired difference of the t-test result of writing performance of the student**

Experimental and Control	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Content - Content (Ex -Con)	-.750	4.237	.670	-2.105	.605	-1.120	39	.270	
Pair 2 Organization - Organization (Ex -Con)	.125	2.814	.445	-.775	1.025	.281	39	.780	
Pair 3 Language use - Language use (Ex -Con)	.087	2.281	.361	-.642	.817	.243	39	.810	
Pair 4 Mechanics - Mechanics (Ex -Con)	.000	2.115	.334	-.676	.676	.000	39	1.000	

According to the above table 4, the t value that was found (-1.120) for "Content," (0.281) for "Organization," (0.243) for "Language use" and (0.000) for "Mechanics" pretest result indicates there was no any statistically significant difference between experimental and control group before the intervention.

***Testing the first null hypothesis***

*H<sub>01</sub>: There is no statistically significant effect of using literary works on EFL learners' paragraph organization.*

Pre and post-test were administered for both experimental and control groups. The pretest result indicates there was no statistically significant differences between the experimental and control group before the intervention. The intervention was conducted for six consecutive weeks. After that the posttest was given for both experimental and control groups to investigate whether there is not any statistically significant effect of using literary works on EFL learners' paragraph

organization or not. An Independent t-test was implemented to check the similarity and the difference between the two groups.

**Table 5: Independent t-Test result in Descriptive statistics**

	Group Statistics				Std. Error Mean
	Groups	N	Mean	Std. Deviation	
Pretest	Experimental	40	58.1750	6.86551	1.08553
	Control	39	58.6154	6.75264	1.08129
Posttest	Experimental	40	66.5813	7.45680	1.17902
	Control	40	60.9750	7.43342	1.17533
Pretest rest of Organization	Experimental	40	16.2625	2.32320	.36733
	Control	40	16.1375	1.95457	.30905
pretest result of Content	Experimental	40	17.5000	3.12968	.49485
	Control	40	18.2500	3.25616	.51484
Pretest result of Language use	Experimental	40	15.7625	2.10002	.33204
	Control	40	15.6750	1.91335	.30253
Pretest result of Mechanics	Experimental	40	8.5875	1.81831	.28750
	Control	40	8.5875	1.56027	.24670
Post test of Organization	Experimental	40	19.1563	2.39436	.37858
	Control	40	15.8750	2.24108	.35435
Posttest result of Content	Experimental	40	20.6125	3.04346	.48121
	Control	40	17.9625	3.24509	.51309
Posttest of Language use	Experimental	40	17.2000	2.25263	.35617
	Control	40	16.4925	3.43320	.54284
Posttest result of Mechanics	Experimental	40	9.6875	1.93380	.30576
	Control	40	11.7750	13.62123	2.15371

From the above Table five one can see the pretest writing performance Mean 58.1750, 58.6154 and the posttest writing performance Mean 66.5813, 60.9750 scores found for experimental and control groups respectively.

In the pre-test, writing performance, the two groups do not show any statistically significant difference between the Experimental and control groups. The posttest result shows that there is some Mean difference between them.

The pre- test organization result of experimental group mean value is 16.2625 & St .D. =2.32320 and the post- test organization was fond Mean = 19.1563 & St. D. = 2.39436

The control groups' pretest mean value is16.1375 & St.d= 1.95457 and the post-test result ean value is 15.8750 & 2.24108. The Mean difference between the post-test result and pre-test result of paragraph organization of the control group shows decreasing of 0.2625.

In contrary to this, the experimental groups' mean value shows some progress by 2.8938.To make sure the Mean differences of the organizing paragraph are significant or not, it is important to look at the independent t-test result of *p*-value and t-test value in Table six.

**Table 6: The independent t test results of the writing pre-post-test in the components of writing performance for both the experimental group and controlled group**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	.000	.994	-.287	77	.775	-.44038	1.53250	-3.49199	2.61122
	Equal variances not assumed			-.287	76.994	.775	-.44038	1.53218	-3.49134	2.61057
Posttest	Equal variances assumed	.000	.985	3.368	78	.001	5.60625	1.66478	2.29193	8.92057
	Equal variances not assumed			3.368	77.999	.001	5.60625	1.66478	2.29193	8.92057
Pretest rest of Organization	Equal variances assumed	.046	.832	.260	78	.795	.12500	.48004	-.83069	1.08069
	Equal variances not assumed			.260	75.782	.795	.12500	.48004	-.83113	1.08113
pretest result of Content	Equal variances assumed	.007	.931	-1.050	78	.297	-.75000	.71410	-2.17166	.67166
	Equal variances not assumed			-1.050	77.878	.297	-.75000	.71410	-2.17169	.67169
Pretest result of Language	Equal variances assumed	.007	.933	.195	78	.846	.08750	.44919	-.80678	.98178

use	Equal variances not assumed			.195	77.334	.846	.08750	.44919	-.80690	.98190
Pretest result of Mechanics	Equal variances assumed	.381	.539	.000	78	1.000	.00000	.37884	-.75421	.75421
	Equal variances not assumed			.000	76.242	1.000	.00000	.37884	-.75448	.75448
Post test of Organization	Equal variances assumed	.000	.987	6.328	78	.000	3.28125	.51854	2.24891	4.31359
	Equal variances not assumed			6.328	77.661	.000	3.28125	.51854	2.24884	4.31366
Posttest result of Content	Equal variances assumed	.002	.966	3.767	78	.000	2.65000	.70344	1.24955	4.05045
	Equal variances not assumed			3.767	77.681	.000	2.65000	.70344	1.24946	4.05054
Posttest of Language use	Equal variances assumed	1.620	.207	1.090	78	.279	.70750	.64925	-.58507	2.00007
	Equal variances not assumed			1.090	67.329	.280	.70750	.64925	-.58830	2.00330
Posttest result of Mechanics	Equal variances assumed	2.015	.160	-.960	78	.340	-2.08750	2.17530	-6.41819	2.24319
	Equal variances not assumed			-.960	40.571	.343	-2.08750	2.17530	-6.48202	2.30702

The above Table 6 shows there is no any statistically significant difference in the pretest of experimental and control groups. The significant value of both groups was .795.

After the intervention both groups took the post test, the posttest result shows a significant difference ( $p = .000$  ( $P \leq 0.5$ )). It shows that there is a statistically significant difference between experimental and control groups Mean (where is the independent test result value?). This designates that using some selected literary works to teach writing has its own effect on EFL learners paragraph organization.

Based on the above Table 6 the null hypothesis, question 1 “There is no any statistically significant effect of using literary works on EFL learners’ paragraph organization” is rejected based on the above independent test result.

**Table 7: Descriptive Statistics Pre and Posttest Mean results from both groups**

Group s	N	Mean	Std. D
Pre writing test score of organization Experimental group	40	16.2	2.323
Post writing test score of organization Experimental group	40	19.16	2.394
pre writing tests score of organization Control group	40	16.14	1.955
post writing tests score of organization Control group	40	15.88	2.241

As Table seven above shows experimental group students mean on organizing paragraph + 2.9 ~ +3 and the control group students shows -0.26 from the pretest results. It implies that using literary works has its own effect on EFL learners’ paragraph organization. Thus, the null hypothesis is rejected.

***Testing the second null hypothesis of the first question***

Ho2: There is no statistically significant effect of using literary works on the content of EFL learners’ paragraphs.

To test the first hypothesis second question, There is no statistically significant effect of using literary works on the content of EFL learners’ paragraphs, an independent samples t-test was run on the mean scores of the writing pre and post-test.

**Table 8: The pretest and the posttest Mean result of the content**

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
pretest result of Content	experimental	40	17.5000	3.12968	.49485
	Control	40	18.2500	3.12968	.51484
Posttest result of Content	experimental	40	20.6125	3.04346	.48121
	Control	40	17.9625	3.24509	.51309

As table 8 above shows the in the pretest the Mean and Std. D were 17.50 &3.12968, 18.25, & 3.12968 for experimental and control groups.

The Mean of the experimental group 17.5 in the pretest shows some progress and it became 20.61. it shows a +3.11 difference. In contrary to this the control group's Mean result decreased by -0.2875. The experimental groups show progress after the treatment of literary works.

**Table 9: Independent t-test result from Experimental and Control groups for Content**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest result of Content	Equal variances assumed	.007	.931	-1.050	78	.297	-.75000	.71410	-2.17166	.67166
Control Group	Equal variances not assumed			-1.050	77.878	.297	-.75000	.71410	-2.17169	.67169
Posttest result of Content	Equal variances assumed	.002	.966	3.767	78	.000	2.65000	.70344	1.24955	4.05045
	Equal variances not assumed			3.767	77.681	.000	2.65000	.70344	1.24946	4.05054

From the above Table nine can see in the posttest result of both experimental and control groups t value is greater than 0.05, **t value =  $t(df)$  3.767(78) > p**

The p value 0 .966 >0.05 thus the null hypothesis is rejected .Due to this the second hypothesis: There is no any statistically significant effect of using literary works on the content of EFL learners' paragraph is rejected.

### Testing the third null hypothesis of the first question

Ho3: *There is no any statistically significant effect of using literary works on EFL learners' language use in their paragraph.*

To check if there is statistically any significant effect of using literary works on EFL learners' language use in their paragraph. Looking its mean and t test result is very important.

**Table 10: Descriptive statistics of the Mean score of both groups**

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error
Pretest result of Language use	experimental	40	15.7625	2.10002	.33204
	Control	40	15.6750	1.91335	.30253
Posttest of Language use	experimental	40	17.2000	2.25263	.35617
	Control	40	16.4925	3.43320	.54284

As Table 10 above shows that the pre-test Mean of both groups seems the same; Experimental group M= 15.7625 & Std.=2.10002 , and Control group M= 15.6750 & Std.= 1.91335. The initial language use of the two groups was the same. There is no statistical difference between them. How do you know this?

The posttest results Mean= 17.2000 & Std. 2.25263 and the control group Mean = 16.4925 & 3.43320. It shows that both groups show some progress in language use.

**Table 11: independent t-test result for language use**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	(2-Mean Difference	Std. Error Difference	Lower	Upper
Pretest result of Language use	Equal variances assumed	.007	.933	.195	78	.846	.08750	.44919	-.80678	.98178
	Equal variances not assumed			.195	77.334	.846	.08750	.44919	-.80690	.98190

Posttest of Language use	Equal variances assumed	1.620	.207	1.090	78	.279	.70750	.64925	-.58507	2.00007
	Equal variances not assumed			1.090	67.329	.280	.70750	.64925	-.58830	2.00330

The posttest p value of the independent test is 0.207, which is  $< 0.05$ .

It clearly shows that *There is no statistically significant effect of using literary works on EFL learners' language use in their paragraph.* Therefore, the null hypothesis is accepted.

### Testing the fourth null hypothesis of the first question

There is no statistically significant effect of using literary works in EFL learners' mechanics used their paragraph writing.

**Table 12: independent t-test results of Mechanics used in paragraph writing by Experimental and Control group.**

#### Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest result of Mechanics	experimental	40	8.5875	1.81831	.28750
	Control	40	8.5875	1.56027	.24670
Posttest result of Mechanics	experimental	40	9.6875	1.93380	.30576
	Control	40	11.7750	13.62123	2.15371

In the pre-test result both experimental and control group students show the same Mean result. The Mean of the Experimental group was 8.5875 and Std. 1.81831. The control s group mean was also 8.5875 & Std. 1.56027.

In the post-test the experimental group students Mean = 9.6875 and Std= 1.93380. in contrary to this the control group shows great progress +3.1875 from the pretest. Here the control group shows a significant difference from the experimental group students. This may happen because a



human being can learn from his/her mistakes. The title given to the groups to write expository paragraphs were interrelated. Thus the respondents may think and use their prior experience in the present.

**Table 13: Independent t-test result of Mechanics for both groups**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Interval Difference Lower	Confidence of the Upper
Pretest result of Mechanics	Equal variances assumed	.381	.539	.000	78	1.000	.00000	.37884	-.75421	.75421
	Equal variances not assumed			.000	76.242	1.000	.00000	.37884	-.75448	.75448
Posttest result of Mechanics	Equal variances assumed	2.015	.160	-.960	78	.340	-2.08750	2.17530	-6.41819	2.24319
	Equal variances not assumed			-.960	40.571	.343	-2.08750	2.17530	-6.48202	2.30702

The mean the difference between the experimental group and the control group show -2.08. t implies that there is no significant effect of literary text in using mechanics to write a paragraph. Therefore, the fourth null hypothesis is rejected.

*“There is no any statistically significant effect of using literary works in EFL learners’ mechanic used in their paragraph”*

To assure the above findings of the pretest and posttest result of the experimental group one sample t-test analysis was used below.

**Table 14: One-Sample t-test result of the writing pre and post-test in the components of writing performance of the experimental group**

One-Sample Test						
EXPERIMENTAL GROUP	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Prewriting Performance	53.591	39	.000	58.175	55.98	60.37
Post Writing Performance	56.472	39	.000	66.581	64.20	68.97
Pre Writing Tests Score of Organization	44.272	39	.000	16.263	15.52	17.01
Post Writing Test Score of Organization	50.600	39	.000	19.156	18.39	19.92
Prewriting Test Score of Content	35.365	39	.000	17.500	16.50	18.50
Post Writing Test Score of Content	42.834	39	.000	20.613	19.64	21.59
Pre Writing Test Score of Language Use	47.471	39	.000	15.763	15.09	16.43
Post Writing Test Score of Language Use	48.291	39	.000	17.200	16.48	17.92
Pre Test Score of Mechanics	29.870	39	.000	8.588	8.01	9.17
Post Test Score of Use Mechanics	31.683	39	.000	9.688	9.07	10.31

The one sample t-test result of Prewriting Performance and Post Writing Performance of the experimental group t-value (53.591) and (56.472) shows significant difference. Beside this the p value  $0.000 < 0.05$  statistically significant at ( $\alpha \leq .05$ ) levels.

From the above table 14 one can see the significant difference of paragraph writing performance of the experimental group students. The p value of paragraph writing components; (organization, content, language use, and mechanics) was found  $< 0.05$ . This indicates that using literary texts to teach writing skill has its own contribution on improving students writing performance.

The insignificancies that occur in table 12 and 13 above between the 2 groups were language use and mechanics may be that the controlled group students have some access to literary works. As well as they are human being so, they can learn new things by themselves. However, the experimental groups' achievement in all aspects of writing performance was improved after the treatment of literary works to teach writing.

In addition to these reasons, the treatments duration was short. The experimental group students attend the writing lesson by using literary works only for six consecutive weeks. If the implementation of literary works to teach writing were extended, the language use and mechanics of writing paragraph writing of the student would be improved.

### Examining Null Hypothesis for the second Research Question

*Ho5: There is no statistically significant effect of using literary works on EFL learners' attitude toward writing.*

Table 14: Post Writing Attitude Survey of EFL Learners Response on the Effects of Literary Works on the Writing Performance and Attitude, With Its Mean Score and the Standard Deviation 1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5.Strongly agree

No	Items	1	2	3	4	5	M& Sd.
1	The literary texts do not help me in improving my writing skill in the classroom	12 30%	14 35%	14 35%	-- --	-- --	3.95 0.815
2	While reading the literature, I do not get a chance to think out of the context to improve my writing and to develop my own idea	---	10 25%	4 10%	13 32.5%	13 32.5%	3.73 1.176
3	The language learned through literature does not help me in letter writing.	-- --	2 5%	11 27.5%	23 57.5%	4 10%	3.72 0.716
4	When I am going through the text, I am faced with inappropriate language use in the literary texts which hinders me from using the correct form of the language in my writing	4 10%	1 25%	9 22.5%	12 30%	14 35%	3.78 1.250
5	I don't get good information from the literary texts that can enhance my writing performance	-- --	4 10%	-- --	15 37.5%	21 52.5%	4.33 0.917
6	I am not interested to write in the classroom and outside the classroom whenever possible	-- --	5 12.5%	4 10%	2 5%	29 72.5	4.38 1.102
7	I have not confidence on my writing being evaluated by the students and the teacher.	2 5%	4 10%	9 22.5%	17 42.5%	8 20%	3.63 1.079
8	I do not want to express my ideas through writing because it is a waste of time	-- --	4 10%	1 2.5%	19 47.5%	16 40%	4.18 0.903
9	I don't feel confident when I am writing what happened in the story I have read	--	5 12.5%	5 12.5%	12 30%	18 45%	4.18 1.047
10	It is not easy for me to be a better writer	2 5%	3 7.5%	7 17.5%	15 37.5%	13 32.5%	3.85 1.122
11	I'm nervous about my writing	--	2 5%	3 7.5%	2 5%	33 82.5%	4.65 0.834
12	I feel ashamed when other students read my writing	--	2	--	4	34	4.75

	in the classroom	--	5%	--	10%	85%	0.707
13	The literary texts help me to look forward to write down my ideas clearly	-	4 10%	1 2.5%	22 55%	13 32.5%	4.10 0.871
14	Before the implementation of the literary texts, my mind seems to go blank to start writing	3 7.5%	7 17.5%	2 5%	11 22.5%	17 42.5%	3.80 1.363
15	Learning writing daily through literary texts gave me a chance to improve my writing	--	1 2.5%	11 27.5%	14 35%	14 35%	4.03 0.862
16	I like to write my ideas when the reflection activity is given in the classroom	--	--	4 10%	16 40%	20 50%	4.40 0.672
17	I feel confident in my ability to express my ideas in writing	-	1 2.5%	2 5%	25 62.5%	12 30%	4.20 0.648
18	Discussing my writing with others is an enjoyable experience	-- -	3 7.5%	- -	12 30%	25 62.5%	4.48 0.847
19	Before beginning my writing, I gather information from the literary texts that I need.	--	--	--	14 35%	26 65%	4.65 0.483
20	I have developed to check my writing and editing before submission to the teacher	--	7 17.5	1 2.5	19 47.5	13 32.5	3.95 1.037
21	I am very happy to write about my own stories in the classroom	4 10%	-- --	8 20%	6 15%	22 55%	4.05 1.300
22	I have developed the habit of organizing my writing and answer to Correspondence by using formal and informal language	1 2.5%	1 2.5%	8 20%	15 37.5%	15 37.5%	4.05 0.951
23	I review my draft for style, purpose, and audience	--	--	1 2.5%	15 37.5%	24 60%	4.58 0.549
24	I can write easily the theme and explain the given lines of a poem concerning the context	3 7.5%	14 35%	13 32.5%	4 10%	6 15%	2.90 1.172
25	Writing is a lot of fun for me; which helps me to develop my reasoning ability	17 42.5%	6 15%	4 10%	8 20%	5 12.5%	2.45 1.518
26	I can write the theme of a short story in my own words	--	25 62.5%	1 2.5%	14 35%	--	2.72 0.960
27	I can write a grammatically correct paragraph on any topic given in the English class	--	22 55%	--	12 30%	6 15%	3.05 1.218
<b>Grand Mean</b>			<b>199</b> <b>18.45%</b>	<b>123</b> <b>11.37</b> <b>%</b>	<b>758</b> <b>70.18%</b>		<b>100%</b>

Key M= Mean, Sd. D. = Standard deviation, GM= Grand Mean

The researcher coded the 12 negative statements by using reverse code. As Yalewu Endawek (2011, pp.238-39) It is very important to use reverse code for the negative statements response. Therefore, the above 12 items respondents response were coded 1 ← 5, 2 ← 4, 3 ← 3, 4 ← 2, and 5 ← 1. The above Table 14 shows that the response of the learners on the use of some selected literary works to deliver the writing lesson and their attitude. None of the respondents strongly agrees or agrees that the literary texts do not help EFL learners to improve their writing skills in the classroom.

Although 35% of the respondents replied that it seems difficult for them to decide, 65% of the respondent disagreed that the literary texts do not help EFL learners to improving their writing skills in the classroom. From 65% nearly half of the respondents (30%) maintain that the literary texts do not help them to improve their writing skill in the classroom. In addition, to this, the remaining 35% of the respondents replied by disagreeing the negative effects of the literary texts on improving EFL learners writing skills in the classroom.

Even if the respondents disagreed on the help of literary text to improve their writing skill in Item 1 in the above table. The majority of the respondent for Item 2 (65%) replied by agreeing that they get a chance to think out of the context to develop their own idea while they read the literary text and to improve their writing. Their mean score is =3.73 shows that it has high impact on students thinking ability beyond the given context.

In contrast to this, 25% of the respondents express their disagreement. Ten percent of the respondents were undecided whether they get a chance to think out of the context or not. The Standard Deviation of the students' response is 1.176 as is shown in the above table.

According to the collected data, 57.5 % of respondents agreed and the other 10% strongly agreed that the language learned through literature helps them in letter writing its men 3.73 and Std = 1.176 shows respondents have a positive attitude.

Only 5% of the respondents claim that literary texts help them in letter writing. More than 1/3 (27.5%) of the respondents replied that they cannot decide whether the literary texts used in the

writing lesson helps them to write letter or not. Also the Mean score of item no 4 shows 3.72 and the standard deviation of 0.716 shows that it has a high impact on students' attitude on the help of literary text to write a letter.

Thirty-five percent of the respondents strongly agreed that when they were going through the text, they were faced inappropriate language use in the literary texts, which hinders them from using the correct form of the language in their writing. The other 30% of the respondents claim that they faced with inappropriate language use in the literary texts, which hinders them from using the correct form of the language in their writing. Item no.4's Mean value is 3.78 and Std. = 1.250 support this respondent. It shows in some aspects respondents faced some difficulty +1 challenge from the literary texts used. It is acceptable because of cultural barriers with the target language speaker's background.

On contrary to the above response, (4) 10%, of the respondents, express their strong disagreement and the language, which used in the literary texts, does not hinder them from using the correct form of the language in their writing. Also 2.5% of the respondents' response supports that the inappropriate language used in the literary texts does not hinder them from using the correct form of the language in their writing.

The remaining respondents 22.5% are unable to decide whether the inappropriate language use in the literary texts hinders them to use the correct form of the language in their writing or helps them in their writing.

The fifth Item, *on* getting good information from the literary text that can enhance students writing performance, only 10% of the respondents claim that they disagree.

Half of the respondents 52% argue they get good information from the literary texts that can enhance their writing performance. In addition to this, 37.5% of the respondent expresses their agreement that they do get good information from the literary texts that can enhance their writing performance.

More than  $\frac{3}{4}$  (72.5% and 5%) 77.5% of the respondents for item 6 stated that they are interested to write in the classroom and outside the classroom whenever possible.

Only 12.5% of the respondents replied by disagreeing with it. They show a negative attitude to write in the classroom and outside the classroom whenever possible.

For 10% of the respondent has been found unable to decide their interest to write in the classroom and outside the classroom.

As Table 16 above item 7 shows, 20% of the respondent utter they strongly agree that they feel confident in their writing being evaluated by the students and the teacher.

Also 42.5% of the respondents urge that they feel confidence about their writing being evaluated by the students and the teacher. Its mean score is 4.38 and Std. 1.102 shows that they have a positive response.

Nearly  $\frac{1}{4}$  (22.5%) of the respondents undecided whether they feel confidence on their writing or not when it was evaluated by the student and the teacher. If they get support from the teacher, they may change their attitude towards positive.

Five percent (2) of the respondents strongly oppose the statement on item number 7 and 10% (4) respondents similarly oppose the statement. They have negative feelings about their writing being evaluated by the students and the teacher.

Item number 8 the response on expressing ideas through writing, 40% of the respondent strongly agreed that they want to express their ideas through writing. The Mean score is 4.18 and Std. 0.903 shows the respondents have positive attitude.

In favor of the above respondents, 47.5% replied that they want to express their ideas through writing. Although 87.5% of the respondents in favor of the statement, 10% of the respondents

differ from the majority's response and only 2.5% (1) of respondents were undecided on this issue.

On feelings of confidence in writing what happened in the story Item 9, 45% of the respondent strongly agreed and 30 %agreed that they feel confident. Its Mean is4.18 and Std. 1.047 shows the respondents have a positive attitude towards writing what happened in the story.

In contrary to the above respondents12.5% (5) of the respondent disagree with confidence when they are writing what happens in the story. The same percentage (12.5%) of the respondent undecided whether they feel confidence on writing what happened or not.

The respondents felt to be better writers for item 10, 32.5% of them strongly agree that, it is easy for them to be a better writers, and also 37.5% of the respondents' responses support by agreeing. 17.5% of the respondent undecided whether it is easy to be a better writer or not. The other 3% disagree and 2% strongly that the statement. The mean score 3.85 & Std.1.122 support that they feel positive towards writing.

Most of the respondents for item 11 82.5% replied that they are not nervous about their writing. Besides this 5% of the respondents also agreed that they feel do not nerves. 7.5% of the respondents were undecided about what they felt about their writing. Only 5% of the respondents disagree with being nervous about their writing. Its mean score is 4.65 in favor of the positive feeling.

In addition to being nervous 85% of the respondents replied that they do not feel shame when other students read their writing in the classroom. Beside this, 10% of the respondents do not feel shame when other students read their writing. In general, 95% of the respondents do not feel shame when others read their writing in the classroom. The Mean score =4.75 St.D. = 0.707 implies that most of the respondents have developed positive feelings about what they wrote as item 12 on table 14 above shows. The literary texts used and the writing tasks given for them may help them to develop a positive attitude.



Only 5% of the student replied by disagreeing that they feel shame when other students read their writing.

With the help of literary texts to write ideas, Item 13 from the above table14, 87 % of the respondents claim that it helps them to write their ideas. Its mean = 4.10 and standard Deviation= 0.871 shows the literary texts help them to generate ideas. Only 2.5% of respondents were undecided on the help of literary texts to write ideas clearly and 10% of the respondents go up against the help of the literary texts to write their ideas.

Item no.14: 70 % of the respondent agreed that the literary text help them to generate ideas. 25% of the respondent disagreed that before the implementation of the literary texts, their mind seems to go blank to start writing. 5% of the respondent undecided before or after the implementation of the literary texts they generate an idea. The mean score is 3.80 & Std. =1.363

In relation to getting a chance to improve writing, the majority of respondents 70 %( 28) for item 15 from table14 above replied that the implementation of the literary texts and learning writing daily helps them to improve their writing. The mean score= of 4.03 and standard deviation = 0.862 shows the majority of the respondents have a positive attitude on the help of learning writing daily.

One-fourth, 27.5% of the respondents were unable to decide whether learning writing daily through literary text helps them to improve their writing or not. Only 1 (2.5) disagree the help of learning writing daily to improve their writing.

Item 16 was about the feeling of the respondents on writing their ideas when the reflexive activity was given for them. None of the respondents strongly disagrees or disagrees. Four respondents 10% of them were undecided whether they like or dislike expressing their ideas during the reflexive activity.

90% of the respondents agree that they like to write their ideas when the reflexive activity was given to them. From this, 50% the respondents strongly agreed to the statement and 40% of

them expressed their agreement. The mean score is 4.40 and Std. = 0.672 shows students have a high positive attitude towards reflexive writing.

Item 17 of Table 14 above, on feeling confidence and ability of expressing their ideas in writing. 2.5% (1) disagree that he/she did not feel the confidence to write his or her idea in writing. 5% (2) respondents were unable to decide their confidence and ability to express their ideas in writing. 62.5% (16) and 30% (12) respondents agree and strongly agreed that they feel confident on express their ideas in writing. The mean score = 4.20 and Std. = 0.648 shows that the respondents have a positive attitude towards writing.

Item no.18 of the above table 14: It was an enjoyable experience to discuss their writing with others. None of the respondents strongly disagrees and unable to decide. Only 7.5% (3) of the respondents disagree with this statement. The remaining 92.5% (37) respondents agreed that it was the enjoyable experience of discussing their writing with others. Therefore, having this result, one can conclude the respondents have a positive attitude. From this 30% of them agree and the majority 62.5% of the respondents strongly agreed that discussing their writing was an enjoyable experience. The mean score of 4.48 and the standard deviation show that the respondents build a positive attitude.

Item no 19 almost all the respondents 35 %( 14) 65 %( 24) respondents expressed that they gather information from the literary texts before beginning their writing. The majority 65% of them strongly agreed and the remaining 35 agreed on gathering information for their writing. The Mean =4.65 and the standard deviation of 0.483 show they have developed a positive attitude towards gathering information from the literary texts which they need later to write their writing.

Item 20 from table 14 above develops habits of checking their work and editing before submission to the teacher. 17.5% (7) disagree that they did not develop this habit of checking and editing. 2.5% unable to decide whether this habit was developed or not.

The majority 47.5% (19) respondents replied by agreeing that they have developed the habit of checking and editing their writing before submission. The remaining 32.5 % (13) respondents strongly agree that they developed the habit of checking and editing their works before submission. The mean score was 3.95 and Std. 1.037 show that the respondents have a positive attitude on editing and checking their work.

Item 21,10% of the respondents strongly disagree and the other 20% unable to decide whether they are happy to write about their own story or not.

15% of the respondents replied that they agree that they are very happy to write their own stories in the classroom. The majority 55% of the respondents strongly agree that they were very happy to write about their own stories in the classroom. The Mean score was 4.05 and Std. 1.300 indicate that they have a positive attitude to write their own experience (stories) in the classroom.

2.5%, 2.5% of the respondents strongly disagree and disagree respectively for item number 22. 20% of the respondent unable to decide whether they have developed the habit of organizing their writing and answering to Correspondence by using formal and informal language.

The remaining 37.5%, 37.5% of the respondents agree and strongly agree that they have developed the habit of organizing their writing and answering to Correspondence by using formal and informal language. The mean score of this item 4.05 & Std0.951 shows that the respondent has a positive attitude to write a letter formally or informally.

From table 14 above one can notice that only 2.5% (1) of the respondent unable to decide whether to review their draft or not, for style, purpose, and audience.

37.5% (15) of the respondents agreed that they review their writing for style, purpose and audience. The remaining 60% (24) respondents strongly agree that they review their writing for style, purpose, and audience. The Mean and standard deviation of 4.58 & 0.549 shows the positive attitude of the respondents on revising their work for style, purpose, and audience.

7.5% of the respondents strongly disagree with item 24 on writing easily the theme and explaining the given lines of a poem concerning the context and the other 35% also disagree. Not only 42.5% of the respondent but also 10% of the respondents were unable to decide whether they can write easily the theme and explain the given lines of a poem concerning the context or not.

The Mean score of 2.9 and the standard deviation of 1.172 shows the respondents have a Neutral attitude this shows that the focus should be given to developing this ability of the learners.

10% of the respondent and the other 15% of the respondent replied by agreeing and strongly agreeing respectively; that they can write easily the theme and explain the given lines of a poem concerning the context.

Item 25 looks 42.5% of the respondent strongly disagree and 15% disagree to look writing as fun, which helps them to develop their reasoning ability.

10% of the respondent unable to decide. 20% of the respondents agree and the remaining 15% of the respondents strongly agree that writing is a lot of fun for them; which helps them to develop their reasoning ability.

Even if the Mean score of 2.4 and Std.1.518 show that respondents have neutral attitudes the number of respondents who were unable to decide cannot be seen simply. it needs hard work to change the respondents' attitude to positive.

The ability to write the theme of a short story in their own words none of the respondents strongly disagree or strongly agree with this item no 26. However, the majority 62.5% of the respondent disagreed with it. Only 2.5% of the respondent unable to decide whether he/she can write the theme of a short story in his/her own words.

From the table above 35% of the respondents agree that they can write the theme of a short story in their own words. The mean score of this item is 2.72 and Std. 0.960 show the respondents have a neutral attitude.

The last attitude survey item 27 from table 14 above shows that 55% (22) respondents mentioned their disagreement on their ability to write a grammatically correct paragraph on any topic given in English language class.

On contrary to this, 30% (12) respondents agree that they can write a grammatically correct paragraph on any topic given in the English class. The remaining 15% of the respondents strongly agree that they can write a grammatically correct paragraph on any topic given in the English class. Although the Mean score of 3.05 shows they have a positive attitude, the experimental groups' language use in the posttest was not different from control group students. The significant difference that found is in organizing paragraphs and on contents only.

The grand mean of strongly disagree and disagree was found 18.45% (199), and for neutral 11.37% (123), the total percentage of the neutral and the negative attitude was found 29.82%. This shows that these students negative attitude would be improved if the duration of implementation of literary text extended.

The grand mean that was found for agree and strongly agree = 70.18 % (758). As it was stated above, the highest point that was found under the positive response indicates the students have positive attitude towards learning writing by using literary works.

Based on the above finding, “There is statistically significant effect of using literary works on EFL learners’ attitude toward writing.” The grand mean 758 indicate that the students have of positive attitude towards writing.

The second null hypothesis “*There is no statistically significant effect of using literary works on EFL learners’ attitude toward writing*” was rejected due to the positive attitude of students towards writing and some progress were found from the posttest of the writing of the experimental group.

#### 4.4. Discussion

The purpose of this research was to investigate the effect of some selected literary works on EFL learners' paragraph-level writing performance and their attitude towards writing a paragraph.

The results support the alternative hypothesis that "There is statistically significant effect of using literary works on EFL learners' paragraph organization." The finding of this research consistent with the conclusions of other studies. Kokola (2002), in Sell (2005) stated that learners who read narrative texts actively construct the text with fewer difficulties. Learners who learn writing by using literary texts can organize their ideas easily.

Elhabiri Houria (2012-2013) conducted a case study aiming to explore "Teaching of writing skills through literary texts" in Djilali Liabes university second year students essay writing. Her study result aligns with the findings of this research. On her study after the treatment of literary texts, a slight improvement was noticed in terms of organization.

The reason may be students were given literary texts to read at home and it was used to conduct students' test not to teach writing skill. As Tomlinson (1983) suggests materials should be tend to teach rather than test. Hedge (2005) advocates that students can be good writers only if they write a lot. A slight improvement on organization was found due to lack of ample tasks given for the participant. The present experimental research shows that "*There is statistically significant effect of using literary works on EFL learners' paragraph organization.*"

The finding Elhabiri Houria (2012-2013) case study sport the result of the present study. There is statistically significant effect of using literary works on the content of EFL learners' paragraphs. Her finding shows that after treatment of literary text learners had a slight improvement on content of their writing. As Kokola (2002), "a literature's content may well be true to life and more relevant to learners than the typical textbook topics." Nyoman Bagus Ida (2017) Folktales helps the writing practice of students. This support the present experimental researches finding. Also Ibrahim I.(2013) Genre-based approach has positive impact on learners writing

performance. The finding of the present research also concede with the finding of Ibrahim I. (2013) after attending literary genres the students paragraph writing of organization and content were significantly improved.

In Ibrahim I.(2013) students paragraph writing in all aspect were significantly improved. But in the present research the experimental students paragraph writing in the case of language use and mechanics were not significantly improved when one compare the result with control group student. According to Borja and Morina (2005) cited in Ajoke,R. and Shapii,A. (2017,p55) literary works expand the students level of interpretation, imagination, critical abilities and increased emotional awareness.

Even if the experimental students' one-sample post-writing test indicates their paragraph writing significantly improved after treatment of literary text it needs further deep investigation.

As Tireney and Pearson (1983) reading and writing has similar process of meaning construction. The literary texts used in this research, integrates reading and writing. According to Stoky (1983) states good writer are those who tend to be good readers. This implies that students who have access to literary texts get ample language style and register from the texts.

The learners paragraph organization and content were improved after the treatment of literary text. The present result allied to Hayes (1996), students who read literary texts before starting their writing, read the text to evaluate, to get source of information when they read the text. They can get how the writer organized his idea on logical manner for that genre of writing.

The attitude of students towards writing were tried to investigate by using attitude survey questionnaires.

In the present research found that students have a positive attitude towards writing after the treatment of literary texts to teach writing. 70.18 %of the respondent replied that they feel confident to write their idea when they assigned paragraph-writing tasks. Musgrove E. Larence (1998-199) conducted research on 'Attitude towards Writing' found that students who learn writing by using literary works develop positive attitude. It supports the present research result.

Attitude is the affective factors in human experience. Brown H. Douglas, (2000, p.180) In learning language, the learners attitude plays its own role in achieving what is expected. The positive attitude of the students towards writing found in this research has direct relationship with their writing performance. As Brown (2001) argues, the assumption of using literary works is found to be crucial to improve favorable attitude and performance in various language skills.

The present experimental study can serve as a preliminary data source for other interested body to investigate the effect of literary texts to teach writing in EFL classroom.

This experimental research did not examine the impact of gender towards writing and conducted in one school by taking two groups from social science students.

In addition to this, the implementation of teaching writing was conducted only for six consecutive weeks.



## **CHAPTER FIVE**

### **Results, Conclusions and Recommendations**

#### **5.1 Results**

1. There is statistically significant effect of using literary works on EFL learners' writing performance. The experimental group student's paragraph writing performance improved after the treatment. The post- tests mean score favoring the experimental group.
2. There is statistically significant effect of using literary works on EFL learners' paragraph organization.
3. There is statistically significant effect of using literary works on the content of EFL learners' paragraphs.
4. There is no statistically significant effect of using literary works on EFL learners' language use in their paragraph. Even if one- sample t-test favors the experimental group, the control group students also show progress in language use in their paragraph writing.
5. There is no statistically significant effect of using literary works in EFL learners' mechanics used in their paragraph
6. There is statistically significant effect of using literary works on EFL learners' attitude toward writing. The grand mean score (70.18%) shows that that students have positive attitude towards their writing.

## **5.2. Conclusions**

This thesis paper tried to examine the effects of some selected literary works on the writing performance of grade 11 students of Limmu Genet preparatory school.

In general, it tried to examine the effects of literary works on EFL learners writing performance in line with organization, content, language use, and mechanics of composing a paragraph. Besides this, it tried to examine to what extent using literary texts in teaching writing lesson affect EFL learners' attitude to writing.

The result of this experimental study indicates that there was a statistically significant effect of using literary works to improve the writing performance of the participants.

As the finding clearly shows the experimental group students paragraph's organization and on contents significantly improved after the treatments of literary works. On contrary to this, the control group students did not show statistically significance on their paragraph organization and content.

In language use and mechanics, both groups perform similarly and their pretest and post-test were the same. Here the control group students tried to perform well. This may happen because of the similarity of the topics used to identify the pre-performance and the post-performance of the student. The treatment was conducted only for six consecutive weeks so the shortage of time may create these similarities.

In addition to the contact of experimental and control group students were avoidable since they learn in the same school in the same compound. But the experimental groups student the overall performance is significantly improved after the treatments.

The attitudes of students towards writing were found positive; this may have some external factors besides the literary texts used.

Three of the null hypotheses were rejected based on the findings of this research and the other two null hypotheses are accepted.

## 5.2. Recommendations

Based on the findings of the study the following recommendations are forwarded:

- ❖ Literary texts should be treated in the writing class.
- ❖ Literary texts help to improve the writing performance of students.
- ❖ Literary texts significantly improved the students' paragraph writing performance in all aspect.
- ❖ Literary works help to build positive attitude towards writing lesson
- ❖ Literary texts should be used in the prewriting stage
- ❖ Integrating reading literary text and writing skill in the classroom helps to facilitate learning writing.
- ❖ Teachers should use additional (extra ) time to teach writing
- ❖ Instead of using traditional (product-oriented) method of teaching, EFL teachers should use process oriented method.
- ❖ Teachers should use supplementary literary texts to teach writing in a high school

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**APPENDIX -I**  
**JIMMA UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF English Language and Literature**



**Classroom Rules and Regulation:**

- You should always bring your dictionaries when you are attending this writing activity class
  - You can refer your dictionaries to get the **connotative** and **denotative** meanings of words.
  - Create your own topic and plan freely to write
  - Write transitional (linking) words and phrases (cohesive device) from the literary works and you will use them when you develop your own paragraph.
  - It is mandatory to bring the literary materials' that is given to you when you are attending the writing class

**Schedule for Implementations of Literary Works**

Week	Date	Literary texts	Author	Sources	objective
1	6-10/7/2013	The Little Girl and the Wolf With Film (04:31S')	James Thurber Jonathan Button	EL3 <sup>rd</sup> course p.203)	Extend the story. Generate new idea
2	13-17/7//2013	Lean on Me Song of Michael Bolton With the written script(X)  <b>Escape</b>	(song writer) Bill Withers.  <b>X</b> Gebeyehu Ayele	Refresh your English p.13	Explain Reflective writing
3	20- 24/7/2013	My Mother Remembers Spanish Influenza		EL3 <sup>rd</sup> course	Write the them in prose form

		<i>"The Road Not Taken"</i>			
4	27-1/8/2013	The Man Who Died The Man Who Died		Structural Readers 4 <sup>th</sup>	
5	4-8/2013	Zoo Writing Topic sentences		Elements of W. <i>EL3<sup>rd</sup> course</i>	
6	11-15/8/2013	The Wind	James Stephens, Emily Dickinson	EL3 <sup>rd</sup> course	
	Post test				

**Writing Activity1:** Watch the **Film by Jonathan Button** first, and Skim the **Fable** written *by James Thurber* "*The Little Girl and the Wolf*" and discuss with your friends what you expected the **HEROINE** to do in the story, how the story begin, which transitional word is used to continue the flow of idea from paragraph one to paragraph two. How the story is ended. Jot down the transitional word and your Expectation in a white paper.

#### **THE LITTLE GIRL AND THE WOLF**

**O**ne afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally, a little girl did come along and she was carrying a basket of food. "Are you carrying that basket to your grandmother?" asked the wolf. The little girl said yes, she was. So the wolf asked her where her grandmother lived and the little girl told him and he disappeared into the wood.

When the little girl opened the door of her grandmother's house she saw that there was somebody in bed with a night cap and nightgown on. She had approached no nearer than twenty - five feet from the bed when she saw that it was not her grandmother but the wolf, for even in a nightcap a wolf does not look any more like your grandmother than the Metro - Goldwyn lion looks like Calvin Coolidge. So the little girl took an automatic out of her basket and shot the wolf dead.

(Moral: **It is not so easy to fool little girls nowadays as it used to be.**)

**Writing Activity:** skim the text again and try to extend the story. Write a paragraph that explains what the little girl did after she shoots the wolf. You can use your expectation that you jot down. You can use the back of this paper to write your draft. Write only your final draft on the front page.

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Exchange your writing for correction with your friends in the same desk. If you think their comment is valuable, add it in your final draft. Finally show it to your teacher.

**Activity -2: Completing tables with the information from the story**

Discuss with the whole class and identify that make the stories similar in the way of presentation.

**Complete the table below by scanning the text “The Little Girl and the Wolf”**

<b>Literary Elements</b>	<b>Definition</b>	<b>Examples from the film and the text</b>
<b>Characters</b>		
<b>Setting</b>		<b>Place :Dark Forest, home; Time: afternoon, night</b>
<b>Point of view</b>		
<b>Plot</b>	<b>Important Events and actions in the story</b>	
<b>Conflict</b>		
<b>Mood</b>		
<b>Tone</b>		

## Escape

Weekends are holidays that are looked forward to by students all over the world. Many students rejoice on Friday, as it is the end of the school week. The brief holidays refresh them.

Yet in rural parts of Ethiopia, weekends are not highly anticipated, particularly by girls. Saturdays and Sundays are the days in which girls attend to chores at home. Mulu was thinking about this pathetic situation on Friday as she was leaving the school compound.

“Are you tired?” said her school mate, Dagne, thinking about the distance between the school and Mehal Amba village, where both of them lived. It is a two hour walk. Mulu looked sleepy as her big eyes were half closed.

“Yes. When I think of the work piled up at home, I feel tired before I even touch it” she replied, smoothing her hair.

Dagne wiped sweat from his face and held her arm gently to look deep into her eyes. Mulu dried her eyes with the sleeve of her sweater and said, “Can you imagine, Dagne ...?”

“I know, Mulu, that women and girls in our society carry a heavy burden,” he said, interrupting her.

“I wake up early in the morning and start the day by milking the cow, and then walk along way to fetch drinking water. Cleaning the compound and the house, fetching firewood and many other household tasks are also left to me” she sighed heavily.

“Come on, Mulu,” said Dagne, inviting her to sit on a stone by the side of the road. All the other students left and the place was quite.

“Today you seemed desperate,” added Dagne, sitting beside her.

“Yes, I am desperate! Everything looks gloomy.” She turned her face to the other direction.

“Take it easy; this is the burden that the society has put on women. It will go away,” said Dagne with uncertainty.

“It does not seem so, Dagne.” She gazed at the landscape stretched before her.

(By Gebeyehu Ayele: Adapted from Refresh your English Module 5)

**Activity 3:** Read the story and write the ending by yourself. (Think what kind of life Mulu would live in the future.)

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**Activity 4:** Discuss with your friends about the life of Mulu and the girls in the countryside, write one paragraph about the challenges they face

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**Activity 5:** Read the following short story and write a descriptive paragraph about the place of the story.

### “The Veldt”

The nursery was silent. It was empty as a jungle glade at hot high noon. The walls were blank and two dimensional. Now, as George and Lidia Hadley stood in the center of the room, the

walls began to purr and recede into crystalline distance, it seemed, and presently an African veldt appeared, in three dimensions, on all sides, in color, reproduced to the final pebble and bit of straw. The ceiling above them became a deep sky with a hot yellow sun.

George Hadley felt the perspiration start on his brow.

*“Let’s get out of this sun,”* he said. *“This is a little too real. But I don’t see anything wrong.”*

*“Wait a moment, you’ll see,”* said his wife.

Now the hidden [odorophonics] were beginning to blow a wind of door at the two people in the middle of the baked [Veldtland.] The hot straw smell of lion grass, the cool green rusty smell of animals, the smell of dust like a red paprika in the hot air. And now the sound: the thump of distant antelope feet on grassy sod, the papery rustling of vultures. a shadow passed through the sky. The shadow flicked on George Hadley’s upturned, sweating face.

*“Filthy creatures,”* he heard his wife say.

*“The vultures.”*

*“You see, there are the lions, far over, that way. Now they’re on their way to the water hole. They have just been eating,”* said Lydia. *“I don’t know what.”*

*“Some animal”* George Hadley put his hand up to shield off the burning light from his squinted eyes. *“A zebra or a baby giraffe, maybe”*

*“Are you sure?”* His wife sounded peculiarly tense.

*“No, it’s a little late to be sure,”* he said, amused. *“Nothing over there I can see but cleaned bone, and the vultures dropping for what’s left.”*

*“Did you hear that scream?”* she asked.

*“No.”*

*“About a minute ago?”*

*“Sorry, no.”*

The lions were coming. And again George Hadley was filled with admiration for the mechanical genius who had conceived this room. A miracle efficacy selling for an absurdly low price. Every



home should have one. Oh, occasionally they frightened you with their clinical accuracy, they startled you, gave you a twinge, but most of the time what fun for everyone, not only your son and daughter, but for yourself when you felt like a quick jaunt to foreign land, a quick change of scenery. Well, here it was!

And here where a lions now, fifteen feet away, so real, feverishly and startlingly real that you could feel the prickling fur on your hand. and your mouth was stuffed with the dusty upholstery smell of their heated pelts, and the yellow of them was in your eyes and the yellow of an exquisite French tapestry, the yellow of lions and summer grass, and the sound of mated lions lungs exhaling on the silent noontide, and the smell of meat from the panting, dripping mouths.

The lions stood looking at George and Lydia Hadley with terrible green-yellow eyes.

“Watch out!” screamed Lydia.

The lions came at them.

“The Veldt,” by **RAY Bradbury** (Adapted from Elements of Literature third course

### **Activity 6**

Read the story again and discuss with your friends to write the ending of this fantasy. You can use some of the vocabularies and expressions used in the text above.

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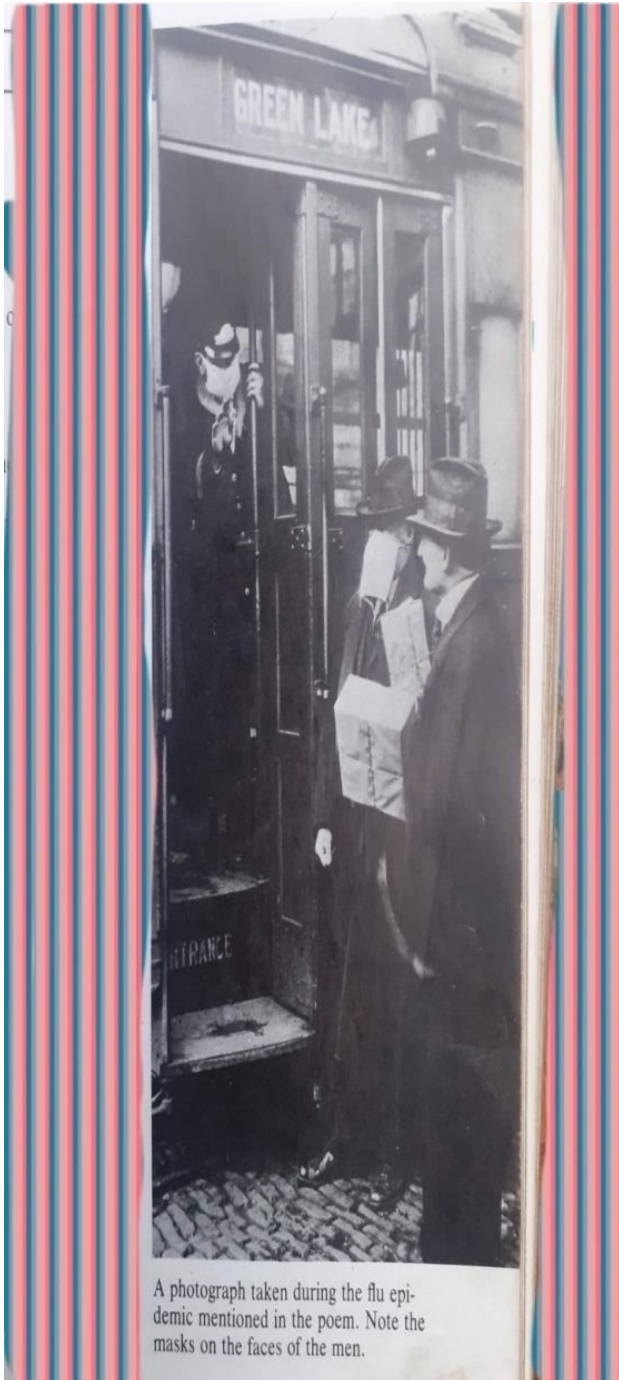
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**(Activity -7)** Dear students, before reading the following poem discuss in groups of six about the present health concern of the world. Then read the poem and write the theme of the poem in connection with the present situation of **COVID-19**

- A. Which disease is pandemic in the world now?
- B. How do we keep ourselves from this pandemic?
- C. What is the difference between Epidemic and Pandemic?



A photograph taken during the flu epidemic mentioned in the poem. Note the masks on the faces of the men.

### **My Mother Remembers Spanish Influenza**

I was the first person in our town  
to catch the Spanish influenza.  
I heard it come over on the streetcar,  
hissing and snapping to itself  
as it crossed the river.  
And when the car stopped at the foot of our hill,  
the bell rang twice, the flu got off  
and burst inside my head  
like sparklers on the Fourth of July.  
Soon it was smooth and hot as rails in the sun,  
Running inside my head, metal on metal, ice on ice.  
When it began to go away,  
the neighborhood children took it, piece by piece,  
on the thick, round wheels of their roller skates.  
Mother brought me a white paper bag  
of coconut macaroons.  
I ate three and was sick  
into the gray metal basin  
filled with disinfectant and water  
that was kept near my bed.  
Mother doubted that the flu came on the streetcar,  
It seemed more likely to her  
that my two young uncles  
had brought it back from France with them,  
hidden in the silk webbing  
that stretched between the carved ivory fingers  
of the painted fan they had given me.  
But I knew better.  
I could still hear it, when mother left the room at night  
whispering to itself about itself  
as it come across the river on the last car.  
It stopped at the foot of our hill for a second ,  
and rode down the valley to the car barn  
where it waited out the night.

*(Adapted From Elements of Literature page 279)*



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**(Activity-9)** Read the poem, written by Robert Frost. It is a whole in lyrical way (expression of feeling) and you are going to write one expository paragraph about the importance of decision-making.

**“The importance of decision-making”**

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**“The Road Not Taken”**

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;  
Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,  
And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.  
I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I –  
I took the one less traveled by,  
And that has made all the difference.(- ROBERT FROST)

**(Activity 10)** Skim the above poem “The Road Not Taken”

In pairs, outline points on the topic sentence given below that can be the theme of the poem.

**“The dilemma preparatory students faced in choosing field of study”**

Supporting details:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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**(Activity 11)** Then exchange your points with other pairs of student and discuss with them, identify which points should be included and which should not be included.

After that, develop your own paragraph individually. Then revise the draft with your group and write the final draft by using the comments given. When you finish your writing, edit it and write your final work in white paper to present in the classroom.

Finally, you will get feedback from other students and you will submit your final work to your teacher.

**“The dilemma preparatory students faced in choosing field of study”**

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**(Activity-12)** write a letter to *Henky Evans* in response of the letter she wrote. Consider it was written during WWI and you are living in that time and responding to her.

113 WHITEHALL STREET

DARIEN CONN

UNITED STATES

NOVEMBER 3, 1941

MANOEL GARCIA  
CALLE SAO JOSE 120  
RIO DE JANEIRO  
BRAZIL  
SOUTH AMERICA

DEAR MANOLE:

I guess seeing the American address on this letter you already know what it is. Your name was on the list tacked on the blackboard at High school of south American students we could correspond with. I was the one who picked your name.

May be I ought to tell you something about myself. I am a girl going on fourteen years of age and this is my first year at high school. It is hard to describe myself exactly. I am tall and my figure is not very good on account of I don't know exactly what color you would call my hair unless it would be a light brown. I like to play baseball and make scientific experiments (like with a chemical set) and read all kinds of books.

All my life I wanted to get to travel but the[ furthest] I have ever been away from home is Portsmouth, New Hampshire. Lately I have thought a whole lot about South America. Since choosing your name off the list I have thought a whole lot about you also and imagined how you are. I have seen photograph of the harbor in Rio de Janeiro and I can picture you in my mind's eye walking around the beach in the sun. I imagine you with liquid black eyes, brown skin, and black curly hair. I have always been crazy about South America although I did not know any of them and I always wanted to travel all over South America and specially to Rio de Janeiro.

As long as we are going to be friends and correspond, I think we ought to know serious things about each other right away. I thought a long time about you, Manole, before writing this letter. Would you like to come and spend your summer vacation with me next summer? I am looking forward exceedingly to hearing from you. Adio's and I send you every possible good wish.

Your affectionate friend,

HENKY EVANS

(Carson McCullers Correspondence page :138)

*(Activity-13) Read the letter of Henky Evans who tells about herself then you are going to write a letter about yourselves to Mr. Tekalign. Having read that in the newspaper, a movie is to be filmed in your town*

*and that Mr. Tekalign, the producer, will be casting some of the parts locally. Your letter should describe your physical and emotional appearance. Try to use formal language as well as the correct format of letter writing.*

**(Activity-14)** Scan the story “The Man Who Died” and write the **story time line** with your friends. Then exchange your written work with your friends for correction and revise it again. After that, **write the summary** of the story in one paragraph.

## The Man Who Died

I returned from the City *about three* o'clock on that May afternoon pretty well disgusted with life. I had been three months in the Old Country, and was fed up with it. If anyone had told me a year ago that I would have been feeling like that I should have laughed at him; but there was the fact. The weather made me liverish, the talk of the ordinary Englishman made me sick. I couldn't get enough exercise, and the amusements of London seemed as flat as soda water that has been standing in the sun. 'Richard Hannay,' I kept telling myself, 'you have got into the wrong ditch, my friend, and you had better climb out.'

*It made* me bite my lips to think of the plans I had been building up those last years in Bulawayo. I had got my pile—not one of the big ones, but good enough for me; and I had figured out all kinds of ways of enjoying myself. My father had brought me out from Scotland at the age of six, and I had never been home since; so England was a sort of Arabian Nights to me, and I counted on stopping there for the rest of my days.

*But from the first* I was disappointed with it. In about a week I was tired of seeing sights, and in less than a month I had had enough of restaurants and theatres and race-meetings. I had no real **pal** to go about with, which probably explains things. Plenty of people invited me to their houses, but they didn't seem much interested in me. They would fling me a question or two about South Africa, and then get on their own affairs. A lot of **Imperialist ladies** asked me to tea to meet **schoolmasters** from New Zealand and editors from Vancouver, and that was the **dismalest** business of all. Here was I, thirty-seven years old, sound in wind and limb, with enough money to have a good time, yawning my head off all day. I had just about settled to clear out and get back to the veld, for I was the best-bored man in the United Kingdom.

*That afternoon* I had been worrying my **brokers** about investments to give my mind something to work on, and on my way home I turned into my club—rather a pot-house, which took in **Colonial members**. I had a long drink, and read the evening papers. They were full of the row in the Near East, and there was an article about Karolides, the Greek Premier. I rather **fancied** the **chap**. From all accounts he seemed the one big man in the show; and he played a straight game too, which was more than could be said for most of them. I gathered that they hated him pretty blackly in Berlin and Vienna, but that we were going to stick by him, and one paper said that he was the only barrier between Europe and Armageddon. I remember wondering if I could get a job in those parts. It struck me that Albania was the sort of place that might keep aman from yawning.

*About six* o'clock I went home, dressed, dined at the Cafe Royal, and turned into a music-hall. It was a silly show, all capering women and monkey faced men, and I did not stay long. The night was fine and



clear as I walked back to the flat I had hired near Portland Place. The crowd surged past me on the pavements, busy and chattering, and I envied the people for having something to do. These shop-girls and clerks and dandies and policemen had some interest in life that kept them going. I gave half-a-crown to a beggar because I saw him yawn; he was a fellow-sufferer. At Oxford Circus I looked up into the spring sky and I made a vow. I would give the Old Country another day to fit me into something; if nothing happened, I would take the next boat for the Cape

My flat was the first floor in a new block behind Lang ham Place. There was a common staircase, with a porter and a liftman at the entrance, but there was no restaurant or anything of that sort, and each flat was quite shut off from the others. I hate servants on the premises, so I had a fellow to look after me who came in by the day. He arrived before eight o'clock every morning and used to depart at seven, for I never dined at home.

I was just fitting my key into the door when I noticed a man at my elbow. I had not seen him approach, and the sudden appearance made me start. He was a slim man, with a short brown beard and small, gimlet blue eyes. I recognized him as the occupant of a flat on the top floor, with whom I had passed the time of day on the stairs.

*'Can I speak to you?' he said. 'May I come in for a minute?'*

He was steadying his voice with an effort, and his hand was pawing my arm. I got my door open and motioned him in. No sooner was he over the threshold than he made a dash for my back room, where I used to smoke and write my letters. Then he bolted back.

*'Is the door locked?' he asked feverishly, and he fastened the chain with his own hand.*

*'I'm very sorry,' he said humbly.*

*'It's a mighty liberty, but you looked the kind of man who would understand. I have had you in my mind all this week when things got troublesome. Say, will you do me a good turn?'*

*'I'll listen to you,' I said. 'That's all I'll promise.'*

I was getting worried by the antics of this nervous little chap. There was a tray of drinks on a table beside him, from which he filled himself a stiff whisky-and-soda. He drank it off in three gulps, and cracked the glass as he set it down.

*'Pardon,' he said, 'I'm a bit rattled tonight. You see, I happen at this moment to be dead.'*

I sat down in an armchair and lit my pipe *'What does it feel like?'* I asked. I was pretty certain that I had to deal with a madman. A smile flickered over his drawn face.

*'I'm not mad—yet. Say, Sir, I've been watching you, and I reckon you're a cool customer. I reckon, too, you're an honest man, and not afraid of playing a bold hand. I'm going to confide in you. I need help worse than any man ever needed it, and I want to know if I can count you in.'*

*'Get on with your yarn,'* I said, *'and I'll tell you.'*

**(Activity: 15)** Skim the above short story and use it as a model to write your own paragraph.

*Remember the ups and downs in your life. Then choose **the most important and the most interesting events** that happened in your life. Jot down the events and try to arrange them in logical order and write a short essay not more than five (5) paragraphs.*

**The day I shall never Forget**

(Introductory paragraph) \_\_\_\_\_

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( Supporting d1) \_\_\_\_\_

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( Supporting d2) \_\_\_\_\_  
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( Supporting d3) \_\_\_\_\_  
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( Concluding ) \_\_\_\_\_  
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**(Activity 16) ‘The Man Who Died’** from Longman Structural Readers Stage 4 page 1-2 presented below .

**Discuss on the following questions and write some points from your discussion:**

1. Who start WWI?
2. What is use of single quotation marks in our writing?
3. Who was the leader of Germany during world War the I?
4. Do you know the word “spies”?

**I) Scan the text bellow and write your own account in narrative form. Use the text as a model**

## The Man Who Died

My name is Richard Hannay and I am thirty-seven years old.

I was born in Scotland, but in 1883, my family moved to Rhodesia. I grew up there and worked hard for twenty years. Then in March 1914 I returned to Britain. That was five months before the first world war began. I brought plenty of money with me and I wanted a good holiday. Indeed, Britain was the centre of all my life.

In May I was living in London in a flat which I had taken. One evening I was reading the newspaper there alone. There was some trouble in the east, and I read a story about Karolidis, the Greek prime minister.

'He's a good man, ' I said to myself, ' and he's honest too. He may be the strongest prime minister in Europe, but the Germans hate him.'

Suddenly I heard a quiet knock on the door. I put down the newspaper and opened the door. A man was standing outside, and I recognized him at once. I did not know his name, but he had a flat on the top floor. He was a thin fellow with small bright blue eyes.

'I live on the top floor,' he said. 'Can I speak to you? May I come in?'

I invited him in and shut the door.

'I'm very sorry,' he said. 'But I'm in trouble. Will you help me?'

'Well, I'll listen to you,' I said. 'But I'd rather not promise more than that.'

I could see that he was nervous. He could not stand still, so I mixed a strong drink for him. He drank it at once. When he put down the glass, he broke it.

'Excuse me,' he said. 'I'm rather nervous tonight and there's a good reason for it. Now you seem honest, sir, and you look brave too. Well, I'm in great trouble and I need a friend.'

'Tell me about it,' I said. 'and then I will give you my answer.'

'I'm an American,' he said. 'A few years ago I came to Europe to work on an American newspaper. I learned several languages and discovered quite a lot about European politics. I also found out the German plans for war and I know a group of German spies. Well, these spies are hunting me now, and that's the trouble. If you know anything about politics, sir, you'll know this, Europe is very near to war, and there's only one man who can stop it.'

**(Activity 17)** Skim the above story and find the events that happened in the story. Then with your partner write a report about it.



**(II) Comparison**

*Likewise, similarly, in the same way, like, similar to, also, as, just, (the) same as, compare (to/with), both... and, neither... nor, not only... but also*

**(Activity 18)** Skim the above two texts (**The Man Who Died**) from “THE THIRTY-NINE STEPS” by John Buchan, the simplified version by Roland John and the Free editorial version. **18.1.** After skimming, write the comparative and the contrastive paragraph about the two texts.

You can use table to compare the texts. (When you compare you should focus on similarity)

<b>The Man Who Died Similarity</b>	
Longman Structural readers Stage 4 Abridged and simplified by Roland John	<a href="https://freeditorial.com">https://freeditorial.com</a>

 **Write one paragraph about their similarity (Comparative paragraph)**

**Both** the Longman and the free editorial version of the book deal about. \_\_\_\_\_

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You can use the table below to contrast the texts. (When you contrast, you should focus on their difference)

<b>The Man Who Died Difference</b>	
Longman Structural readers Stage 4 Abridged and simplified by Roland John	<a href="https://freeditorial.com">https://freeditorial.com</a>

**✍ 18.2. Write one contrastive paragraph (your focus must be on their difference)**

The way the structural reader's book presents the story is completely **different from** the free editorials version's presentation.

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## SHORT STORY

**Activity 19:** Read the following science fiction story (Zoo) begins with a description, and a funny surprise ending. It also starts off with strong suspense.

 You are going to Model the following short story for your writing. You can take short notes about the plot, characters etc.

### Pre-writing questions:

1. Discuss with your friends and Guess the characters in the story.
2. Predict the **setting** of the story and write your prediction on the blackboard.
3. Which words will be found in the story you are going to read?

*Awe, chatter, crew, space, cages, Earth, Animal, creature, park, home*

## Zoo

**T**he child were always good during the month of August. This was especially so when it began to get near the twenty-third. For every year on the twenty-third of August, Professor Hugo's Interplanetary Zoo came to Chicago area. The great sliver spaceship would settle down in a huge parking area. It would remain there during its annual six-hours visit.

Before daybreak the crowds would form, long lines of children and adults both, each one clutching his or her dollar, and waiting with wonderment to see what race of strange creatures the Professor had brought this year.

In the past they had sometimes been treated to three-legged creatures from Venus, or tall, thin men from Mars, or even snake-like horrors from somewhere more distant. This year, as the great round ship settled slowly to earth in the huge tri-city parking area just outside of Chicago, they watched with **awe** as the sides slowly slid up to reveal the familiar barred cages. In them were some wild breed of nightmare--small, horse-like animals that moved with quick, jerking motions and constantly chattered in a high-pitched tongue. The citizens of Earth clustered around as Professor Hugo's crew quickly collected the waiting dollars, and soon the good Professor himself made an appearance, wearing his many-colored rainbow cape and top hat. ``Peoples of Earth," he called into his microphone.

The crowd's noise died down and he continued. ``Peoples of Earth, this year you see a real treat for your single dollar--the little-known horse-spider people of Kaan--brought to you across a



million miles of space at great expense. Gather around, see them, study them, listen to them, tell your friends about them. But hurry! My ship can remain here only six hours!

And the crowds slowly filed by, at once horrified and fascinated by these strange creatures that looked like horses but ran up the walls of their cages like spiders. "This is certainly worth a dollar," one man remarked, hurrying away. "I'm going home to get the wife."

All day long it went like that, until ten thousand people had filed by the barred cages set into the side of the spaceship. Then, as the six-hour limit ran out, Professor Hugo once more took microphone in hand. "We must go now, but we will return next year on this date. And if you enjoyed our zoo this year, phone your friends in other cities about it. We will land in New York tomorrow, and next week on to London, Paris, Rome, Hong Kong, and Tokyo. Then on to other worlds!

He waved farewell to them, and as the ship rose from the ground, the Earth peoples agreed that this had been the very best Zoo yet. . . .

Some two months and three planets later, the silver ship of Professor Hugo settled at last onto the familiar jagged rocks of Kaan, and the queer horse-spider creatures filed quickly out of their cages. Professor Hugo was there to say a few parting words, and then they scurried away in a hundred different directions, seeking their homes among the rocks.

In one, the she-creature was happy to see the return of her mate and offspring. She babbled a greeting in the strange tongue and hurried to embrace them. "It was a long time you were gone. Was it good?"

And the he-creature nodded. "The little one enjoyed it especially. We visited eight worlds and saw many things."

The little one ran up the wall of the cave. "On the place called Earth it was the best. The creatures there wear garments over skins, and they walk on two legs."

"But isn't it dangerous?" asked the she-creature.

"No," her mate answered. "There are bars to protect us from them. We remain right in the ship. Next time you must come with us. It is well worth the nineteen commocs it costs."

And the little one nodded. "It was the very best Zoo ever. . . ."

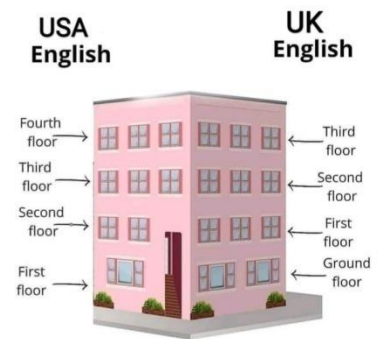
**By Edward D.Hoch**

Use your notes and plot map to guide your writing. You can create your own character for your story. Try to create a title your reader cannot resist. After finishing your first draft exchange it with your friends and if you get a new idea for *characters, setting, or plot* use them.

**NB your story must be not more than one page. And you will submit the final draft latter in the second day to your teacher.**

(Activity 21) Read the following passage and write the topic sentence

My flat was the first floor in a new block behind Lang ham Place. There was a common staircase, with a porter and a liftman at the entrance, but there was no restaurant or anything of that sort, and each flat was quite shut off from the others. I hate servants on the premises, so I had a fellow to look after me who came in by the day. He arrived before eight o'clock every morning and used to depart at seven, for I never dined at home.



1. Topic sentence

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The nursery was silent. It was empty as a jungle glade at hot high noon. The walls were blank and two dimensional. Now, as George and Lidia Hadley stood in the center of the room, the walls began to purr and recede into crystalline distance, it seemed, and presently an African veldt appeared, in three dimensions, on all sides, in color, reproduced to the final pebble and bit of straw. The ceiling above them became a deep sky with a hot yellow sun. George Hadley felt the perspiration start on his brow.

2. Topic sentence

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The child were always good during the month of August. This was especially so when it began to get near the twenty-third. For every year on the twenty-third of August, Professor Hugo's Interplanetary Zoo

came to Chicago area. The great sliver spaceship would settle down in a huge parking area. It would remain there during its annual six-hours visit.

3.

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This story set in Dublin, Ireland, 1920's. During the time of a civil war was taking place in Ireland. It is a historical fiction that tell us the civil war between "**The Republican and The Free Starters.**"

## **The Sniper**

**T**he long June twilight faded into night. Dublin lay enveloped in darkness, but for the dim light of the moon, that shone through fleecy clouds, casting a pale light as of approaching dawn over the streets and the dark waters of the **Liffey**. Around the beleaguered Four Courts the heavy guns roared. Here and there through the city machine guns and rifles broke the silence of the night, spasmodically, like dogs barking on lone farms. Republicans and Free **Staters** were waging civil war.

On a roof-top near O'Connell Bridge, a Republican sniper lay watching. Beside him lay his rifle and over his shoulders were slung a pair of field-glasses. His face was the face of a student—thin and ascetic, but his eyes had the cold gleam of the fanatic. They were deep and thoughtful, the eyes of a man who is used to looking at death.

He was eating a sandwich hungrily. He had eaten nothing since morning. He had been too excited to eat. He finished the sandwich, and taking a flask of whiskey from his pocket, he took a short draught. Then he returned the flask to his pocket. He paused for a moment, considering whether he should risk a smoke. It was dangerous. The flash might be seen in the darkness and there were enemies watching. He decided to take the risk. Placing a cigarette between his lips, he struck a match, inhaled the smoke hurriedly and put out the light. Almost immediately, a bullet flattened itself against the **parapet** of the roof. The sniper took another whiff and put out the cigarette. Then he swore softly and crawled away to the left.

Cautiously he raised himself and peered over the parapet. There was a flash and a bullet whizzed over his head. He dropped immediately. He had seen the flash. It came from the opposite side of the street.

He rolled over the roof to a chimney stack in the rear, and slowly drew himself up behind it, until his eyes were level with the top of the parapet. There was nothing to be seen—just the dim outline of the opposite housetop against the blue sky. His enemy was under cover.

Just then an armored car came across the bridge and advanced slowly up the street. It stopped on the opposite side of the street fifty yards ahead. The sniper could hear the dull panting of the motor. His heart beat faster. It was an enemy car. He wanted to fire, but he knew it was useless. His bullets would never pierce the steel that covered the grey monster.

Then round the corner of a side street came an old woman, her head covered by a tattered shawl. She began to talk to the man in the turret of the car. She was pointing to the roof where the sniper lay. An informer.

The turret opened. A man's head and shoulders appeared, looking towards the sniper. The sniper raised his rifle and fired. The head fell heavily on the turret wall. The woman darted toward the side street. The sniper fired again. The woman whirled round and fell with a shriek into the gutter.

Suddenly from the opposite roof a shot rang out and the sniper dropped his rifle with a curse. The rifle clattered to the roof. The sniper thought the noise would wake the dead. He stopped to pick the rifle up. He couldn't lift it. His forearm was dead. . . . He muttered, "I'm hit."

Dropping flat on to the roof, he crawled back to the parapet. With his left hand he felt the injured right forearm. The blood was oozing through the sleeve of his coat. There was no pain—just a deadened sensation, as if the arm had been cut off.

Quickly he drew his knife from his pocket, opened it on the breastwork of the parapet and ripped open the sleeve. There was a small hole where the bullet had entered. On the other side there was no hole. The bullet had lodged in the bone. It must have fractured it. He bent the arm below the wound. The arm bent back easily. He ground his teeth to overcome the pain.

Then, taking out his field dressing, he ripped open the packet with his knife. He broke the neck of the iodine bottle and let the bitter fluid drip into the wound. A paroxysm of pain swept through him. He

placed the cotton wadding over the wound and wrapped the dressing over it. He tied the end with his teeth.

Then he lay still against the parapet, and closing his eyes, he made an effort of will to overcome the pain.

In the street beneath all was still. The armored car had retired speedily over the bridge, with the machine gunner's head hanging lifeless over the turret. The woman's corpse lay still in the gutter. The sniper lay for a long time nursing his wounded arm and planning escape. Morning must not find him wounded on the roof. The enemy on the opposite roof covered his escape. He must kill that enemy and he could not use his rifle. He had only a revolver to do it. Then he thought of a plan.

Taking off his cap, he placed it over the muzzle of his rifle. Then he pushed the rifle slowly upwards over the parapet, until the cap was visible from the opposite side of the street. Almost immediately there was a report, and a bullet pierced the center of the cap. The sniper slanted the rifle forward. The cap slipped down into the street. Then, catching the rifle in the middle, the sniper dropped his left hand over the roof and let it hang, lifelessly. After a few moments he let the rifle drop to the street. Then he sank to the roof, dragging his hand with him.

Crawling quickly to the left, he peered up at the corner of the roof. His ruse had succeeded. The other sniper seeing the cap and rifle fall, thought that he had killed his man. He was now standing before a row of chimney pots,

looking across, with his head clearly silhouetted against the western sky.

The Republican sniper smiled and lifted his revolver above the edge of the parapet. The distance was about fifty yards—a hard shot in the dim light, and his right arm was paining him. . . . He took a steady aim. His hand trembled with eagerness. Pressing his lips together, he took a deep breath through his nostrils and fired. He was almost deafened with the report and his arm shook with the recoil.

Then, when the smoke cleared, he peered across and uttered a cry of joy. His enemy had been hit. He was reeling over the parapet in his death agony. He struggled to keep his feet, but he was slowly falling forward, as if in a dream. The rifle fell from his grasp, hit the parapet, fell over, bounded off the pole of a barber's shop beneath and then clattered on to the pavement.

Then the dying man on the roof crumpled up and fell forward. The body turned over and over in space and hit the ground with a dull thud. Then it lay still.

The sniper looked at his enemy falling and he shuddered. The lust of battle died in him. He became bitten by remorse. The sweat stood out in beads on his forehead. Weakened by his wound and the long summer day of fasting and watching on the roof, he revolted from the sight of the shattered mass of his dead enemy. His teeth chattered. He began to gibber to himself, cursing the war, cursing himself, cursing everybody.

He looked at the smoking revolver in his hand and with an oath he hurled it to the roof at his feet. The revolver went off with the concussion, and the bullet whizzed past the sniper's head. He was frightened back to his senses by the shock. His nerves steadied. The cloud of fear scattered from his mind and he laughed.

Taking the whiskey flask from his pocket, he emptied it at a draught. He felt reckless under the influence of the spirits. He decided to leave the roof

and look for his company commander to report. Everywhere around was quiet. There was not much danger in going through the streets. He picked up his revolver and put it in his pocket. Then he crawled down through the sky-light to the house underneath.

When the sniper reached the laneway on the street level, he felt a sudden curiosity as to the identity of the enemy sniper whom he had killed. He decided that he was a good shot whoever he was. He wondered if he knew him. Perhaps he had been in his own company before the split in the army. He decided to risk going over to have a look at him. He peered around the corner into O'Connell Street. In the upper part of the street, there was heavy firing, but around here all was quiet.

The sniper darted across the street. A machine gun tore up the ground around him with a hail of bullets, but he escaped. He threw himself face downwards beside the corpse. The machine gun stopped.

Then the sniper turned over the dead body and looked into his brother's face.

**Activity 22:** Discuss with your friend about the consequences of war.

Who is a winner in a war?

The story above has missed two important parts, the opening, and the closing.

Discuss with your friends why the two brothers ended up on opposite sides in the civil war and write the opening paragraph for this story.

**Activity 23:** write a paragraph summarizing what you imagine would happen to the Sniper after he discovers he has killed his brother.

**“On war there are no winners!”**

**Writing Activity 24**

Write a four-paragraph essay comparing and contrasting the two “**Wind**” poem

by James Stephens and Emily Dicknson which follow.

NB: when you compare the poems, the poems have something specific in common, that can be compared (*their likenesses can be pointed out*), or they can be contrasted (*their differences can be pointed out*) Skim the poems below.

**The Wind**

The wind stood up, and gave a shout;  
He whistled on his fingers, and  
Kicked the withered leaves about,  
And thumped the branches with his hand,  
And said he'd kill, and kill, and kill  
And so he will! and so he will!

**-James Stephens**

**The Wind Tapped Like a Tired Man**

The Wind Tapped Like a Tired Man  
And like a host, “Come in,”  
I boldly answered; entered then  
My residence within  
A rapid, footless guest,  
To offer whom a chair  
Were as impossible as hand  
A sofa to the air.  
No bone had he to bind him,

His speech was like the push  
 Of numerous hummingbirds at one  
 From a superior bush.  
 His countenance a billow,  
 His fingers, if he pass,  
 Let go a music, as of tunes  
 Blown tremulous in grass  
 He visited, still flitting;  
 Then, like a timid man,  
 Again he tapped - 'twas flurriedly -  
 And I became alone.

-Emily Dickinson

**Prewriting**

**1. Skimming the two poem**

2. **paraphrasing.** Paraphrasing- restating the text of the poem in your own words. It helps you to test your comprehension ability of what the poem says line by line.

(Do not forget in the poem can find inverted **word order** that is differ from the usual English word order S-V-O (or Compliment)

3. Search the meanings of the new words by using your dictionaries and guessing skills  
 To Finding the *Similarities* and *Differences*. You can use tables to write it.

	Stephens	<i>Dickinson</i>
<b>Subject</b> (What is the poem about?)		
<b>Speaker</b> (is the speaker identified? If so what do you know about the speaker?)		
<b>Imagery</b> (What sensory detail does the poet used to describe the wind and helps us to see or hear it?)		
Figurative Language (The language they use to describe the wind. Its character)		
<b>Meaning</b> (what kind of wind do you think the poet is talking about?)		
<b>Response</b> (How do you feel about the poem? Why?)		



Study your lists. What idea about the wind occur to your mind? Your answer for this question could be your thesis statement.

### **While writing**

You can use the following plan: for your writing

Paragraph 1: Cite the title and author of each poem in your thesis statement

Paragraph 2: present details that shows the two poems are similar

Paragraph 3: present details that shows the two poems are different

Paragraph 4: Explain your response to the poems, discussing your feelings.

### **Post writing**

Revise your writing; exchange your paper with your friends for correction

Submit the final copy to your teacher.

**APPENDIX -II**  
**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

**DEPARTMENT OF English Language and Literature**

Questionnaire for grade 11 Students

**General direction:-** Dear students, the main purpose of this questionnaire is to investigate “**The Effects of Using Some Selected Literary Works on EFL learners Writing Performance and Attitude of Grade Eleven Students in Limmu Genet Preparatory School.**”

It has two parts. The first part is about your background information and the second part contains 27 alternative response questions (ranking from **1- Strongly disagree** to **5- Strongly agree**. Therefore, I kindly request you to give your honest response to this questionnaire. The questionnaire is designed to find out your attitude towards writing after you have learned it through selected literary texts to learn the writing lesson.

Thank you for your genuine cooperation to be a participant in this research!

**Andualem Tigabu**

**Part-I** Student’s profile

Please fill in the information carefully in the space provided below

Sex: \_\_\_\_\_ Age \_\_\_\_\_

**Part-II** Questions related to EFL Learners writing attitude

Instruction:- After reading each of the following questions, choose one from the alternatives given for each item and put a tick mark (✓) under your response.

1. Strongly disagree   2. Disagree   3. Undecided   4. Agree   5. Strongly agree

S. no	Items	Responses				
		1	2	3	4	5
1	The literary texts do not help me in improving my writing skill in the classroom					
2	While reading the literature, I do not get a chance think out of the context to improve my writing and to develop my own idea					
3	The language learnt through literature does not help me in letter writing.					

4	When I am going through the text, I faced with inappropriate language use in the literary texts which hinders me from using the correct form of the language in my writing				
5	I don't get a good information from the literary texts that can enhance my writing performance				
6	I am not interested to write in the classroom and outside the classroom whenever possible				
7	I have not feel confidence on my writing being evaluated by the students and the teacher.				
8	I do not want to express my ideas through writing because it is a waste of time				
9	I don't feel confidence when I am writing what happened in the story I have read				
10	It is not easy to me to be a better writer				
11	I'm nervous about my writing				
12	I feel shame when other students read my writing in the classroom				
13	The literary texts helps me to look forward to write down my ideas clearly				
14	Before the implementations of the literary texts, my mind seems to go blank to start writing				
15	Learning writing daily through literary texts gave me a chance to improve my writing				
16	I like to write my ideas when the reflection activity is given in the classroom				
17	I feel confident in my ability to express my ideas in writing				
18	Discussing my writing with others is an enjoyable experience				
19	Before beginning my writing, I gather information from the literary texts that I need.				
20	I have developed to check my writing and editing before submission to the teacher				
21	I am very happy to write about my own stories in the classroom				
22	I have developed the habit of organizing my writing and answer to Correspondence by using formal and informal language				
23	I review my draft for style, purpose, and audience				
24	I can write easily the theme and explain the given lines of a poem with reference to the context				
25	Writing is a lot of fun for me; which helps me to develop my reasoning ability				
26	I can write the theme of a short story in my own words				
27	I can write a grammatically correct paragraph on any topic given in the English class				

Adapted from Attitude Survey by Rafanello D. (<http://archive.wceruw.org> pdf)

Writing Attitude and J., Kear Dennis, A. Coffman Gerry

**አባሪ- III**  
**ጅማዩኒቨርሲቲ**  
**የማሕበራዊሠይንስክናሎብረተሰብኮሌጅ**  
**የእንግሊዝኛቋንቋእና**  
**ሥነ-ፅሁፍትምህርትክፍል**

**በ11ኛክፍልተማሪዎችየሚሞላየፅሁፍመጠይቅ**

**ውይይትማሪዎች፡-** የዚህመጠይቅዋናዓላማእንግሊዝኛንእንደዚህጭቋንቋበሚማሩየሊሙገንትመሠናዶትምህርትቤትየአስራአንደኛክፍልተማሪዎችየመጻፍብቃትእናአመለካከትላይየተመረጡሥነ-ፅሁፍትስራዎችያላቸውንተፅዕኖላመፈተሽነው።

መጠይቁሁለትዋናዋናክፍሎችአሉት። የመጀመሪያውክፍልየእናንተንዳራዊመረጃየሚጠይቅሲሆን፤ሁለተኛውክፍልደግሞአማራጭጥያቁንየያዘነው፤በውስጡም27 ጥያቄዎችተካተዋል። ስለሆነምበዚህመጠይቅለቀረቡላችሁንጥያቄዎችትክክለኛነውብላችሁየምታስቧቸውንምላሸቸበ መምረጥእንደትመልሱእየጠየኩ፤ለጥናቱዓላማመሳካትየበኩላችሁንአስተዋፅኦእንድታበረክቱበአክብሮትእየጠየኩው ድጊዜያችሁንሰውታችሁይህንየፅሁፍመጠይቅለመሙላትፈቃደኛበመሆናችሁከልብአመሰግናለሁ!

መ/ርአንዱዓለምጥጋቡ

**መመሪያአንድ : የተማሪው/ዋዳራ**

ከዚህበታችላተጠየቁትመረጃዎችትክክለኛውንምላሸክፍትበሆኑቦታዎችላይሙላ/ይ።

ጾታ \_\_\_\_\_ ዕድሜ \_\_\_\_\_

የ11ኛክፍልተማሪዎችእንግሊዝኛቋንቋየፅሁፍትምህርትካላቸውዝንባሌጋርየተያያዙጥያቄዎች **መመሪያሁለት፡** የሚከተሉትንጥያቄዎችካነበብክ/ሽበኋላከቀረቡትአማራጮችአንዱንመርጠህ/ሽበቁጥሩስሩ (✓)ምልክትበማስቀመጥመልስስጥ/ጪ። (እዚህምላሸላይትክክልወይምስህተትየሚባልምላሸየለዉምስለሆነምበራስሽ/ህትክክልየምትይዉን/ የምትለዉንመልሽ/ስ)

1. ፈፅሞአልስማማም 2. አልስማማም 3. መወሰንያስቸግረኛል 4. እስማማለሁ 5. በጣምእስማማለሁ

ተ. ቁ	መጠይቆች	Responses				
		1	2	3	4	5
1	የቀረቡትየሥነ-ፅሁፍሥራዎችየፅሁፍክሂሌንእንዳሻሽልአልረዱኝም					
2	ሥነ-ጽሁፍዊስራውንበማነብበትወቅትከአዉዱዉጭለማሰብእድልባለማግኘቴየራሴንሀሳብለማሳደግእናጽሁፌንእንዳሳድግአልረዱኝም					
3	በሥነ-ጽሁፍየተማርኩትቋንቋደብዳቤለመፃፍአልረዱኝም					



**APPENDIX -IV**  
**JIMMA UNIVERSITY**

**COLLEGE of SOCIAL SCIENCE and HUMANITIES**

**DEPARTMENT of ENGLISH LANGUAGE and LITERATURE**

Scoring Criteria for Pretest and Posttest

The main components of writing performance	Miss X	Miss y	AV.
<p><b>Content 30</b>  <b>30-27, (Excellent-Very Good)</b> If there is knowledge about the content and stated clearly as expected etc...  <b>26-22, (Good - Average)</b> If there some knowledge about the content and presented on average level etc...  <b>21- 17, ( Enough - Below that)</b> If there is limited knowledge about the content and too little ideas are included etc...  <b>16- 13 ( Very low)</b> if there is no knowledge about the content and has no relation with the content etc...  <b>Below 12 poor</b></p>			
<p><b>Organization 25</b>  25-23,(Excellent-Very Good) if it has organized thematically/logically/ on the topic and the main ideas are clearly stated etc...  <b>22- 19 (Good - Average)</b> it lacks logically organized ideas but the main ideas stated clearly  <b>18-14(Enough - Below that)</b> if it doesn't (ritue) present the ideas logically and it has controversial ideas in it. As well as it doesn't present coherent ideas ( it lacks cohesive device)  <b>13 -10 ( very poor)</b> it doesn't convey any thoughts and lacks organisation of ideas in the paragraph</p>			
<p><b>Language use 30%</b>  <b>30-27,(Excellent-Very Good)</b>Uses appropriate language in the given context. It presents well organized thoughts on the topic  <b>26-22, (Good - Average)</b> it has good language use but its presentation isn't organized well  <b>15-21(Enough - Below that)</b> there is great problem in language use  <b>5-14 ( very poor)</b> there is problem of sentence construction</p>			
<p><b>Mechanics 15%</b>  <b>13-15 (Excellent-Very Good)</b> The writingstyle is excellent  <b>10-14(Good - Average)</b> If there is a few punctuation marks and spelling mistakes are found  <b>(6-11 Enough - Below that)</b> If there is recurring spellings and punctuation marks mistakes  <b>5 ( very poor)</b> The writing has too much mistakes in its writing style, the punctuation marks and spellings</p>			
<i>Total:100%</i>			

**APPENDIX -V  
JIMMA UNIVERSITY**

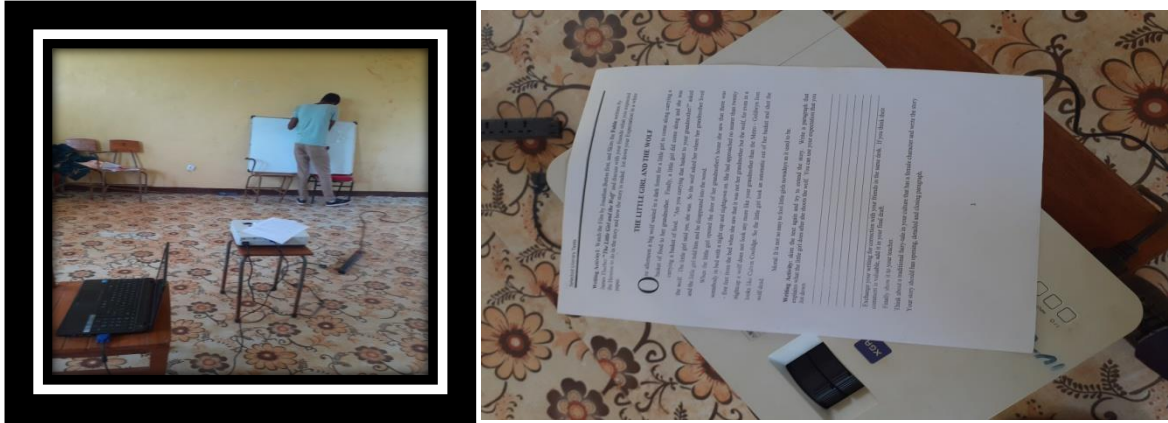
**COLLEGE of SOCIAL SCIENCE and HUMANITIES**

**DEPARTMENT of ENGLISH LANGUAGE and LITERATURE**

**PHOTOGRAPHS AND SAMPLE TESTS**



**Photo1: prewriting test**



**Photo 2: Adjusting classroom for implementation**



**Photo 3: watching the film by Jonathan Buchan “The Girl and the Wolf”**





**Photo 4: Discussion with the students**



**Photo 5: writing test**

## Appendix VI

**Table 15:** The responses of Grade 12 students for Writing Attitude Survey Questionnaires

Twelve Negative Questions are changed to Positive and Coded based on the positive statements.  
The responses from item 1- 12 were inverted 1-5, 2-4, 3-3, 4-2, 5-1

Code	<i>The responses of the student's for 27 Writing Attitude Survey Questionnaires</i>																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
PWAS1	4	5	4	5	4	5	4	5	5	4	5	5	5	4	5	5	5	4	5	4	5	5	5	1	1	2	2
PWAS2	4	5	4	3	5	5	4	5	5	5	5	5	5	3	3	4	5	4	5	4	4	5	4	5	5	4	4
PWAS3	4	5	3	4	4	5	4	4	4	5	5	5	4	4	3	4	4	5	5	4	5	4	4	2	1	2	4
PWAS4	5	4	5	4	5	4	5	5	4	5	5	5	4	5	4	5	4	5	4	5	5	4	5	5	2	4	2
PWAS5	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	4	5	5	5	2	1	2	2
PWAS6	4	4	3	4	5	5	5	4	4	5	5	5	4	5	3	4	4	5	4	5	5	4	5	3	4	2	2
PWAS7	3	2	4	5	4	5	3	4	2	3	5	5	2	2	4	4	4	2	5	2	3	3	4	3	4	4	2
PWAS8	5	4	4	4	5	5	4	4	5	4	5	5	4	1	5	5	5	5	5	5	4	5	5	4	5	4	5
PWAS9	3	4	2	1	2	5	3	4	3	3	5	5	4	2	4	3	4	5	5	4	1	4	5	3	3	4	5
PWAS10	4	4	3	4	5	5	5	5	4	5	5	5	4	5	4	5	4	5	4	4	5	5	5	2	1	2	2
PWAS11	4	5	4	3	5	5	4	5	5	5	5	5	4	5	3	4	4	5	4	5	5	4	5	3	4	2	2
PWAS12	3	2	4	5	4	5	4	5	5	4	5	5	5	4	5	5	5	4	5	2	3	3	4	2	1	2	4
PWAS13	5	3	3	3	4	2	2	2	3	1	4	5	5	4	5	5	5	4	5	4	5	5	5	1	1	2	2
PWAS14	3	3	4	3	5	2	1	2	4	4	3	4	3	5	3	4	2	4	4	5	5	4	4	3	2	2	4
PWAS15	3	2	3	1	2	3	2	4	4	2	2	2	2	4	5	4	3	4	4	3	3	2	3	4	2	2	4
PWAS16	3	2	4	5	4	5	3	4	2	3	5	5	5	4	5	5	5	4	5	2	3	3	4	2	1	2	4
PWAS17	5	4	4	4	5	5	4	4	5	4	5	5	5	5	5	5	4	5	5	4	5	5	5	2	1	2	2
PWAS18	5	5	5	5	5	3	3	4	5	4	5	4	4	5	4	5	5	4	4	2	3	3	4	3	2	2	4
PWAS19	4	4	3	2	4	2	4	3	2	2	3	5	5	4	2	4	3	4	5	5	4	1	4	5	3	3	2
PWAS20	3	2	4	5	4	5	3	4	3	3	5	5	4	2	4	3	4	5	5	4	1	3	4	2	1	2	4

$$\alpha = \frac{K}{K-1} \left( 1 - \frac{\sum si^2}{SI^2} \right) = \quad \alpha = \frac{20}{20-1} \left( 1 - \frac{\sum si^2}{SI^2} \right)$$

**Table16 :The Pilot Study's' Result of Prewriting Performance of Grade 12 Students**

<b>Code</b>	<b>Content</b>			<b>Organization</b>			<b>Language use</b>			<b>Mechanics</b>			<b>Av.T</b>
	<b>RT1</b>	<b>RT2</b>	<b>AV</b>	<b>RT1</b>	<b>RT2</b>	<b>AV</b>	<b>RT1</b>	<b>RT2</b>	<b>AV</b>	<b>RT1</b>	<b>RT2</b>	<b>AV</b>	
<b>PrW1</b>	20	22	<b>21</b>	15	16	<b>15.5</b>	15	13	<b>14</b>	8	8	<b>8</b>	<b>58.5</b>
<b>PrW2</b>	13	20	<b>16.5</b>	15	13	<b>14</b>	16	14	<b>15</b>	8	5	<b>6.5</b>	<b>52</b>
<b>PrW3</b>	20	20	<b>20</b>	16	17	<b>16.5</b>	16	15	<b>15.5</b>	7	8	<b>7.5</b>	<b>59.5</b>
<b>PrW4</b>	22	20	<b>21</b>	18	16	<b>17</b>	15	15	<b>15</b>	10	9	<b>9.5</b>	<b>62.5</b>
<b>PrW5</b>	24	22	<b>23</b>	17	18	<b>17.5</b>	17	15	<b>16</b>	7	10	<b>8.5</b>	<b>65</b>
<b>Pr W6</b>	14	20	<b>17</b>	15	15	<b>15</b>	17	15	<b>16</b>	8	8	<b>8</b>	<b>56</b>
<b>PrW7</b>	20	18	<b>19</b>	13	15	<b>14</b>	15	16	<b>15.5</b>	9	7	<b>8</b>	<b>56.5</b>
<b>PrW8</b>	22	22	<b>22</b>	20	17	<b>18.5</b>	10	15	<b>12.5</b>	7	7	<b>7</b>	<b>61.5</b>
<b>PrW9</b>	20	19	<b>19.5</b>	19	18	<b>18.5</b>	15	15	<b>15</b>	8	7	<b>7.5</b>	<b>60</b>
<b>PrW10</b>	22	20	<b>21</b>	18	17	<b>17.5</b>	17	15	<b>16</b>	5	6	<b>5.5</b>	<b>60</b>
<b>PrW11</b>	22	20	<b>21</b>	16	16	<b>16</b>	14	13	<b>13.5</b>	5	8	<b>6.5</b>	<b>57</b>
<b>PrW12</b>	18	18	<b>18</b>	15	13	<b>14</b>	15	15	<b>15</b>	8	9	<b>8.5</b>	<b>55.5</b>
<b>PrW13</b>	22	20	<b>21</b>	16	17	<b>16.5</b>	13	16	<b>14.5</b>	8	9	<b>8.5</b>	<b>60.5</b>
<b>PrW14</b>	23	21	<b>22</b>	16	18	<b>17</b>	19	18	<b>18.5</b>	7	9	<b>8</b>	<b>65.5</b>
<b>PrW15</b>	24	25	<b>24.5</b>	17	18	<b>17.5</b>	15	18	<b>16.5</b>	10	12	<b>11</b>	<b>69.5</b>
<b>PrW16</b>	24	22	<b>23</b>	18	16	<b>17</b>	17	14	<b>15.5</b>	7	9	<b>8</b>	<b>63.5</b>
<b>PrW17</b>	18	20	<b>19</b>	17	16	<b>16.5</b>	15	18	<b>16.5</b>	8	9	<b>8.5</b>	<b>60.5</b>
<b>PrW18</b>	13	14	<b>13.5</b>	17	15	<b>16</b>	15	17	<b>16</b>	9	8	<b>8.5</b>	<b>54</b>
<b>PrW19</b>	14	18	<b>16</b>	17	15	<b>16</b>	16	17	<b>16.5</b>	8	9	<b>8.5</b>	<b>57</b>
<b>PrW20</b>	20	18	<b>19</b>	15	17	<b>16</b>	14	16	<b>15</b>	9	11	<b>10</b>	<b>60</b>
<b>Total</b>	<b>395</b>	<b>399</b>	<b>397</b>	<b>330</b>	<b>323</b>	<b>326.5</b>	<b>306</b>	<b>310</b>	<b>308</b>	<b>156</b>	<b>168</b>	<b>162</b>	<b>1194.5</b>
<b>Av</b>	<b>19.5</b>	<b>19.95</b>	<b>19.85</b>	<b>16.5</b>	<b>16.15</b>	<b>16.325</b>	<b>15.3</b>	<b>15.5</b>	<b>15.4</b>	<b>7.8</b>	<b>8.4</b>	<b>8.1</b>	<b>59.725</b>

**Table17: The Pilot Study's' Result of Prewriting Performance of Grade 12 Students  
Limmu Genet Preparatory school**

<i>Pretest</i>			
<i>Code</i>	<i>T1</i>	<i>T2</i>	<i>AV</i>
<i>PrW1</i>	<i>58</i>	<i>59</i>	<i>58.5</i>
<i>PrW2</i>	<i>52</i>	<i>52</i>	<i>52</i>
<i>PrW3</i>	<i>59</i>	<i>60</i>	<i>59.5</i>
<i>PrW4</i>	<i>65</i>	<i>60</i>	<i>62.5</i>
<i>PrW5</i>	<i>65</i>	<i>65</i>	<i>65</i>
<i>PrW6</i>	<i>54</i>	<i>58</i>	<i>56</i>
<i>PrW7</i>	<i>57</i>	<i>56</i>	<i>56.5</i>
<i>PrW8</i>	<i>62</i>	<i>61</i>	<i>61.5</i>
<i>PrW9</i>	<i>62</i>	<i>59</i>	<i>60</i>
<i>PrW10</i>	<i>62</i>	<i>58</i>	<i>60</i>
<i>PrW11</i>	<i>57</i>	<i>57</i>	<i>57</i>
<i>PrW12</i>	<i>56</i>	<i>55</i>	<i>55.5</i>
<i>PrW13</i>	<i>59</i>	<i>62</i>	<i>60.5</i>
<i>PrW14</i>	<i>65</i>	<i>66</i>	<i>65.5</i>
<i>PrW15</i>	<i>66</i>	<i>73</i>	<i>69.5</i>
<i>PrW16</i>	<i>66</i>	<i>61</i>	<i>63.5</i>
<i>PrW17</i>	<i>58</i>	<i>63</i>	<i>60.5</i>
<i>PrW18</i>	<i>54</i>	<i>54</i>	<i>54</i>
<i>PrW19</i>	<i>55</i>	<i>59</i>	<i>57</i>
<i>PrW20</i>	<i>58</i>	<i>62</i>	<i>60</i>
<i>Total</i>	<i>1190</i>	<i>1200</i>	<i>1194.5</i>
<i>Average</i>	<i>59.5</i>	<i>60</i>	<i>59.725</i>

Table18: Post Test of Writing Performance of Grade 12 Students

<i>Code</i>	<i>Content</i>			<i>Organization</i>			<i>Language use</i>			<i>Mechanics</i>			
	<i>T1</i>	<i>T2</i>	<i>AV</i>	<i>T1</i>	<i>T2</i>	<i>AV</i>	<i>T1</i>	<i>T2</i>	<i>AV</i>	<i>T1</i>	<i>T2</i>	<i>AV</i>	
<i>PoW1</i>	18	20	19	16	<b>16</b>	16	16	<b>15</b>	15.5	9	<b>8</b>	8.5	
<i>PoW2</i>	20	<b>18</b>	19	14	<b>16</b>	15	18	<b>17</b>	17.5	7	<b>9</b>	8	
<i>PoW3</i>	22	<b>21</b>	21.5	13	<b>11</b>	12	16	<b>16</b>	16	8	<b>8</b>	8	
<i>PoW4</i>	24	<b>25</b>	24.5	18	<b>18</b>	18	17	<b>16</b>	16.5	9	<b>7</b>	8	
<i>PoW5</i>	25	<b>25</b>	25	14	<b>15</b>	14.5	17	<b>19</b>	18	8	<b>8</b>	8	
<i>PoW6</i>	15	<b>20</b>	17.5	17	<b>16</b>	16.5	16	<b>16</b>	16	7	<b>7</b>	7	
<i>PoW7</i>	21	<b>20</b>	20.5	12	<b>14</b>	13	14	<b>15</b>	14.5	8	<b>7</b>	7.5	
<i>PoW8</i>	17	<b>18</b>	17.5	22	<b>20</b>	21	11	<b>12</b>	11.5	9	<b>9</b>	9	
<i>PoW9</i>	21	<b>18</b>	19.5	18	<b>19</b>	18.5	16	<b>16</b>	16	7	<b>6</b>	6.5	
<i>PoW10</i>	27	<b>25</b>	26	19	<b>16</b>	17.5	19	<b>17</b>	18	6	<b>6</b>	6	
<i>PoW11</i>	22	<b>20</b>	21	14	<b>15</b>	14.5	13	<b>13</b>	13	7	<b>7</b>	7	
<i>PoW12</i>	15	<b>16</b>	15.5	15	<b>14</b>	14.5	12	<b>11</b>	11.5	9	<b>6</b>	7.5	
<i>PoW13</i>	25	<b>19</b>	22	18	<b>15</b>	16.5	14	<b>15</b>	14.5	9	<b>9</b>	9	
<i>PoW14</i>	23	<b>21</b>	22	18	<b>20</b>	19	19	<b>16</b>	17.5	8	<b>8</b>	8	
<i>PoW15</i>	27	<b>25</b>	26	19	<b>20</b>	19.5	16	<b>16</b>	16	13	<b>11</b>	12	
<i>PoW16</i>	15	<b>14</b>	14.5	18	<b>15</b>	16.5	14	<b>13</b>	13.5	9	<b>11</b>	10	
<i>PoW17</i>	20	<b>19</b>	19.5	17	<b>18</b>	17.5	13	<b>19</b>	16	6	<b>6</b>	6	
<i>PoW18</i>	15	<b>16</b>	15.5	15	<b>14</b>	14.5	15	<b>16</b>	15.5	7	<b>6</b>	6.5	
<i>poW19</i>	14	<b>15</b>	14.5	16	<b>16</b>	16	15	<b>16</b>	15.5	6	<b>8</b>	7	
<i>PoW20</i>	19	<b>17</b>	18	15	<b>16</b>	15.5	13	<b>12</b>	12.5	8	<b>10</b>	9	
<i>Total</i>	<b>405</b>	<b>392</b>	398.5										
<i>Av</i>	20.25	19.6	19.9										

**Table 19: the Pilot Study's' Result of Post Writing Performance of Grade 12 Students  
Limmu Genet Preparatory school**

<i>Post Writing tests</i>			
<i>Code</i>	<i>T1</i>	<i>T2</i>	<i>AV</i>
<i>PoW1</i>	<i>59</i>	<i>59</i>	<i>59</i>
<i>PoW2</i>	<i>59</i>	<i>60</i>	<i>59.5</i>
<i>PoW3</i>	<i>59</i>	<i>56</i>	<i>57.5</i>
<i>PoW4</i>	<i>68</i>	<i>66</i>	<i>67</i>
<i>PoW5</i>	<i>64</i>	<i>67</i>	<i>65.5</i>
<i>PoW6</i>	<i>55</i>	<i>59</i>	<i>57</i>
<i>PoW7</i>	<i>55</i>	<i>56</i>	<i>55.5</i>
<i>PoW8</i>	<i>59</i>	<i>59</i>	<i>59</i>
<i>PoW9</i>	<i>62</i>	<i>59</i>	<i>60.5</i>
<i>PoW10</i>	<i>71</i>	<i>64</i>	<i>67.5</i>
<i>PoW11</i>	<i>56</i>	<i>55</i>	<i>55.5</i>
<i>PoW12</i>	<i>51</i>	<i>47</i>	<i>49</i>
<i>PoW13</i>	<i>66</i>	<i>58</i>	<i>62</i>
<i>PoW14</i>	<i>68</i>	<i>59</i>	<i>63.5</i>
<i>PoW15</i>	<i>75</i>	<i>72</i>	<i>73.5</i>
<i>PoW16</i>	<i>56</i>	<i>53</i>	<i>54.5</i>
<i>PoW17</i>	<i>56</i>	<i>62</i>	<i>59</i>
<i>PoW18</i>	<i>52</i>	<i>52</i>	<i>52</i>
<i>poW19</i>	<i>51</i>	<i>55</i>	<i>53</i>
<i>PoW20</i>	<i>55</i>	<i>55</i>	<i>55</i>
<i>Total</i>	<i>1197</i>	<i>1173</i>	<i>1185</i>
<i>AV</i>	<i>59.85</i>	<i>58.65</i>	<i>59.25</i>

## APPENDIX VII

**Table 20: The responses of experimental students (grade11E1) for Post Writing Attitude Survey Questions in Limmu Genet Preparatory school 2021**

Res.	Items Attitude survey																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
PowAS1	4	5	4	5	4	5	4	5	5	4	5	5	5	4	5	5	5	4	5	4	5	5	5	1	1	2	2
PowAS2	4	5	4	3	5	5	4	5	5	5	5	5	5	3	3	4	5	4	5	4	4	5	4	5	5	4	4
PowAS3	4	5	3	4	4	5	4	4	4	5	5	5	4	4	3	4	4	5	5	4	5	4	4	2	1	2	4
PowAS4	5	4	5	4	5	4	5	5	4	5	5	5	4	5	4	5	4	5	4	5	5	4	5	5	2	4	2
PowAS5	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	4	5	5	5	2	1	2	2
PowAS6	4	4	3	4	5	5	5	4	4	5	5	5	4	5	3	4	4	5	4	5	5	4	5	3	4	2	2
PowAS7	3	2	4	5	4	5	3	4	2	3	5	5	2	2	4	4	4	2	5	2	3	3	4	3	4	4	2
PowAS8	5	4	4	4	5	5	4	4	5	4	5	5	4	1	5	5	5	5	5	5	4	5	5	4	5	4	5
PowAS9	3	4	2	1	2	5	3	4	3	3	5	5	4	2	4	3	4	5	5	4	1	4	5	3	3	4	5
PowAS10	4	4	3	4	5	5	5	5	4	5	5	5	4	5	4	5	4	5	4	4	5	5	5	2	1	2	2
PowAS11	4	5	4	3	5	5	4	5	5	5	5	5	4	5	3	4	4	5	4	5	5	4	5	3	4	2	2
PowAS12	3	2	4	5	4	5	4	5	5	4	5	5	5	4	5	5	5	4	5	2	3	3	4	2	1	2	4
PowAS13	4	5	4	5	4	5	4	5	5	4	5	5	5	4	5	5	5	4	5	4	5	5	5	1	1	2	2
PowAS14	4	5	4	3	5	5	4	5	5	5	5	5	5	3	3	4	5	4	5	4	4	5	4	5	5	4	4
PowAS15	4	5	3	4	4	5	4	4	4	5	5	5	4	4	3	4	4	5	5	4	5	4	4	2	1	2	4
PowAS16	5	4	5	4	5	4	5	5	4	5	5	5	4	5	4	5	4	5	4	5	5	4	5	5	2	4	2
PowAS17	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	4	5	5	5	2	1	2	2
PowAS18	4	4	3	4	5	5	5	4	4	5	5	5	4	5	3	4	4	5	4	5	5	4	5	3	4	2	2
PowAS19	3	2	4	5	4	5	3	4	2	3	5	5	2	2	4	4	4	2	5	2	3	3	4	3	4	4	2
PowAS20	5	4	4	4	5	5	4	4	5	4	5	5	4	1	5	5	5	5	5	5	4	5	5	4	5	4	5
PowAS21	3	4	2	1	2	5	3	4	3	3	5	5	4	2	4	3	4	5	5	4	1	4	5	3	3	4	5
PowAS22	4	4	3	4	5	5	5	5	4	5	5	5	4	5	4	5	4	5	4	4	5	5	5	2	1	2	2
PowAS23	4	5	4	3	5	5	4	5	5	5	5	5	4	5	3	4	4	5	4	5	5	4	5	3	4	2	2
PowAS24	3	2	4	5	4	5	4	5	5	4	5	5	5	4	5	5	5	4	5	2	3	3	4	2	1	2	4
PowAS25	5	3	3	3	4	2	2	2	3	1	4	5	5	4	5	5	5	4	5	4	5	5	5	1	1	2	2
PowAS26	3	3	4	3	5	2	1	2	4	4	3	4	3	5	3	4	2	4	4	5	5	4	4	3	2	2	4
PowAS27	3	2	3	1	2	3	2	4	4	2	2	2	2	4	5	4	3	4	4	3	3	2	3	4	2	2	4
PowAS28	3	2	4	5	4	5	3	4	2	3	5	5	5	4	5	5	5	4	5	2	3	3	4	2	1	2	4
PowAS29	5	4	4	4	5	5	4	4	5	4	5	5	5	5	5	5	4	5	5	4	5	5	5	2	1	2	2

<b>PowAS30</b>	5	5	5	5	5	3	3	4	5	4	5	4	4	5	4	5	5	4	4	2	3	3	4	3	2	2	4
<b>PowAS31</b>	4	4	3	2	4	2	4	3	2	2	3	5	5	4	2	4	3	4	5	5	4	1	4	5	3	3	2
<b>PowAS32</b>	3	2	4	5	4	5	3	4	3	3	5	5	4	2	4	3	4	5	5	4	1	3	4	2	1	2	4
<b>PowAS33</b>	4	5	4	3	5	5	4	5	5	5	5	5	4	4	3	4	4	5	5	4	5	4	4	2	1	2	4
<b>PowAS34</b>	3	2	4	5	4	5	4	5	5	4	5	5	4	5	4	5	4	5	4	5	5	4	5	5	2	4	2
<b>PowAS35</b>	5	3	3	3	4	2	2	2	3	1	4	5	5	5	5	5	4	5	5	4	5	5	5	2	1	2	2
<b>PowAS36</b>	3	3	4	3	5	2	1	2	4	4	3	4	4	5	3	4	4	5	4	5	5	4	5	3	4	2	2
<b>PowAS37</b>	3	2	3	1	2	3	2	4	4	2	2	2	2	2	4	4	4	2	5	2	3	3	4	3	4	4	2
<b>PowAS38</b>	3	2	4	5	4	5	3	4	2	3	5	5	4	1	5	5	5	5	5	4	5	5	4	5	4	5	5
<b>PowAS39</b>	5	4	4	4	5	5	4	4	5	4	5	5	4	2	4	3	4	5	5	4	1	4	5	3	3	4	5
<b>PowAS40</b>	5	5	5	5	5	3	3	4	5	4	5	4	4	5	4	5	4	5	4	4	5	5	5	2	1	2	2



**Table 21: Pre-Writing performance test for Experimental Group of Grade 11E1 Students of Limmu Genet preparatory**

No	Content			Organization			Language use			Mechanics			Av.T
	T1	T2	AV	T1	T2	AV	T1	T2	AV	T1	T2	AV	
PrE1	24	25	24.5	16	17	16.5	15	17	16	12	11	11.5	68.5
PrE2	23	22	22.5	18	19	18.5	17	14	15.5	4	4	4	60.5
PrE3	20	19	19.5	17	19	18	20	23	21.5	15	13	14	73
PrE4	15	13	14	16	15	15.5	18	20	19	7	6	6.5	57.5
PrE5	16	16	16	25	25	25	16	20	18	10	11	10.5	69.5
PrE6	18	17	17.5	19	19	19	19	20	19.5	14	8	11	67
Pr E7	19	18	18.5	18	20	19	18	19	18.5	6	11	8.5	64.5
Pr E8	13	14	13.5	17	15	16	15	17	16	5	9	7	52.5
Pr E9	18	13	15.5	15	15	15	17	13	15	9	7	8	53.5
PrE10	13	16	14.5	14	18	16	15	13	14	6	8	9	51.5
PrE11	22	20	21	18	16	17	19	14	16.5	11	10	10.5	65
PrE12	17	19	18	13	17	15	16	16	16	8	8	8	57
PrE13	13	14	13.5	13	14	13.5	16	16	16	5	6	5.5	48.5
PrE14	21	20	20.5	17	16	16.5	15	14	14.5	9	8	8.5	60
PrE15	19	15	17	15	13	14	15	13	14	7	9	8	53
PrE16	15	18	16.5	15	18	16.5	17	17	17	10	9	9.5	59
PrE17	20	22	21	19	17	18	15	14	14.5	6	7	6.5	60
PrE18	19	21	20	18	13	15.5	14	14	14	7	7	7	56.5
PrE19	18	17	16.5	15	15	15	16	15	15.5	7	7	7	55
PrE20	14	20	17	15	13	14	16	15	15.5	8	9	8.5	55
PrE21	19	19	19	19	18	18.5	16	16	16	9	8	8.5	62
PrE22	13	14	13.5	17	16	16.5	15	14	14.5	9	9	9	54
PrE23	11	12	11.5	13	12	12.5	11	12	11.5	8	9	8.5	44
PrE24	20	24	22	19	18	18.5	15	17	16	13	7	10	66.5
PrE25	14	15	14.5	17	17	17	17	17	17	6	8	7	55.5
PrE26	14	20	17	14	13	13.5	16	15	15.5	8	8	8	54

Pr E27	19	14	<b>16.5</b>	18	14	<b>16</b>	17	15	<b>16</b>	8	8	<b>8</b>	56.5
Pr E28	24	19	<b>21.5</b>	18	16	<b>17</b>	17	16	<b>16.5</b>	7	9	<b>8</b>	63
Pr E29	22	20	<b>21</b>	1	18	<b>18.5</b>	17	18	<b>17.5</b>	5	6	<b>5.5</b>	62.5
<i>PrE30</i>	<i>13</i>	<i>14</i>	<i>13.5</i>	<i>13</i>	<i>15</i>	<i>14</i>	<i>10</i>	<i>13</i>	<i>11.5</i>	8	8	<b>8</b>	47
<i>PrE31</i>	<i>18</i>	<i>17</i>	<i>17.5</i>	<i>15</i>	<i>17</i>	<i>16</i>	<i>15</i>	<i>16</i>	<i>15.5</i>	8	9	<b>8.5</b>	57.5
<i>PrE32</i>	<i>17</i>	<i>16</i>	<i>16.5</i>	<i>15</i>	<i>15</i>	<i>15</i>	<i>16</i>	<i>16</i>	<i>16</i>	10	9	<b>9.5</b>	57
<i>PrE33</i>	<i>25</i>	<i>23</i>	<i>24</i>	<i>20</i>	<i>19</i>	<i>19.5</i>	18	20	<b>19</b>	10	12	<b>11</b>	73.5
<i>PrE34</i>	<i>16</i>	<i>17</i>	<i>16.5</i>	<i>15</i>	<i>15</i>	<i>15</i>	16	16	<b>16</b>	9	11	<b>10</b>	57.5
<i>PrE35</i>	<i>14</i>	<i>15</i>	<i>14.5</i>	<i>13</i>	<i>14</i>	<i>13.5</i>	14	14	<b>14</b>	8	9	<b>8.5</b>	50.5
<i>PrE36</i>	<i>18</i>	<i>19</i>	<i>18.5</i>	<i>16</i>	<i>18</i>	<i>17</i>	16	16	<b>16</b>	10	11	<b>10.5</b>	62
Pr E37	15	14	<b>14.5</b>	13	13	<b>13</b>	16	14	<b>15</b>	10	9	<b>9.5</b>	52
Pr E38	18	12	<b>15</b>	14	13	<b>13.5</b>	10	11	<b>10.5</b>	8	9	<b>8.5</b>	47.5
Pr E39	18	16	<b>17</b>	16	16	<b>16</b>	15	15	<b>15</b>	9	9	<b>9</b>	57.5
<i>PrE40</i>	<i>20</i>	<i>18</i>	<i>19</i>	<i>18</i>	<i>15</i>	<i>16.5</i>	16	14	<b>15</b>	9	9	<b>9</b>	59.5

**Table 22: Pre-Writing performance test for Experimental Group of Grade 11E1  
Students of Limmu Genet preparatory**

<i>Pre Writing tests</i>			
<i>Code</i>	<i>T1</i>	<i>T2</i>	<i>AV</i>
<i>PrE1</i>	<b>67</b>	<b>70</b>	<b>68.5</b>
<i>PrE2</i>	<b>62</b>	<b>59</b>	<b>60.5</b>
<i>PrE3</i>	<b>72</b>	<b>74</b>	<b>73</b>
<i>PrE4</i>	<b>56</b>	<b>59</b>	<b>57.5</b>
<i>PrE5</i>	<b>67</b>	<b>72</b>	<b>69.5</b>
<i>PrE6</i>	<b>70</b>	<b>64</b>	<b>67</b>
<i>Pr E7</i>	<b>61</b>	<b>68</b>	<b>64.5</b>
<i>Pr E8</i>	<b>50</b>	<b>55</b>	<b>52.5</b>
<i>Pr E9</i>	<b>59</b>	<b>48</b>	<b>53.5</b>
<i>PrE10</i>	<b>48</b>	<b>59</b>	<b>51.5</b>
<i>PrE11</i>	<b>70</b>	<b>60</b>	<b>65</b>
<i>PrE12</i>	<b>54</b>	<b>60</b>	<b>57</b>

<i>PrE13</i>	<b>47</b>	<b>50</b>	<b>48.5</b>
<i>PrE14</i>	<b>62</b>	<b>58</b>	<b>60</b>
<i>PrE15</i>	<b>56</b>	<b>50</b>	<b>53</b>
<i>PrE16</i>	<b>57</b>	<b>62</b>	<b>59.5</b>
<i>PrE17</i>	<b>60</b>	<b>60</b>	<b>60</b>
<i>PrE18</i>	<b>58</b>	<b>55</b>	<b>56.5</b>
<i>PrE19</i>	<b>56</b>	<b>54</b>	<b>55</b>
<i>PrE20</i>	<b>53</b>	<b>57</b>	<b>55</b>
<i>PrE21</i>	<b>63</b>	<b>61</b>	<b>62</b>
<i>PrE22</i>	<b>54</b>	<b>54</b>	<b>54</b>
<i>PrE23</i>	<b>43</b>	<b>45</b>	<b>44</b>
<i>PrE24</i>	<b>67</b>	<b>66</b>	<b>66.5</b>
<i>PrE25</i>	<b>54</b>	<b>57</b>	<b>55.5</b>
<i>PrE26</i>	<b>52</b>	<b>56</b>	<b>54</b>
<i>Pr E27</i>	<b>62</b>	<b>51</b>	<b>56.5</b>
<i>Pr E28</i>	<b>66</b>	<b>60</b>	<b>63</b>
<i>Pr E29</i>	<b>63</b>	<b>62</b>	<b>62.5</b>
<i>PrE30</i>	<b>44</b>	<b>50</b>	<b>47</b>
<i>PrE31</i>	<b>56</b>	<b>59</b>	<b>57.5</b>
<i>PrE32</i>	<b>58</b>	<b>56</b>	<b>57</b>
<i>PrE33</i>	<b>73</b>	<b>74</b>	<b>73.5</b>
<i>PrE34</i>	<b>56</b>	<b>59</b>	<b>57.5</b>
<i>PrE35</i>	<b>49</b>	<b>52</b>	<b>50.5</b>
<i>PrE36</i>	<b>60</b>	<b>64</b>	<b>62</b>
<i>Pr E37</i>	<b>54</b>	<b>50</b>	<b>52</b>
<i>Pr E38</i>	<b>50</b>	<b>45</b>	<b>47.5</b>
<i>Pr E39</i>	<b>58</b>	<b>57</b>	<b>57.5</b>
<i>PrE40</i>	<b>63</b>	<b>56</b>	<b>59.5</b>
<i>Total</i>	<b>2280</b>	<b>2319</b>	<b>2299.5</b>
<i>Average</i>	<b>57</b>	<b>57.97</b>	<b>57.4875</b>
<i>e</i>		<b>5</b>	

**Table 23: Pre-Writing performance test for Control Group of Grade 11E2 Students of Limmu Genet preparatory**

<i>No</i>	<i>Content</i>			<i>Organization</i>			<i>Language use</i>			<i>Mechanics</i>			<i>Av</i>
	<i>T1</i>	<i>T2</i>	<i>AV</i>	<i>T1</i>	<i>T2</i>	<i>AV</i>	<i>T1</i>	<i>T2</i>	<i>AV</i>	<i>T1</i>	<i>T2</i>	<i>AV</i>	
<i>PrC1</i>	17	16	16.5	16	15	15	17	14	15.5	8	7	7.5	55
<i>PrC2</i>	18	18	18	18	17	17.5	18	17	17.5	6	11	8.5	61.5
<i>PrC3</i>	20	21	20.5	20	19	19.5	16	18	17	8	12	10	67
<i>PrC4</i>	25	23	24	20	18	19	19	19	19	10	10	10	72
<i>PrC5</i>	13	14	13.5	17	15	16	15	15	15	9	9	9	53.5
<i>PrC6</i>	18	19	18.5	16	18	17	16	18	17	10	11	10.5	63
<i>PrC7</i>	14	20	17	15	13	14	16	14	15	8	5	6.5	51.5
<i>PrC8</i>	17	17	17	14	16	15	10	14	12	8	11	9.5	51.5
<i>PrC9</i>	20	22	21	19	17	18	15	14	14.5	11	8	9.5	63
<i>PrC10</i>	19	21	20	18	18	18	14	15	14.5	7	9	8	60.5
<i>PrC11</i>	18	16	17	15	13	14	14	11	12.5	10	9	9.5	53
<i>PrC12</i>	19	17	18	17	17	17	15	16	15.5	9	9	9	61
<i>PrC13</i>	12	12	12	13	13	13	13	14	13.5	9	6	7.5	46
<i>PrC14</i>	14	16	15	15	17	16	13	16	14.5	8	10	9	54
<i>PrC15</i>	16	14	15	17	15	16	17	15	16	9	8	9.5	55.5
<i>PrC16</i>	19	18	18.5	19	17	18	18	15	16.5	11	10	10.5	63.5
<i>PrC17</i>	18	19	18.5	16	17	16.5	15	15	15	9	9	9	59.5
<i>PrC18</i>	16	17	16.5	15	16	15.5	13	17	15	8	8	8	55
<i>PrC19</i>	18	19	18.5	15	13	14	16	15	15.5	9	10	9.5	57.5
<i>PrC20</i>	18	15	16.5	14	13	14.5	15	14	14.5	9	8	8.5	53
<i>PrC21</i>	24	19	21.5	18	16	17	17	16	16.5	7	9	8	63
<i>PrC22</i>	24	19	21.5	18	15	16.5	14	15	14.5	9	9	9	61.5
<i>PrC23</i>	17	16	16.5	16	14	15	14	14	14	9	10	9.5	55.5
<i>PrC24</i>	18	19	18.5	16	18	17	16	16	16	10	11	10.5	62
<i>PrC25</i>	17	20	18.5	16	16	16	15	18	16.5	8	9	8.5	59.5
<i>PrC26</i>	21	19	20	18	19	18.5	16	16	16	7	6	6.5	61
<i>PrC27</i>	14	20	17	14	13	13.5	16	18	17	8	8	8	55.5
<i>PrC28</i>	23	21	22	18	20	19	19	16	17.5	8	9	8.5	64

<b>PrC29</b>	24	25	24.5	14	14	14.	17	19	18	8	8	8	64.5
<b>PrC30</b>	17	19	18	17	18	17.5	13	19	16	6	6	6	57.5
<b>PrC31</b>	16	17	16.5	15	13	14	17	16	16.5	9	11	10	57
<b>PrC32</b>	26	26	26	16	19	17.5	17	19	18	6	6	6	67.5
<b>PrC33</b>	20	22	21	17	20	18.5	20	23	21.5	15	13	14	75
<b>PrC34</b>	23	25	24	18	20	19	17	17	17	9	8	8.5	68.5
<b>PrC35</b>	12	14	13	14	14	14	13	16	14.5	8	6	7	48.5
<b>PrC36</b>	19	20	19.5	17	18	17.5	13	15	14	8	9	8.5	59.5
<b>PrC37</b>	18	17	17.5	18	16	17	12	12	12	6	6	6	52.5
<b>PrC38</b>	15	17	16	14	13	13.5	16	18	17	8	8	8	54.5
<b>PrC39</b>	12	13	12.5	11	12	11.5	11	14	12.5	6	6	6	42.5
<b>PrC40</b>	15	14	14.5	16	15	15.5	16	17	16.5	9	7	8	52.5
<b>Total</b>													2312.5
<b>Av</b>													57.812

**Table 24 :Pre-Writing performance test for Control Group of Grade 11E2 Students of Limmu Genet preparatory**

<b>Pre Writing tests</b>			
<b>Code</b>	<b>T1</b>	<b>T2</b>	<b>AV</b>
<i>PrC1</i>	58	52	55
<i>PrC2</i>	60	63	61.5
<i>PrC3</i>	64	70	67
<i>PrC4</i>	74	70	72
<i>PrC5</i>	54	53	53.5
<i>PrC6</i>	60	66	63
<i>PrC7</i>	53	50	51.5
<i>PrC8</i>	49	54	51.5
<i>PrC9</i>	65	61	63
<i>PrC10</i>	58	63	60.5
<i>PrC11</i>	57	49	53
<i>PrC12</i>	62	60	61
<i>PrC13</i>	47	45	46

<i>PrC14</i>	50	58	54
<i>PrC15</i>	59	52	55.5
<i>PrC16</i>	67	60	63.5
<i>PrC17</i>	58	61	59.5
<i>PrC18</i>	52	58	55
<i>PrC19</i>	58	57	57.5
<i>PrC20</i>	56	50	53
<i>PrC21</i>	66	60	63
<i>PrC22</i>	65	58	61.5
<i>PrC23</i>	56	55	55.5
<i>PrC24</i>	60	64	62
<i>PrC25</i>	56	63	59.5
<i>PrC26</i>	62	60	61
<i>PrC27</i>	52	59	55.5
<i>PrC28</i>	68	60	64
<i>PrC29</i>	63	66	64.5
<i>PrC30</i>	53	62	57.5
<i>PrC31</i>	54	60	57
<i>PrC32</i>	65	70	67.5
<i>PrC33</i>	72	78	75
<i>PrC34</i>	67	70	68.5
<i>PrC35</i>	47	50	48.5
<i>PrC36</i>	57	62	59.5
<i>PrC37</i>	54	51	52.5
<b><i>PrC38</i></b>	53	56	54.5
<b><i>PrC39</i></b>	40	45	42.5
<b><i>PrC40</i></b>	55	50	52.5
<i>Total</i>	2326	2299	2312.5
<b><i>Av</i></b>	<b>58.15</b>	<b>57.475</b>	<b>57.8125</b>

**Table 25: Post writing performance test for Experimental Group of Grade 11E1 Students of Limmu Genet preparatory**

Code	Content			Organization			Language use			Mechanics			
	T1	T2	AV	T1	T2	AV	T1	T2	AV	T1	T2	AV	
PoE1	25	25	25	19	20	19.5	16	16	16	11	11	11	71.5
PoE2	27	26	26.5	23	23	23	20	17	18.5	6	5	5.5	73.5
PoE3	25	21	23	18	20	19	20	24	22	15	14	14.5	78.5
PoE4	20	18	19	17	19	18	18	22	20	10	8	9	66
PoE5	20	20	20	25	24	24.5	18	18	18	10	10	10	72.5
PoE6	21	20	20.5	22	22	22	22	23	22.5	14	10	12	77
Po E7	21	20	20.5	21	22	21.5	19	20	19.5	7	11	9	70.5
Po E8	17	15	16	20	16	18	16	17	16.5	6	9	7.5	58
Po E9	19	19	19	16	20	18	18	19	18.5	10	12	11	66.5
PoE10	15	17	16	16	17	16.5	16	17	16.5	8	7	7.5	56.5
PoE11	24	22	23	20	18	19	20	16	18	11	12	11.5	71.5
PE12	23	22	22.5	19	21	20	20	18	19	11	9	10	71.5
PoE13	13	15	14	13	14	13.5	15	15	15	7	6	6.5	46.5
PoE14	20	23	21.5	17	18	17.5	13	15	14	8	9	8.5	61.5
PoE15	22	19	20.5	19	18	18.5	16	16	16	8	11	9.5	64.5
PoE16	20	20	20	20	18	19	20	17	18.5	13	9	11	68
PoE17	19	20	19.5	18	16	17	12	12	12	6	6	6	54.5
PoE18	22	25	23.5	21	18	19.5	16	16	16	9	9	9	68
PoE19	22	22	22	19	21	20	17	19	18	7	8	7.5	67.5
PoE20	17	21	19	17	16	16.5	17	18	17.5	9	10	9.5	62.5
PoE21	25	24	24.5	22.5	22	22.25	18	19	18.5	9	11	10	75.25
PoE22	19	19	19	22	20	21	18	16	17	12	11	11.5	69
PoE23	19	20	19.5	22	19	20.5	15	15	15	11	12	11.5	66.5
PoE24	22	26	24	19	20	19.5	14	18	16	14	8	11	70.5
PE25	17	21	19	21	21	21	19	20	19.5	8	9	8.5	68
PoE26	17	20	18.5	16	15	15.5	17	15	16	9	9	9	59
PoE27	23	21	22	23	21	22	19	20	19.5	10	12	11	74.5
PoE28	25	25	25	20	23	21.5	17	20	18.5	7	10	8.5	74

<i>PoE29</i>	<i>26</i>	<i>23</i>	<i>24.5</i>	<i>22</i>	<i>21</i>	<i>21.5</i>	<i>18</i>	<i>19</i>	<i>18.5</i>	<i>6</i>	<i>7</i>	<i>6.5</i>	<i>71</i>
<i>PoE30</i>	<i>18</i>	<i>19</i>	<i>18.5</i>	<i>17</i>	<i>21</i>	<i>19</i>	<i>12</i>	<i>16</i>	<i>14</i>	<i>9</i>	<i>11</i>	<i>10</i>	<i>61.5</i>
<i>PoE31</i>	<i>24</i>	<i>17</i>	<i>20.5</i>	<i>20</i>	<i>19</i>	<i>19.5</i>	<i>16</i>	<i>16</i>	<i>16</i>	<i>9</i>	<i>9</i>	<i>9</i>	<i>64</i>
<i>PoE32</i>	<i>19</i>	<i>22</i>	<i>20.5</i>	<i>17</i>	<i>22</i>	<i>19.5</i>	<i>17</i>	<i>17</i>	<i>17</i>	<i>10</i>	<i>10</i>	<i>10</i>	<i>67</i>
<i>PoE33</i>	<i>27</i>	<i>26</i>	<i>26.5</i>	<i>20</i>	<i>21</i>	<i>20.5</i>	<i>19</i>	<i>19</i>	<i>19</i>	<i>13</i>	<i>12</i>	<i>12.5</i>	<i>78.5</i>
<i>PoE34</i>	<i>18</i>	<i>19</i>	<i>18.5</i>	<i>17</i>	<i>16</i>	<i>16.5</i>	<i>18</i>	<i>17</i>	<i>17.5</i>	<i>10</i>	<i>12</i>	<i>11</i>	<i>63.5</i>
<i>PoE35</i>	<i>15</i>	<i>16</i>	<i>15.5</i>	<i>15</i>	<i>17</i>	<i>16</i>	<i>14</i>	<i>16</i>	<i>15</i>	<i>8</i>	<i>10</i>	<i>9</i>	<i>55.5</i>
<i>PoE36</i>	<i>24</i>	<i>23</i>	<i>23.5</i>	<i>22</i>	<i>22</i>	<i>22</i>	<i>20</i>	<i>17</i>	<i>18.5</i>	<i>14</i>	<i>13</i>	<i>13.5</i>	<i>77</i>
<i>PoE37</i>	<i>18</i>	<i>18</i>	<i>18</i>	<i>17</i>	<i>16</i>	<i>16.5</i>	<i>17</i>	<i>16</i>	<i>16.5</i>	<i>11</i>	<i>10</i>	<i>10.5</i>	<i>61.5</i>
<i>PoE38</i>	<i>17</i>	<i>15</i>	<i>16</i>	<i>14</i>	<i>16</i>	<i>15</i>	<i>10</i>	<i>14</i>	<i>12</i>	<i>8</i>	<i>11</i>	<i>9.5</i>	<i>52.5</i>
<i>PoE39</i>	<i>20</i>	<i>17</i>	<i>18.5</i>	<i>17</i>	<i>17</i>	<i>17</i>	<i>15</i>	<i>16</i>	<i>15.5</i>	<i>9</i>	<i>9</i>	<i>9</i>	<i>60.5</i>
<i>PoE40</i>	<i>22</i>	<i>21</i>	<i>21.5</i>	<i>20</i>	<i>19</i>	<i>19.5</i>	<i>18</i>	<i>15</i>	<i>16.5</i>	<i>10</i>	<i>10</i>	<i>10</i>	<i>67.5</i>
<b>Total</b>	<b>827</b>												<b>2664.25</b>
<b>Av</b>	<b>20.675</b>												<b>66.60625</b>



**Table26: Post writing performance test for Experimental Group of Grade 11E1 Students of Limmu Genet preparatory**

<i>Post Writing tests</i>			
<i>Code</i>	<i>T1</i>	<i>T2</i>	<i>AV</i>
<i>PoE1</i>	71	72	71.5
<i>PoE2</i>	76	71	73.5
<i>PoE3</i>	78	79	78.5
<i>PoE4</i>	65	67	66
<i>PoE5</i>	73	72	72.5
<i>PoE6</i>	79	75	77
<i>Po E7</i>	68	73	70.5
<i>Po E8</i>	59	57	58
<i>Po E9</i>	63	70	66.5
<i>PoE10</i>	55	58	56.5
<i>PoE11</i>	75	68	71.5
<i>PE12</i>	73	70	71.5
<i>PoE13</i>	45	48	46.5
<i>PoE14</i>	58	65	61.5
<i>PoE15</i>	65	64	64.5
<i>PoE16</i>	72	64	68
<i>PoE17</i>	55	54	54.5
<i>PoE18</i>	68	68	68
<i>PoE19</i>	65	70	67.5
<i>PoE20</i>	60	65	62.5
<i>PoE21</i>	74.5	76	75.25
<i>PoE22</i>	71	67	69
<i>PoE23</i>	67	66	66.5
<i>PoE24</i>	69	72	70.5
<i>PE25</i>	65	71	68
<i>PoE26</i>	59	59	59
<i>PoE27</i>	75	74	74.5
<i>PoE28</i>	69	79	74

<i>PoE29</i>	72	70	71
<i>PoE30</i>	56	67	61.5
<i>PoE31</i>	69	61	64
<i>PoE32</i>	63	71	67
<i>PoE33</i>	79	78	78.5
<i>PoE34</i>	63	64	63.5
<i>PoE35</i>	52	59	55.5
<i>PoE36</i>	79	75	77
<i>PoE37</i>	63	60	61.5
<i>PoE38</i>	49	56	52.5
<i>PoE39</i>	61	60	60.5
<i>PoE40</i>	70	65	67.5
<b>Total</b>	<b>2648.5</b>	<b>2680</b>	<b>2664.25</b>
<b>Av</b>	<b>66.2125</b>	<b>67</b>	<b>66.60625</b>

**Table 27 : Post-Writing performance test of control group in Limmu Genet grade 11 E2 preparatory students**

Code	Content			Organization			Language use			Mechanics			Av.
	T1	T2	AV	T1	T2	AV	T1	T2	AV	T1	T2	AV	
PoC1	17	17	17	16	15	15.5	17	16	16.5	8	11	9.5	58.5
PoC2	17	18	17.5	17	17	17	18	17	17.5	7	9	8	60
PoC3	20	20	20	18	18	18	15	20	17.7	13	11	12	67.5
PoC4	23	23	23	20	18	19	19	21	20	10	10	10	72
PoC5	19	20	19.5	18	16	17	12	12	12	7	6	6.5	55
PoC6	18	18	18	17	16	16.5	17	17	17	11	12	11.5	63
PoC7	14	13	13.5	15	13	14	18	18	18	10	10	10	55.5
PoC8	17	15	16	14	14	14	13	11	12	11	10	10.5	52.5
PoC9	20	20	20	19	17	18	17	17	17	11	10	10.5	65.5
PoC10	17	17	17	14	14	14	14	15	14.5	7	9	8	53.5
PoC11	18	13	15.5	16	12	14	17	14	15.5	13	10	11.5	59.5
PoC12	19	17	18	17	17	17	15	16	15.5	10	9	9.5	61.5
PoC13	13	14	13.5	14	15	14.5	16	19	17.5	10	10	10	55
PoC14	14	17	15.5	15	17	16	16	19	17.5	11	13	12	61
PoC15	11	11	11	11	12	11.5	13	15	14	6	8	7	43.5
PoC16	18	18	18	18	17	17.5	18	18	18	11	11	11	64.5
PoC17	18	18	18	16	17	16.5	16	15	15.5	10	10	10	60
PoC18	16	15	15.5	15	15	15	13	17	15	9	8	8.5	54
PoC19	16	18	17	12	13	12.5	14	15	14.5	9	10	9.5	53.5
PoC20	18	19	18.5	17	13	14.5	22	21	14.5	13	12	8.5	67.5
PoC21	21	19	20	18	16	17	17	17	17	7	9	8	62.5
PoC22	22	19	20.5	18	15	16.5	14	18	16	9	12	10.5	63.5
PoC23	17	16	16.5	16	14	15	16	20	18	11	13	12	64
PoC24	18	19	18.5	16	20	17	22	20	21	13	14	13.5	72
PoC25	17	20	18.5	16	16	16	20	18	19	13	12	12.5	65.5
PoC26	21	19	20	18	19	18.5	16	16	16	8	10	9	63.5
PoC27	14	20	17	14	13	13.5	20	20	20	10	10	10	60.5
PoC28	23	21	22	18	20	19	19	20	19.5	10	12	8.5	71.5
PoC29	24	25	24.5	14	14	14	22	19	20.5	8	8	8	67
PoC30	19	19	19	20	18	19	19	19	19	7	8	7.5	64.5
PoC31	16	17	16.5	15	13	14	17	18	17.5	9	11	10	58
PoC32	26	26	26	16	17	16.5	17	19	18	8	6	7	66
PoC33	20	20	20	17	18	17.5	20	23	21.5	13	13	13	72
PoC34	23	24	23.5	18	20	19	20	17	18.5	9	8	8.5	69.5
PoC35	16	18	17	16	19	17.5	18	20	19	10	11	7	64
PoC36	19	20	19.5	19	18	18.5	15	17	16	12	12	12	66
PoC37	18	19	18.5	19	18	18.5	18	17	17.5	12	10	11	65.5
PoC38	13	15	14	10	12	11	12	13	12.5	7	9	8	45.5
PoC39	12	11	11.5	11	12	11.5	11	13	12	6	9	7.5	42.5
PoC40	14	13	13.5	13	14	13.5	19	16	17.5	9	7	8	52.5

**Table 28: Post-Writing performance test of control group in Limmu Genet grade 11 E2 students**

<i>Post Writing tests</i>			
<i>Code</i>	<i>T1</i>	<i>T2</i>	<i>AV</i>
<i>PoC1</i>	60	58	59
<i>PoC2</i>	59	61	60
<i>PoC3</i>	66	69	67.5
<i>PoC4</i>	72	72	72
<i>PoC5</i>	56	54	55
<i>PoC6</i>	63	63	63
<i>PoC7</i>	57	54	55.5
<i>PoC8</i>	55	50	52.5
<i>PoC9</i>	67	64	65.5
<i>PoC10</i>	52	55	53.5
<i>PoC11</i>	64	53	59.5
<i>PoC12</i>	63	60	61.5
<i>PoC13</i>	53	58	55
<i>PoC14</i>	56	66	61
<i>PoC15</i>	41	46	43.5
<i>PoC16</i>	65	64	64.5
<i>PoC17</i>	60	60	60
<i>PoC18</i>	53	55	54
<i>PoC19</i>	51	56	53.5
<i>PoC20</i>	70	65	67.5
<i>PoC21</i>	64	61	62.5
<i>PoC22</i>	63	64	63.5
<i>PoC23</i>	60	68	64
<i>PoC24</i>	69	75	72
<i>PoC25</i>	65	66	65.5
<i>PoC26</i>	63	64	63.5
<i>PoC27</i>	58	63	60.5
<i>PoC28</i>	70	73	71.5
<i>PoC29</i>	68	66	67
<i>PoC30</i>	65	64	64.5
<i>PoC31</i>	54	62	58
<i>PoC32</i>	67	65	66
<i>PoC33</i>	70	74	72
<i>PoC34</i>	70	69	69.5
<i>PoC35</i>	60	68	64
<i>PoC36</i>	65	67	66
<i>PoC37</i>	67	64	65.5
<i>PoC38</i>	42	49	45.5
<i>PoC39</i>	40	45	42.5
<i>PoC40</i>	55	50	52.5