

The Effect of a Traditional, a Process Writing and a
Combined Talking and Writing Instructional Approach on
the Quality of Secondary English Students' Written Response

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**THE EFFECT OF A TRADITIONAL, A PROCESS WRITING AND A COMBINED TALKING
AND WRITING INSTRUCTIONAL APPROACH ON THE QUALITY OF SECONDARY
ENGLISH STUDENTS' WRITTEN RESPONSE**

BY

MARK REIMER

**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University of
Manitoba in partial fulfillment of the requirement of the degree
of
MASTER OF EDUCATION**

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Abstract

The English Language Arts (ELA) curriculum in Manitoba is divided into six areas: reading, writing, listening, speaking, viewing and representing. Those elements are important not only to the language arts, but to all areas of subject learning. Being able to read and write, to interact with ideas and to effectively communicate responses to those ideas is essential to experiencing success in school. With the importance of written communication being what it is, instructors need to offer opportunities for developing and improving the quality of students' written responses to texts studies. Grade school ELA classes present writing lessons in a variety of ways in efforts to help students clearly present ideas and responses to topics and issues encountered in the classroom and in their communities. Attempting to discover whether different instructional approaches can impact the quality of writing is what this study is about. By examining the effects of (1) a "traditional", teacher-centered approach to instruction, (2) a writing response approach to instruction, and (3) a combination of student talking and writing approach to instruction.

An expository essay was the evaluative instrument used for this study. Before the commencement of any instruction, all the subjects wrote a pre-test essay to serve as the comparison for later tests. Three thematic units (nature, stand up for your beliefs, death) were designed to be taught using the three instructional approaches identified above. Each unit was taught to two Senior Four ELA classes, using a different instructional approach. The instructional units lasted for a three-week period and were completed by the students writing an expository essay test. All the essays were evaluated for quality in four areas: content, organization, style and mechanics. The results of the pre-test and the three unit tests were then analyzed for differences in writing quality.

Talking and writing was the most effective instructional approach for improving the quality of students written response. For content, students achieved a significant effect size of

$g = .5625$ ($p = .001$). While content was the only significant main effect, students also showed improvement with effects of $g = .3208$ for organization, $g = .1918$ for style, and $g = .0526$ for mechanics. The traditional instructional approach achieved the second most effective results with scores of $g = .3594$ for content, $g = -.1321$ for organization, $g = .0959$ for style and $g = .2632$ for mechanics. In a surprise deviation from the expectations based on the literature review, the process writing approach had the least favourable results with results of $g = -.1563$ in content, $g = -.2453$ for organization, $g = -.0822$ for style, and $g = .0921$ for mechanics.

This research study supports previous research that suggests that ELA instructors should plan to incorporate instructional approaches that allow students to actively participate in talking and writing activities in order to better develop their writing and presentational skills. There is a place for some direct instruction, depending on the specific instructional objectives, but students must be included in making choices in the classroom. Students who are allowed to actively participate in determining meaning of texts and how to respond to the ideas and issues raised by those texts show improved levels of performance in their written responses.

Acknowledgements

Ben and Margaret Reimer raised me in a home where books, reading, and thinking was treasured. Moreover, both of them were educators, thereby clearly entrenching the value of education in my upbringing. That background created the desire to become an educator and the desire to learn how to become more effective in that job.

Paul Reimer, my brother, and I have long been friends and co-participants in life's experiences. We worked together, almost from the start of our programs, and together discovered what collaboration, talking and writing can do to improve the quality of learning.

Stan B. Straw created demands, offered encouragement and gave direction that has improved the way I teach, challenged my thinking and given me new dreams to pursue.

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Chapter One - Introduction

Orientation to the Problem

The English Language Arts (ELA) curriculum in Manitoba is divided into six areas: reading, writing, listening, speaking, viewing and representing. The elements of reading and writing are important not only to the language arts, but to all areas of subject learning. Being able to read and write, to interact with ideas and to effectively communicate responses to those ideas is essential to experiencing success in school, and arguably, beyond those years as well. With the importance of written communication being what it is, instructors need to offer opportunities for developing and improving the quality of students' written responses. Grade school ELA classes present writing lessons in a variety of ways in efforts to help students clearly present ideas and responses to topics and issues encountered in the classroom and in their communities. By examining the effects of (1) a "traditional" approach to instruction, (2) a writing response approach, and (3) a combination of student talking and writing, this study will attempt to discover whether different teaching methodologies can impact the quality of writing is what this study is about.

There are many factors that influence how and what students learn in their classes. Among those factors are the teaching approaches instructors choose to use and the types of assignments created. There was a time when teachers, using a transmission model, were the center of all instruction (Hillocks, 1971). We now

refer to that as the “traditional” method of delivery. During that time, it was believed that the teacher possessed all the knowledge and skills deemed necessary for a student’s education. Teachers delivered that knowledge to their classes using a specific, direct method and then evaluated whether or not the students could recall those lessons. Lectures on important ideas and issues and teacher-led question and answer routines were intended to bring students up to acceptable levels of academic achievement. Over the last few years there has been a group of vocal advocates for a “return to basics”, believing that education as it was, was superior to education as it is. This back-to-basics movement prompts the need for a re-examination of the instructional approaches used in the traditional model and whether or not such a model is instrumental in improving the quality (when quality is measured by content, organization, style and mechanics) of students’ writing more effectively than recent theoretically-based approaches to writing instruction.

Writing across subject areas serves as a tool for learning in all areas of curriculum and life (Langer & Applebee, 1987). Following that line of reasoning leads to the second instructional approach investigated in this study in which the roles of the teacher and student significantly change. In being asked to respond in writing, students become much more involved in identifying ideas, determining issues, and deciding how and what to write about. Students respond in writing to all of the textual materials encountered. Their writing will range from free writing in journals to creating newspaper-style articles and editorials. For free writing there is no direction as to form and content as none is specifically

required. Free writing is simply a way to get students to express their thoughts and respond to ideas. For newspaper-style writing and essays, however, very clear, step-by-step instruction in the form of heuristics must be provided.

Heuristics provide a detailed organizational plan or guide for students to follow while writing. The heuristic directs student thinking regarding what content to include as well as defining the form and structure that their writing should take. This approach to writing instruction does provide some very direct teacher-guided instruction but allows students to generate their own ideas and develop the style within which they will present those ideas. It is one of the purposes of this study to determine whether or not an approach to instruction that adds a writing component increases knowledge of the topic as well as the quality of written responses.

The third instructional approach being studied attempts to follow Hillocks' methods of instruction. Hillocks (1986) defines inquiry instruction as "presenting students with sets of data and then initiating activities designed to help them develop skills or strategies for dealing with the data in order to say or write something about it" (p.211). Hillocks concept of inquiry also places the student at the center of the questioning and writing process. Students interact with the texts provided to develop their own set of important data. Then they dialogue and write together, creating their own texts to reflect what they are learning. Barnes (1995) also writes about the value of conversation in the classroom. When students are encouraged and supported while participating in classroom conversations, they pick up on signals regarding what they should be learning.

This third and final instructional approach moves into very different areas of delivery than either of the first two. Talking and questioning to explore ideas as well as writing to learn is emphasized. As a result, students have a greater voice and play a role in deciding what information is useful and how they can work with it. The direction they are given by the instructor involves responding to questions and clarifying issues. Strategies for presenting their ideas in letters, an essay or a newspaper article format are also developed.

These three instructional approaches will be employed over three thematic units delivered over the course of three weeks per unit. Each of the thematic units – nature, standing up for your beliefs and death - will be instructed using two of the approaches. Upon completion of all three instructional methods, I will attempt to determine whether the quality of students' written responses improve with instruction, in any form. Then I will compare the results to determine whether one instructional approach is more effective than the others in improving the quality of students' written response.

I have taught for over fifteen years, covering the spectrum in grade levels (four to 12) and subject areas (health, science, mathematics, business, geography, history, guidance, English) for which I was responsible. Throughout my years of teaching, high school English classes have been the favourite part of my assignments. Throughout my childhood, I read voraciously and enjoyed writing almost as much as reading prose. Recalling my love of reading and writing, and believing that participating in those activities helped me succeed in school, I determined to help develop others' skills in those same areas. And, if possible, I

further determined to find ways of helping students develop reading and writing skills so that they might learn not to fear picking up books or swear that they would never touch another book after graduation from high school. In senior English classes, I have had students whose writing ability ranged from barely capable of self-expression, verbally or in writing, to others who produced fluid, creative and powerful writing in polished pieces that showcased their eloquent thinking and ability to manipulate language. I frequently wondered about what made the difference between the two ends of the spectrum and whether or not I, as a teacher, could in some way attempt to bring those distant polarities closer together. The strong students always seemed to perform well, regardless of the type of instruction given and the structures and supports provided. The weaker students, at least the ones who were willing to take instruction, also frequently benefited. These classroom experiences pushed me to examine my teaching methods in attempts to determine what about my classes was effective and what merely filled time. I am interested in exploring this notion further and inquiring into whether or not my choice of instructional approaches really matters in the quality of what my students write. I am interested in the practical value of this research and my performance and effectiveness as a classroom teacher.

Purpose of the Study

The primary purpose of this study is to examine which of a traditional, a process writing, and a combined talking and writing instructional approach will affect students' writing performance. This will require examining the three

different instructional approaches and analyzing their elements. This examination will attempt to identify any differences in student performance among the three instructional delivery approaches and determine which one, if any, is in fact the best approach to use in helping students express themselves in writing.

The first instructional approach will examine whether a more traditional teaching approach enables students to improve their written work. In a transmission model, there are specific teacher-directed strategies to address vocabulary development, question and answer sessions to reinforce content comprehension as well as step by step instruction in expository essay writing. This study will question whether or not developing those skills help students become better writers. The second method incorporates extensive writing by the students. In this approach the students write in a variety of forms and have a fair level of input regarding the ideas and issues about which they will write. Students have the opportunity to take ownership when they participate in determining their writing topics. The third approach combines talking with writing to give students maximum input into their studies. By directing their studies around the textual material provided, they have control over discussions and the direction of the writing that they will employ to express their learning.

Initially, the study will determine whether or not each of these approaches is capable of producing "good" quality written expression. Additionally, comparisons will be made to identify differences in instructional effectiveness, as measured by student performance on their writing tasks. These comparisons will suggest whether or not certain instructional approaches produce better writing

results than others. In either case, the study will create some clear implications to determine what instructional approaches to use in classes and how much time and energy to expend in developing lesson plans matching these models of instruction.

Research Questions

Using and comparing the effectiveness of three instructional approaches for teaching literature gives rise to the following six research questions:

1. What is the effect of a strategy that emphasizes traditional instruction (teacher centered) for literature over a pre-test on the measures of writing quality (when quality is measured by content, organization, style and mechanics in an expository essay)?
2. What is the effect of a strategy that emphasizes process writing over a pretest and traditional instruction in literature on the measures of writing quality (when quality is measured by content, organization, style and mechanics in an expository essay)?
3. What is the effect of a strategy that emphasizes talking and writing over a pretest and traditional instruction in literature on the measures of writing quality (when quality is measured by content, organization, style and mechanics in an expository essay)?
4. Are there any differences between the strategy that emphasizes process writing alone and the strategy that combines talking and writing on the measures of writing quality (when quality is measured by content, organization, style and mechanics in an expository essay)?

5. What is the effect on the quality of writing (when quality is measured by content, organization, style and mechanics in an expository essay) when the sequence of instructional approaches is varied from one group to another?
6. How do students respond when asked to consider what they considered as effective instruction while receiving the three instructional approaches?

Significance of the Study

This study will attempt to offer insights into theory and practice that underlies instruction in effective writing. Regarding theory, this study builds a foundation for using different instructional approaches by reviewing previous research and replicating their use. Applebee (1996) identified many different traditions of teaching and learning that allowed students to develop their ability to interact with ideas and issues. In connection with that observation, this study will explore what has already been written about improving the quality of a student's written responses based on the effectiveness of three unique instructional approaches. This study will suggest whether or not there is a "better" delivery method when it comes to instructing students about writing. If none of the instructional approaches stands out as being superior, I will offer suggestions as to why that might be and identify new questions for future research regarding senior English instruction.

This study bears practical ramifications for me personally as a teacher as well as for the collective body of English teachers. Personally, it forces me to expand efforts in preparing clear, thoroughly planned unit and lesson plans for thematic units that might be used in lessons. Each of these units uses two

different instructional approaches, the creation of which took a concerted effort. For example, the unit on nature is based on a traditional (teacher centered) instructional approach to one group and on a process writing approach to the second group. As a result of this study, I will be forced to examine the way I have spent time in my classroom to this point and consider improvements and adjustments that I can or need to make in order to create a more effective learning environment. By reading about effective teaching methods practiced by others and finding ways to model them in my own classroom, I am being pushed to rise to the occasion and evaluate whether I am offering effective instruction.

The practical implications of this study are significant for classroom teachers. It either supports attempts to bring varied teaching methods to classrooms as valid efforts in improving students' writing or suggests that student performance does not benefit from one or more of these instructional approaches. If the study is successful in demonstrating that any of the instructional systems lead to improvements in the quality of student writing, it stands as an example of a teaching strategy that has been demonstrated to work in the real classroom. If one instructional approach reveals itself to be significantly better than the others, it becomes that much more valuable a strategy and teachers should be sure to incorporate it into their classroom instruction.

Scope of the Study

An expository essay is the piece of student writing that will be measured for quality in this study. Students will begin by writing an essay in response to a short selection of readings, which will serve as the pre-test. The students will

receive instruction in three thematic units (nature, standing up for beliefs, death) in one of three separate instructional approaches (traditional, process writing, talking and writing). Then, at the conclusion of each thematic unit of study, they will write another expository essay in response to the ideas presented in that selection of material. Each of the pre-test and the unit tests will give the students a prescribed question to which they will respond. The essays that are written will then be evaluated for the quality of their content (ideas), organization (structure), style (word choices) and mechanics (conventions of writing) by a pair of trained markers. Upon completion of the study, four students will be interviewed regarding their responses to the instructional approaches. Their answers to the questions will also be used as a measure of the study.

The scope of this study is quite limited. The investigation explores the effects of only three different instructional approaches, each taught for a period of three weeks. This means that the question of what type of teaching approach is most effective for helping students improve the quality of their written responses is restricted to examining only the three approaches chosen for study. This research does not investigate what additional methods might be effective or what combination of teaching activities might be the most useful in developing students' writing skills. The time frame also means that the students will be exposed to each of the three instructional delivery methods for such a short period that time limitations may reduce the likelihood of making the fullest possible impact on the students' writing development. Both Burton (1973) and Wesdorp (1982), as cited in Hillocks (1986), identify that the short duration of a treatment

in a study frequently results in no significant effect, even if the experimental treatment(s) might be legitimate. Scope and time constraints are the most striking limitations of this study.

The evaluative piece for the pre-test and each unit of instruction requires the students to write an expository essay. The students' familiarity or lack of familiarity with this form of essay writing may also be a limitation in this study. The students receive direct instruction in writing an expository essay in one of the instructional approaches (traditional), but not in the others. In the process writing and the talking and writing instructional approach, they practice other forms of writing and then are evaluated on an expository essay, with which form they may or may not be familiar.

Beyond those limitations, there are still positive elements to be found within the scope of this study. The three instructional approaches that have been chosen for this study do reflect a fairly broad range as identified in the literature regarding effective writing instruction. The traditional approach does replicate many of the activities that have been commonly identified as being a part of a transmission instructional model. The third method, combining talking and writing, attempts to model Hillocks' (1986) inquiry methods which have been shown to be very effective in helping students develop their writing skills. The second method works to create a learning experience somewhere between the traditional and the inquiry methods. Essentially, the second approach subtracts the student group discussion and individual verbal interaction from the inquiry method. By incorporating variations in the types of learning experiences that

students will encounter, I have created an opportunity to observe what system of instruction works the most effectively.

These variations also serve the purpose of allowing students with different learning abilities to find an instructional delivery system in which they feel comfortable. As students respond to different types of stimuli, these varied learning opportunities will serve to create a greater learning experience for them. The combination of three tightly planned units may show positive results simply by virtue of being three tightly planned units that take students through a sequential, ordered and directed learning experience. Additionally, two out of three approaches require students to make choices and input ideas in regard to the direction of their writing.

Even if the time frame for the delivery of each instructional style is short, students may respond in improving some element of their writing. It is conceivable that students experiencing any one of these delivery methods for a longer period might make greater gains as increased time allows for more dialogue between students and instructor. An extended instruction period would allow students to learn how to work within the system more effectively and allow them to learn what types of questions they could and should be asking, which a three week block cannot necessarily afford them. A three-week period is a common time for a thematic unit and was therefore chosen as the time block for each instructional approach. Also, the three-week period is long enough to expose and involve the students in a learning experience that could make a

difference in the quality of their written responses if they allow themselves to become immersed in it and work with the options that are provided for them.

The theoretical findings of this study are potentially generalizable to teachers of students in any grade level or subject area. If the study demonstrates that varied teaching approaches create positive results in the quality of written response, then all English teachers should be looking for the methods that will work with their students. The specific instructional approaches used in this study could be used in classrooms of middle or secondary school English classes just as they are designed. The nature of the assignments incorporated into the writing, and talking and writing units could be made workable for elementary classes as well with some modifications and adaptations. Even if the specific methods do not generate improved written work, but the instructional approaches do contribute to students feeling valued and supported in engaging with ideas and participating in classroom learning conversations, that is worthwhile. The notion of creating a comfortable, supportive environment that involves all of the students as equal and valid participants in a learning community is important and can be applied to classes of all ages and in all subject areas.

Definitions

Audience: the reader(s) for whom a text is written; the usual audiences for student writing are their teachers or their class peers.

Authentic writing: text, produced by students, that reflects experiences and knowledge that come from within the realm of the students' own lives.

Blind markers: trained individuals who grade student papers following a specific rubric without knowing the identity of any of the students in the study; therefore, they cannot in any way mark in a biased fashion, benefiting any given method beyond another.

Cognitive style: the manner in which a student learns; the manner in which a teacher teaches.

Coherence: when the flow of argumentation in a text continually builds a chain of reason without contradicting itself at any point.

Competent: ability to apply knowledge and demonstrate components of accepted practice in writing skills; for example, a competent student would produce a text with clear content, logical organization, effective stylistic choices, and proper mechanical form.

Content: extent to which ideas in a writing task are developed. At the low end, they would be superficial and only summations of the event. At the middle ability level, there will be some attempts to connect summaries to analytical statements. At the higher end, they would reflect insight regarding the topic and possibly some original thought.

Composition: a written or spoken text that represents an organized selection of ideas prepared for presentation.

Context: the circumstances or environment in which a text is produced.

Cross-curricular: any method or knowledge that is relevant and practiced in more than one subject area in schools.

Expository essay: a formal piece of writing that attempts to explain any idea in an essay format. It was/is a common part of literary criticism.

Free-writing: students write anything they think in response to ideas they encounter in any textual material. No restrictions or directions are given, students write independent of any guidance.

Heuristic: a plan designed to help students in carrying out their writing tasks; it gives clear, step by step instructions for every element/component that is to be found in a given piece of text.

Holistic marking: a method of evaluating writing in which the composition is viewed as a whole piece and receives one mark as opposed to separating specific elements for individual evaluation.

Inauthentic writing: writing carried out to complete a teacher's or course's requirements but that in no way reflects the students' set of life experiences, interests or knowledge.

Journal and journalling: a personal text that records the thoughts, ideas and reactions of a student to circumstances ongoing around them. In this study it will be the act of recording and the record of students responses to the literary texts to which they will be exposed.

Marking rubric: an established system of marking a piece of writing to insure that all pieces of writing in the study are graded according to the same standard. For this study, the Manitoba Department of Education Senior 4 Provincial English Language Arts Exam process writing rubric will be used.

Mechanics: the proper use of grammar, punctuation, capitalization and spelling in a written text.

Methods – talking and writing: developed from an inquiry model of learning/instruction in which students engage in dialogue around ideas they identify from the texts to which they are exposed. Students also work together to produce their written responses to those ideas by using brainstorming, collaborative writing, peer editing and co-operative text production.

Methods – traditional: using more teacher-directed instruction focusing on vocabulary development, emphasis on mechanics and formal writing. Individual work and worksheets will be the dominant method of instruction.

Methods – writing: The ideas developed out of the texts for this section will all be dealt with individually in a variety of written forms. Heuristics will be given to the students to help direct their written responses to texts.

Newsroom: a simulated context in which the students will work together to create a newspaper. Students will engage in significant levels of peer interaction and collaborative work in both dialogue and writing for the purposes of producing a variety of forms of written texts.

Organization: a coherent system of presenting ideas in writing by using a prescribed way of ordering those ideas - an introduction, a logical flow of ideas to develop/support the thesis followed by a conclusion.

Peer editing: students exchange their initial drafts of written text with each other and examine them before giving feedback about content, organizational, stylistic and mechanical elements of their writing.

Peer interaction: any time when students engage in dialogue or collaborative writing regarding a directed task; aimed at developing a system of co-operation and instructional aids from among their own midst.

Quality of written response: based on the evaluation of the students' writing using the Manitoba Department of Education Senior 4 Provincial English Language Arts exam. The papers will be scored from a possible 0 to 5 rating in the areas of content, organization, style and mechanics. Based on this evaluation system, the higher the earned score, the better the quality of writing.

Style: choice and use of words to help create depth of meaning, atmosphere and clarity in the text

Text: any material used during the units; could be seen, listened to, read, or viewed as the narrative or didactic text for the purpose of teaching the theme of the lesson.

Voice: the distinct style that the writer employs

Writing as process: an instructional approach that emphasizes the process required to generate a written text from the point of exposure to text through pre-writing, writing and post-writing activities. The process is given significant merit in determining the outcome and evaluation of the piece of writing.

Writing as product: an instructional approach that evaluates the end written product without consideration of the process required to produce it.

Chapter Two - Review of Literature

This literature review will attempt to place my study into the context of previous educational research and thinking. The three instructional approaches to be used in this study are entitled (1) traditional, (2) writing, and (3) talking and writing. The word traditional, when used in educational discussions, changes within the context of the conversation. I will therefore place my word usage into a framework defined by Hillocks (1971, 1986), Langer and Applebee (1987) and Applebee (1996). Likewise, the word writing is far too broad to allow it to stand on its own. I will continue to use Langer and Applebee (1987) and add Hillocks (1975, 1986) to define the approach in which writing is used to facilitate learning. The talking and writing grows out of Langer and Applebee (1987), Applebee (1996) and Hillocks (1971, 1975, 1986), including Hillocks' meta-analysis of research in written composition.

To begin my literature review, I will do a survey of the effects of instructional approaches as presented in Hillocks' (1986) meta-analysis. This survey will attempt to show the value of using each of the three varied instructional delivery methods I have chosen for this study. Bennet et al. (1976), as cited in Hillocks (1986), conducted a questionnaire study to determine the teaching styles of over 800 teachers in Britain. The descriptors whereby teachers rated themselves included extent of movement and freedom allowed in class.

degree of disciplinary versus physical control (the extent to which teachers allowed students to walk about the room or engage in conversation with other students), degree of pupil choice, type of teaching approach and whether intrinsic or extrinsic motivation was used. Teachers' responses were then categorized as informal (progressive), mixed and formal (traditional). The second part of the study examined student performance as a result of each style of teaching in reading, math and English. In reading and math, students in formal or traditional classes performed at a superior level. However, when comparing the results of two essays, one creative and the other very directed, the students scored almost equally, regardless of which instructional approach had been employed. Hillocks' study suggests that depending on what the desired outcome for students is, teaching style will make varying degrees of difference on students' achievement.

There are three "modes of instruction" described in Hillocks' (1986) meta-analysis that correspond to the instructional approaches employed in this study. They are named *presentational*, which matches most closely the traditional approach, the nondirectional or *natural process*, which most closely matches the process writing approach, and finally *environmental*, which matches most closely talking and writing to facilitate learning. While the majority of studies examine achievement levels, Hillocks (1981), as cited in Hillocks (1986), also reviewed students attitudes to instructional delivery styles. Students in the environmental classes indicated the most positive attitudes while the nondirectional classes showed the least positive. That study indicates that students do respond differently when the instructional approaches vary, which, in turn, may effect

their achievement. Hillocks does in fact go on to compare the effectiveness of each of those three methods of instruction and they appear in each of the designated review categories.

The Traditional Approach

When looking into the past to determine what traditional teaching was, it appeared that the teacher and the text were considered the sole sources of knowledge, and that the teacher's role was to impart that knowledge to his/her students. The students' job was to absorb as much of that knowledge as was possible. Instruction constituted the transfer of knowledge, and learning was the unquestioning acquisition of that knowledge. Knowing meaning and structure, as defined by the teacher and text, was what education was about (Hillocks, 1971). This description of traditional matches a presentational mode of instruction.

The presentational mode of instruction is characterized by “(1) relatively clear and specific objectives; (2) lecture and teacher-led discussion dealing with concepts to be learned and applied; (3) the study of models and other materials which explain and illustrate the concept; (4) specific assignments or exercises which generally involve imitating a pattern or following previously presented rules; and (5) feedback following writing, coming primarily from teachers” (Hillocks, 1986, p. 116-117). This delivery system is teacher-centered and assumes the teacher knows what is important and is capable of transmitting that knowledge to the students in very directed assignments. According to the Hillocks (1986) meta-analysis, experimental groups using this method achieve a

mean effect size of $g = .02$, showing that there is some gain with students performing at the 51st percentile.

Langer and Applebee (1987) identify traditional approaches to writing instruction as prescriptive and product-centered with an emphasis on the formal structures of discourse. This has led to using rules of grammar in attempts to improve sentence writing and studying only traditional modes of textual discourse in attempts to find examples of "good form". Finding examples deemed as good by the instructor and then following the instructor's rules are part of the traditional model. Upon completion of these lessons, evaluation is based on how well the writing of students reflects the models and reiterate the ideas with which they have been presented.

Applebee (1996) identifies that for some, using something of tradition is a reflection of being out of date and resisting reform. Traditional instruction for them is about reinforcing the status quo of common social values and identifiable measures of intellectual attainment. He contends that this approach stresses knowledge-out-of- context rather than knowledge-in-action and that, as a result, students are taught about traditions of the past rather than entering into those of the present and future. Applebee opposes using merely that definition of traditional. His proposal is that traditional include "culturally constituted tools for understanding and reforming the world" and that "as we move through life, we learn to draw upon many different traditions that provide alternative, often complementary, ways of knowing and doing - of defining the world and of existing within it" (p. 2). This attitude is consistent with recognizing that students

have different learning abilities and respond differently to the presentation of information. This does create some additional legitimacy for the notion of using a traditional instructional delivery method. From Applebee's assessment of how knowledge can be gained through varied delivery methods, he proposes moving to a knowledge-in-action vision of curriculum, which is more consistent with the talking and writing method.

The Process Writing Approach

The nondirectional or natural process mode of instruction is characterized by "(1) generalized objectives, e.g., to improve skills in writing; (2) free writing about whatever interests the students, either in a journal or as a way of 'exploring a subject'; (3) writing for audiences of peers; (4) receiving generally positive feedback from peers; (5) opportunities to revise and rework writing; and (6) high levels of interaction among students" (Hillocks, 1986, p 119). The teacher acts as a facilitator who promotes growth by maintaining a positive classroom environment. Similar to students exposed to the presentational mode, students taught by the natural process approach show a positive effect size. These students show some gains in writing skills with a mean effect size of $g = .19$, placing the students at the 58th percentile.

During the 1970s and 1980s there was a move away from writing as product to writing as process (Langer & Applebee, 1987). In process-oriented writing classes, students think through and organize their thoughts before writing them in the desired form. Journal writing invites students' ideas and experiences in responding to textual materials. Multiple drafts and not being concerned about

the writing conventions until editing the final draft characterize this process approach. This process approach to writing emphasizes the active role of the writer in formulating ideas and developing variety in the ways they express themselves to an audience.

Writing can be used in many different parts of a lesson plan (Langer & Applebee, 1987). Free-writing or journalling can stimulate students' interest and establish what previous knowledge the students bring to the topic. It can also direct students in asking questions about what they would like to learn or to speculate what might be coming next in a narrative text. As students grow more familiar with this approach to writing, they become more capable of framing their thinking and questioning skills and subsequently directing their learning. This form of writing asks students to explore relationships, classify concepts, identify causes and effects, complete comparisons, explain motives and speculate about what might still be coming in future lessons or other texts. Graves (1987), as cited in Langer and Applebee (1987), also suggests that free-writing allows students an immediate, emotive response that helps create an authentic voice in their writing.

Later in a lesson, writing can help to consolidate and then to review the information and content that the lesson provided. Drafting and revision can also be used as a powerful tool for helping students extend what they are learning (Langer & Applebee, 1987, p 54). Using a process approach to writing also helps students to reformulate and interpret their observations and previously written ideas. Creating multiple drafts and revisions also allows students to take risks and

explore new ideas and ways of expressing them. Their writing is part of an ongoing process rather than merely being completed in one forty-minute period for evaluation. Using a process approach to instruct students in writing provides them with conferencing and structured supports or scaffolds to use as they undertake new and difficult tasks. In the process of completing those tasks, students internalize information and strategies relevant to the tasks, learning the concepts and skills they need in order eventually to undertake similar tasks on their own (Langer & Applebee, 1987).

Applebee (1984) conducted a study sponsored by the National Institute of Education that makes some suggestions that bridge the writing instructional method to the talking and writing method. Using this approach, teachers need to create instructional scaffolding that provides models and strategies for addressing problems faced by the student. These scaffolds are internalized by the student, providing them with the resources to eventually undertake similar tasks on their own (Applebee, 1984, p 176). The scaffolds identified here could be the heuristics and the direction that the students receive in the writing component of their thematic study. The talking and writing component reflects the suggestions that the tasks allow opportunities for students to create their own meanings out of the texts, the task is challenging in order to push the student, instructional supports are structured to guide a natural sequence of thought, the instructor acts as a collaborator with the students, and scaffolding is removed once the student has internalized the patterns and approaches necessary to complete the task.

There is a growing acceptance of collaboration as a legitimate part in all aspects of learning. Lunsford and Ede (1990) review the historical development of collaboration from Dewey's assertion in 1927 that people influence each other in their thinking and expression of those thoughts, to contemporary thinkers and writers like Fish (1980), who believe that knowledge is constructed by the interactions of an individual with his/her discourse community. There has thus been a move from teacher-centered to student-centered instruction and from writing-as-product to writing-as-process-based learning models. These shifts reduce the focus on individuals and place them within a learning context that invites and requires social interaction. Lunsford and Ede (1990) identify six characteristics common to collaborative assignments. They are "(1) allowing for cohesion to develop within groups as well as the natural emergence of leadership, (2) students must work together in order to complete assignments effectively, (3) groups negotiate authority and responsibility, (4) creative conflict and protection of minority view is encouraged, (5) allows for peer and self-evaluation during and after the assignment, and (6) students monitor and evaluate the processes that lead to successful collaboration" (p. 6). This form of collaborative learning moves beyond just written response and interaction to verbal dialogue and discussion as well, an important part of the final teaching method.

A Talking Plus Writing Approach

"It is imperative to teach so that students learn how to examine and use their language independently. That, of course, requires active participation by the student..." (Hillocks, 1971, p 101). The model of instruction that places the

students into a position to learn how to develop their original thoughts is called an inductive method. The instructor's role is to use his/her knowledge to arrange problems, materials and situations so that students have the opportunity to (re)discover facts, (re)formulate ideas and gain an understanding of issues for themselves, by themselves. This allows students to learn how to learn and develop a sense of pride and achievement in their abilities. In this classroom, students engage in discussions, by both listening and speaking, with the teacher and other students, work independently at times, and in groups on other occasions. Students examine provided texts and then contribute texts from their own collections or creations. They learn how to deal with issues and problems connected to education with the aid of the teacher, until they no longer require his/her assistance.

To create such a learning environment takes considerable planning on the part of the instructor. The instructor must be prepared to change direction in mid-stream depending on how students respond to the provided texts and problems they generate. Selection of materials must be carried out at a level appropriate for the students, as must the creation of questions and problems for the students to tackle. Students must have an ability to at least grasp what the instructor is doing or they will become lost and become inattentive. If the students do not have the prerequisite skills to handle this inductive instructional method, the instructor needs to take some time to train them in the skills they are missing. Further to this, instructors must move their students from less complex (concrete) to more complex (abstract) problems in order to develop their knowledge and skills base.

In this regard, one of the intervention groups in this study follows this suggestion exactly. By experiencing the traditional delivery model first, students interact with the least complex issues before moving on to dealing with more complex, abstract issues such as identifying topics, issues and directions in which to take their in-class writing assignment.

In a talking and writing approach to learning, the more students contribute in class or the more involved they become, the more they learn. Students need to be involved in problem-solving situations rather than listening to their instructor lecture. Discussions, either with the whole class or in smaller groups, student-led class activities, students planning work and producing texts all lead to greater learning opportunities (Hillocks, 1971).

In this method, talking and writing are seen to serve as a valuable tool for both the development of thoughts as well as communications (Barnes, 1995). Britton (1970), as quoted in Barnes (1995), says that talk enables students “to go back over events and interpret them” (p 3), allowing them to develop appropriate responses and to “place new experiences within larger patterns of understanding and value” (p 3). By discussing ideas that have been generated in their classes, students can make connections to what they already know, extend their understanding of topics or issues and test how other people might respond to their ideas. Because talk is very flexible, students can change direction easily and reframe thoughts if their initial exploration of ideas does not work. By ‘talking things over’, students can bring thoughts to a conscious level, thereby allowing the opportunity to reflect critically on them and determine whether their ideas are

acceptable, need modification or should be rejected. Wells (1992), as cited by Barnes (1995), proposes that collaborative talking in classrooms should be 'problem-oriented', allowing students to develop alternative solutions to those problems. By allowing students to participate in selecting, defining, planning and performing their work, they are encouraged to take ownership of their written tasks.

Alongside students being involved in planning and conducting learning activities, Hillocks (1971) suggests that a broad range of materials should be used in the classroom. Using standard school texts is fine, as long as they are only one part of the instructional textual material. Textual materials should come from both non-written and mass media sources. "The use of photographs, films, recordings, magazines, and paintings not only make the study of literature more appealing to students but can be very effective in introducing new ideas and clarifying difficult concepts" (p 320). Comics, cartoons, advertisements from any source, lyrics from any pop culture music, and television and movie clips all complement the textual material options. By using a variety of textual sources, student interest is piqued and increases the likelihood that students will become more engaged in the learning activities in the classroom.

Hillocks (1975) identifies lack of specificity in student writing as a common problem. One way to have students overcome their superficial generalizations is to involve them in the processes of observing, drawing inferences from their observations, transforming their observations into words and developing a sense of audience in their writing. An additional level of critical

awareness is created when students read, listen to and comment on each other's work (Hillocks, 1975). In developing these skills, exhortation, or merely telling students what to do is not as effective as getting the students actively involved. The first phase has the students observe phenomena. In the second phase, the student writers link the phenomena together in some meaningful way. Organizing their own thoughts and ideas as well as working through class discussions to organize observations and ideas are both a part of this phase (Hillocks, 1975). The notion of meaningful may vary from one student to the next, and that is acceptable. The third phase is to represent those perceptions in an organized way to an audience. Groups of three or four students reading and offering constructive criticism on each other's work is part of phase three. In the same book, Hillocks (1975) also refers to the importance of developing an appropriate writing environment, without giving any specific indication of what that environment might look like.

As the above section suggests, student involvement in a talking and writing approach to learning leads to the improved development of writing skills. Hillocks' (1986) meta-analysis confirms the research he had conducted on his own earlier. In his all-inclusive study, Hillocks describes the environmental mode of instruction as one that is characterized by "(1) clear and specific objectives; (2) materials and problems selected to engage students with each other in specifiable processes important to some aspect of writing; and (3) activities, such as small-group problem centered discussions, conducive to high levels of peer interaction" (Hillocks, 1986, p 123). In the meta-analysis, the environmental mode achieved

the highest mean effect size of $g = .44$, placing the students performance at the 67th percentile. This mean effect size is significantly greater than the effect size for either the presentational or natural process, indicating that a talking plus writing approach is the most effective method of instructional delivery for improving student writing.

Hillocks (1986) also examined the effects of various types of assignments on improving students' quality of writing. He defines inquiry as focusing on immediate and concrete data of some kind during instruction and practice. Students had objects around them while writing, frequently shared their work with partners or groups of students, wrote collaboratively, predicted and speculated on relationships and identified and solved problems related to the materials that faced them. Students who practiced writing under those instructional circumstances showed significant improvements in specificity, focus, impact, arrangement (organization) and stylistic choices in their writing. The meta-analysis also shows that the use of inquiry-style assignments resulted in a mean effect size of $g = .56$, significantly greater than other foci of learning, placing students' performance at the 71st percentile.

Langer and Applebee (1987) maintain that when students and teachers share an understanding of the goals of an instructional activity and students perceive that collaborative interactions are required, the activity is successful. Students are allowed room for their own say in their writing. This sense of ownership over both the task and the process results in higher quality writing. The teacher's function is to provide appropriate instructions for the students so

they feel confident in attempting the work and then to act as a support to help them with the difficulties they face in completing the written task. The support lent by the teacher models the collaboration required between the teacher and students as well as among the students themselves.

Applebee (1996) stresses the importance of creating a curriculum that places emphasis on knowledge-in-action. This knowledge grows out of the participation of all members of a class in an ongoing conversation about things that matter. Conversations among smaller groups fit into the larger context of discourse that represent our cultures (science, the arts, history, literature, mathematics and many more). The implication for education is that instructors must help students learn to participate in those conversations so that they can incorporate knowledge of the past into their shaping of the future. Therefore, to learn, students must participate in creating the new traditions, share experiences and examples rather than merely memorize rules of procedure about how things were at one time. Further, participation means the construction of and defense of their own ideas and drawing conclusions based on arguments and evidence appropriate to the traditions of literature, science and history.

Graff (1992), as cited in Applebee (1996), states that "reading books with comprehension, making arguments, writing papers, and making comments in a class discussion are social activities" (p 39). This understanding of knowledge as socially constructed seems not only to invite student participation in meaning-making, but also requires it. Specific content derives its meaning from conversations surrounding the text. The knowledge that evolves is socially

negotiated through involving students as speakers, readers, writers, and legitimate participants in classroom conversations. This dialogue is more authentic and reflects the reality of all the participants, rather than just that of the educational institution. Applebee's (1996) conclusion regarding student learning is that if it is to be meaningful, they (the students) must be encouraged to become involved in the ongoing dialogue that will produce culturally relevant and useful knowledge. This dialogue should include open-ended discussions where the topics discussed, the degree of consensus and of disagreement will be negotiated among the participants as the conversation evolves (Applebee, 1996).

Chapter Three - Method

Research Questions

The purpose of this study was to compare the effectiveness of three different teaching methodologies in a senior four classroom on the quality of the students' written responses in the form of an expository essay. It was the intent of this study to compare a traditional approach to teaching and learning, first to a process writing method and second to a talking and writing approach to instruction in an attempt to discover whether any one or all of these methods improved the quality of writing in the students' responses to written texts. A pre-test essay and three essay test questions were used to measure relative success. Each of the three units of instruction covered a three-week period. The six questions that were examined in this study were:

1. What is the effect of a strategy that emphasizes traditional instruction (teacher centered) for literature over a pre-test on the measures of writing quality (when quality is measured by content, organization, style and mechanics in an expository essay)?
2. What is the effect of a strategy that emphasizes process writing over a pretest and traditional instruction in literature on the measures of writing quality (when quality is measured by content, organization, style and mechanics in an expository essay)?

3. What is the effect of a strategy that emphasizes talking and writing over a pretest and traditional instruction in literature on the measures of writing quality (when quality is measured by content, organization, style and mechanics in an expository essay)?
4. Are there any differences between the strategy that emphasizes process writing alone and the strategy that combines talking and writing on the measures of writing quality (when quality is measured by content, organization, style and mechanics in an expository essay)?
5. What is the effect on the quality of writing (when quality is measured by content, organization, style and mechanics in an expository essay) when the sequence of instructional approaches is varied from one group to another?
6. How do students respond when asked to consider what they considered as effective instruction while receiving the three instructional approaches?

Subjects

The subjects in this study were voluntary participants from the two 40S Core ELA classes at a rural high school in Manitoba. A total of 30 sets of data were used in this study as all students and their parents agreed to participate. Students varied in age from 16 to 18 and classes were entirely heterogeneous in their mix. There were 12 females and 18 males in total, with two classes of 13 and 17 students respectively. Each class had students who performed well above average academically, students who performed at average levels, and students who struggled to do well. Students came from a variety of ethnic backgrounds as well as from a wide array of economic, educational and religious backgrounds.

Instructional Approaches

Traditional

The first instructional approach was entitled “Traditional”. In this method, the teacher directed the learning activities by providing prescribed material to read and specific questions and terms for student learning. The teacher acted as the provider of knowledge and led the students to that knowledge by employing the following assignments.

1. Definition lists generated by the instructor. Students completed these on their own before the instructor led in making corrections.
2. Worksheets with questions regarding the readings. The questions were instructor generated. Students were led as a group in making corrections.
3. Paragraph writing on instructor identified topics related to the text. The instructor carried out all the evaluating; there was no peer editing or collaborative writing.
4. Expository Essay written on the theme of one of the reading selections. The students were guided through a detailed heuristic on writing an expository essay.

Process Writing

The second instructional approach was entitled “Process Writing”. In this second method, the students had much more control over the ideas with which they worked. They were given time to write about their own ideas during a daily journaling time and were highly interactive with opportunities for peer feedback

and editing for written work. The students engaged in the following types of assignments.

1. **Journalling on a daily basis.** This is the free-writing activity associated with the approach. The students were given 10 minutes per class (at the start) to write anything in response to the texts that they were studying or about what was happening in the class. This writing served as the jumping-off point for other writing assignments and as a study guide for tests.
2. **Student response to other students' writing.** All students wrote a particular piece. It was given to another student and they wrote back. This response writing can take the form of a personal letter, an article or simply notes attached to the original piece.
3. **Heuristics** are a series of questions that guide a student in writing a complete piece in a specific form. Heuristics were used to direct students in writing newspaper-style articles and editorials.
4. **Letters in varying forms** (personal, to an editor, formal) and from various perspectives (first person, observer, characters from the story) were also an instructional focus.

Talking and Writing

The third instructional approach was entitled "Talking and Writing". This third method placed almost full control into the hands and minds of the students. Students determined the scope and range of topics for discussion and led both small group and whole class discussions on the ideas and issues that they

discovered. The teacher acted as facilitator, support person and initiator by providing the assignment around which the following activities revolved.

1. Think/Talk-a-louds, think-pair-share, jigsaws, group brainstorming and class discussions were all collaborative methods that were led by student ideas as they responded to texts. This conversation/dialogue occurred before any journalling was done.
2. Journalling to outline ideas, personal responses and reflect on the texts and the class discussions.
3. Class discussions on ideas relating to any written assignments completed before the writing began.
4. Peer editing for all written work. A variety of formats were used for editing with chosen classmates, randomly assigned classmates or parents/siblings. Each or any were responsible to providing written feedback on what they were reading.
5. Student-teacher conferencing was conducted before, during and after writing.
6. Writing assignments were newspaper style articles and editorials, paragraphs, literary critique style essays or any other form of written work common to traditional or non-traditional writing formats.

The approach to completing the work for this unit was handled using the analogy of a newsroom. The final work piece was a series of newspapers created by the students in the following manner: The class functioned as a newsroom. There was a revolving series of editors-in-chief (there were between three or four students assuming this responsibility per day) so that each student was in that

position at least once. The editors-in-chief met with the instructor in the morning and planned the topics, issues and questions for discussion for that day. They dealt with each of the texts, using each of the ideas identified in numbers one through six above. The students led the discussions with their classmates who then functioned as a newsroom staff working on articles, editorials, letters, essays, pictures, advertisements, stories, interviews and anything else that they could plan and create for inclusion into their final product newspaper. There was an ongoing engagement in discussion, writing, peer editing, conferencing, more talking, dialoguing and re-writing before the final product was put together.

Instrumentation

A pre-study essay test and three essay-test questions served as the data collection instruments for this study. Each of two classes received instruction in a thematic unit, using the same texts. Each group, however, was taught using a different instructional approach. At the completion of the period of study, three weeks, each group wrote an expository essay in response to the same question. (The entire teaching package with unit and lesson plans and the tests is included in the appendices.) Each of these essays were graded according to the rubric established by the Manitoba Department of Education for the Senior 4 Provincial ELA Exams over the years 1996 through 2000. Each essay was graded on a five point scale for content (ideas), organization (structure), style (word choice) and mechanics (writing conventions). The criterion to be a blind marker for this study was to have participated as a provincial exam marker on at least two occasions in

the past. While serving as markers for the province, these raters had received extensive training in the use of the marking rubric used in this study.

The final measure was a series of investigator designed questions for interviews with four randomly selected students at the completion of the delivery of the three instructional units. (Copies of the interview questions can be found in the appendices.)

Evaluation of Each Unit

The instructor graded the daily work of the students as it was completed. It was graded following the regular grading rubrics used in his English class. The results of the ongoing work were not used in the data collection for the purposes of this study.

The evaluation data to be used for analysis in the study came from a pre-test and the three unit tests. Each of the tests followed the same format. There was a short answer section to measure reading comprehension. This section of the test consisted of multiple choice, true and false, fill in the blank and definition questions. These data were analyzed as a part of another study (Reimer, 2001). The second part of the test was an expository essay that was evaluated to measure the quality of writing.

A trained grader rated the short answer sections for acceptable responses based on a standard key. The expository essays were graded following the protocol established in the Manitoba Department of Education Senior 4 provincial exams. Two separate markers graded the essay in four areas: content, organization, style and mechanics. If there was a discrepancy of only one mark in

one of the grading categories, the student's mark was raised to the higher one. For example, if marker one gave marks of three for each of content, organization, style and mechanics to one paper, and marker two gave the same paper four for content and threes on organization, style and mechanics, the final mark was recorded as four in content and three in the remaining categories. If there was a discrepancy of two or more in a single area of evaluation, or if there were two areas that had a discrepancy in marks, the paper was sent to a third marker. The third marker had the option of agreeing with one or the other of the first two markers in determining what the final mark should be. In this manner, each paper was scored by two markers, with a third one making a final decision between any discrepant marks. The markers all received training as part of their involvement in marking provincial exams and were therefore familiar with the rubric as well as the marking process.

Order of the Study/Procedures

Students were invited to participate in the study after receiving an explanation of the study by their classroom instructor, Paul Reimer. Paul Reimer was the instructor who delivered all the instruction in the study units. Students were given a parental consent form to be completed by any who wished to have the results of their writing used in this study. All students received the designed instructional units as they do meet the standards and required general outcomes of the Manitoba Senior 4 Curriculum. The order of the thematic units and the teaching methods to be employed was as follows:

Figure 3.1. Sequence of themes and instructional approaches. (Four repeated measures by two classes receiving the instructional approaches.)

	Pre-Test	Nature	Stand Up for Your Beliefs	Death
a.m. class (Group 1)	Pre-Test	process writing	talking and writing	traditional
p.m. class (Group 2)	Pre-Test	traditional	process writing	talking and writing

The instructional period for each unit was three weeks in duration. Each class received their thematic unit delivered by the prescribed instructional approach (complete instructional package outlines and lesson plans follow in the appendix). At the completion of the unit of study, students in both classes wrote the same evaluative instrument. Students always only identified themselves by using a number assigned to them by their instructor for each test. A copy was made of the written response for evaluation by two trained, blind markers. The markers had no way of knowing the sequence of instructional approaches used or which student was connected to which number as the markers were from schools other than from where the students come. The students received a copy of their results from the study markers as soon as possible following each essay test.

At the conclusion of the three units of instruction, I interviewed four randomly selected students regarding the instructional approaches used in the study and their response to them.

Data Analysis

The data were analyzed in two ways. First, the data were analyzed employing a 4 x 2 analysis of variance repeated measures as indicated in the

previous figure (3.1). Secondly, the interview data were analyzed. The four levels of the first variable (the repeated measure) were pre-test, traditional mode, process writing mode, and the talking-writing mode. The second variable (between subjects) was the two classes who received one of two different instructional approaches (process writing or traditional, talking and writing or process writing, traditional or talking and writing). *A priori* planned comparisons were carried out between each of the possible pairs of the repeated measured variable. The data analysis sought to explain what effect, if any, each separate instructional approach had on the classes' achievement. By comparing the results between each of the instructional approaches, conclusions were drawn regarding the value of each approach for the purpose of improving the quality of writing. The interviews (questions appended) with students at the end of the study provided their personal perspectives on what forms of instruction were deemed effective by them and what forms of instruction were considered less valuable.

Chapter Four - Results and Analysis

Restatement of Purpose

The primary purpose of this study was to examine which of a traditional, a process writing and a combined talking and writing instructional approach would affect students' writing performance the most. This required examining the three different instructional approaches and analyzing their elements. This examination attempted to identify any differences in student performance among the three instructional delivery approaches and determine which one, if any, was in fact the best approach to use in helping students improve their writing when compared to their performance on a pre-test.

The first instructional approach examined whether a more traditional teaching approach enabled students to improve their written work. In a transmission model, there are specific teaching strategies to address vocabulary development as well as question and answer sessions to reinforce content comprehension. This study questioned whether or not developing those skills helped students become better writers.

The second method incorporated extensive writing by the students. In this approach the students wrote in a variety of forms and had a fair level of input regarding the ideas and issues about which they wrote. In that way, students had more of an opportunity to assume ownership by participating in the determination of their writing topics.

The third approach combined talking with writing to give students maximum input into their studies. By directing their studies around the textual material provided, students had control over both discussions and the direction of the writing that they carried out to express their learning.

The study attempted to determine whether or not any or each of these approaches was capable of producing "good" quality written expression. Additionally, comparisons were made to identify differences in instructional effectiveness, as measured by student performance on their expository essays. These comparisons suggested whether or not certain instructional approaches produced better writing results than others. The study created clear implications to determine what instructional approaches to use and how much time and energy to expend in developing lesson plans matching these models of instruction.

Restatement of Research Questions

Using and comparing the effectiveness of three instructional approaches gave rise to the following six research questions regarding writing quality when quality was measured by examining pre-post-intervention writing samples for content, organization, style and mechanics:

1. What is the effect of a strategy that emphasizes traditional instruction (teacher centered) for literature over a pre-test on the measures of writing quality (when quality is measured by content, organization, style and mechanics in an expository essay)?
2. What is the effect of a strategy that emphasizes process writing over a pretest and traditional instruction in literature on the measures of writing quality

(when quality is measured by content, organization, style and mechanics in an expository essay)?

3. What is the effect of a strategy that emphasizes talking and writing over a pretest and traditional instruction in literature on the measures of writing quality (when quality is measured by content, organization, style and mechanics in an expository essay)?
4. Are there any differences between the strategy that emphasizes process writing alone and the strategy that combines talking and writing on the measures of writing quality (when quality is measured by content, organization, style and mechanics in an expository essay)?
5. What is the effect on the quality of writing (when quality is measured by content, organization, style and mechanics in an expository essay) when the sequence of instructional approaches is varied from one group to another?
6. How do students respond when asked to consider what they considered as effective instruction while receiving the three instructional approaches?

Presentation of Data and Results

All students wrote a pre-test essay to serve as a standard against which to compare the subsequent measures written upon completion of each treatment used in the study. All the tests were scored in four separate areas: content, organization, style and mechanics. The results are presented first as the means and standard deviations for the entire group in regard to each instructional approach, and then separated so that the results of each of the two treatment groups were assessed separately.

Content

Before any intervention was used, the students wrote a pre-test essay. On that pre-test, the students scored a mean of 3.07 out of a possible 5 with a standard deviation of .64 for the content in their essays. The two groups (the morning class was group one, the afternoon class was group two) performed differently with group one scoring a mean of 2.77 (SD = .73) and group two scoring a mean of 3.29 (SD = .47).

The first condition analyzed was the traditional model of instruction. In this intervention, the students improved on their mean performance after instruction by raising it to 3.30 (SD = .53) with an effect size of $g = .36$. While this result placed the students writing at the 64th percentile when compared to the pre-test, it did not reach significance ($p = .088$). The two groups again scored quite differently under this instructional approach. Group one earned a mean of 2.92 (SD = .28) with an effect size of $g = -.23$, placing this group's performance at the 41st percentile when compared to the pre-test. Group two earned a mean of 3.59 (SD = .51) with an effect size of $g = .81$, placing their performance at the 79th percentile when compared to the pre-test.

Under the second intervention, the process writing instructional approach, the combined treatment groups scored a mean of 2.97 (SD = .56) on content with an effect size of $g = -.16$, placing their writing at the 44th percentile. Group one scored a mean of 2.85 (SD = .55) with an effect size of $g = -.34$. Group two scored a mean of 3.06 (SD = .56) with an effect size of $g = -.02$. These results placed their performance at the 37th and 49th percentile respectively.

In the final treatment, the talking and writing instructional approach, all the scores rose significantly. The overall group scored a mean of 3.43 (SD = .68) on content with an effect size of $g = .56$, placing their performance at the 71st percentile. Group one's mean was 3.15 (SD = .80) with an effect size of $g = .13$ while group two's mean was 3.65 (SD = .49) with an effect size of $g = .91$, placing them at the 55th and 82nd percentile respectively. (See Table 4.1 for a summary of the content results.)

Table 4.1. Means and Standard Deviations for Content and Effect Size when Compared to the Pre-Test.

	<i>N</i>	<i>Mean</i>	<i>S/D</i>	<i>Effect Size (g)</i>	<i>% ile rank</i>
Pre-test	30	3.07	.64		
Group One	13	2.77	.73		
Group Two	17	3.29	.47		
Traditional	30	3.30	.53	.3594	64
Group One	13	2.92	.28	-.2344	41
Group Two	17	3.59	.51	.8125	79
Process Writing	30	2.97	.56	-.1563	44
Group One	13	2.85	.55	-.3438	37
Group Two	17	3.06	.56	-.0156	49
Talking and Writing	30	3.43	.68	.5625	71
Group One	13	3.15	.80	.1250	55
Group Two	17	3.65	.49	.9063	82

The data on instructional approaches indicated that the talking and writing was the most effective instructional condition ($F_{(3,84)} = 1.242, p = .001$)[see Table 4.2]. Content was the only measured category where there was a significant value ($p = .001$) relative to the instructional approaches used. Not only was there a

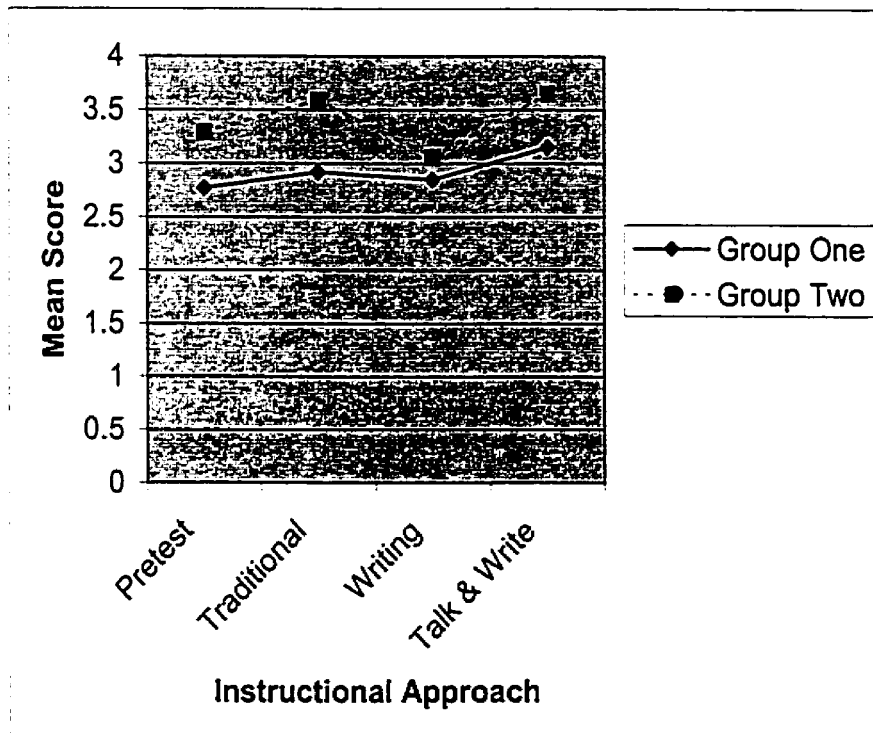
significant main effect for the condition, there was also a significant main effect for the group. Table 4.1 showed that there was a consistent difference between the performances of the treatment groups, a difference that the ANOVA showed to be significant ($p = .002$). Group two outscored group one in each of the treatment conditions. Figure 4.1 charts the performance of the two groups through the pre-test and three treatments, showing the differences between them. While the difference in performance between groups one and two was significant, both groups responded to the instructional approaches in a similar manner, showing improvement for the traditional and talking and writing conditions and a drop in pre-post-test scores for the process writing approach. This pattern resulted in no significant interaction for condition by group ($p = .311$).

Table 4.2. ANOVA for Content

<i>Source</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig. (p value)</i>
Condition	3	1.242	5.683	.001
Group	1	6.620	11.085	.002
Condition x Group	3	.265	1.211	.311
Error	84	.219		

The mean performance of the students from the planned comparisons revealed an improvement in scores when comparing the pre-test to the post-test for the traditional intervention, a drop when comparing performance for process writing and a significant improvement when comparing pre-post-test performance for talking and writing ($p = .006$). (See Table 4.3 for comparison summary.) While the talking and writing treatment was the only instructional approach that resulted in a significant improvement, the performance on the traditional

Figure 4.1. Group Comparison for Content



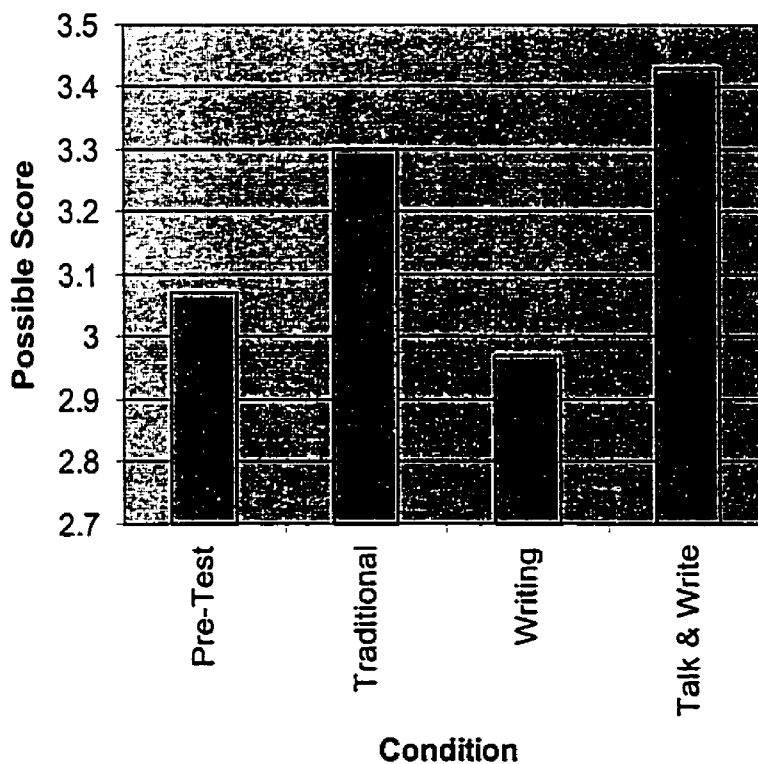
treatment approached significance ($p = .088$). Students in the traditional treatment did in fact score significantly better than those in the process writing treatment ($p = .003$), making it the second most successful instructional approach for content learning. The talking and writing treatment was also significantly better than the process writing treatment ($p = .001$). This suggests that the talking and writing treatment was the most successful for improving the quality of students' written responses. The traditional treatment ranked second in order of effectiveness with the process writing approach to instruction ranking a distant third. (See Figure 4.2 for a comparison of mean performance on content.)

Table 4.3. Condition Comparisons for Content

		Mean			
1. Pretest		3.07			
2. Traditional		3.30			
3. Process Writing		2.97			
4. Talking and Writing		3.43			
<i>(I) CONTENT (J) CONTENT</i>		<i>Mean Difference</i>	<i>Significance*</i>	<i>Effect Size (g)</i>	<i>%ile rank</i>
Pre-Test	Talking and Writing	-.369	.006	.36	64
Traditional	Pro. Writing	.303	.003	-.62	28
Pro. Writing	Talking and Writing	-.448	.001	.68	75

*Adjustment for multiple comparisons: Least Significant Difference (LSD).

Figure 4.2. Mean Performance for Content.



Explanation of Results for Content

The ANOVA showed a significant main effect between both the conditions and the groups performance. The condition results showed the talking and writing to be the most effective of the three treatments used in the study. This result is consistent with the review of literature, which suggested that talking and writing should result in the best mean performance by the students. Barnes (1995) spoke about how talk contributed to the development of ideas and allowed students to experiment with ideas verbally before committing them to paper. This appeared to have worked in the two treatment groups. By bouncing ideas around a student discussion table on one or more occasions, students had the opportunity to identify ideas and issues raised by a text. In addition, they could find and develop complementary and supporting ideas for their point of view. By the time they were writing, students would have had a fair amount of time to ingest, define and redefine the ideas about which they would write. None of the activities in the talking and writing instructional approach taught directly to the test instrument, an expository essay. While the students did a fair amount of writing, writing took the form of letters, articles, and editorials – all shorter items. Despite not working with the evaluative instrument's form, the students clearly developed the ability to present ideas, regardless of the form in which they were writing. The mean performance of 3.43 (SD = .68) out of a possible 5, with an effect size of $g = .56$, placed the students performance at the 71st percentile. Working at 21% above the pre-test mean makes talking and writing a very credible and worthwhile approach

for instructors to use in their attempts to help develop students' ability to express ideas in writing.

The traditional approach contained certain elements in its instructional approach that were clearly of benefit as measured by the essay test. In the traditional approach, a very directive, step-by-step expository essay heuristic was provided. The students were directed in pre-writing, writing and post-writing steps that required the identification of ideas, extensive supportive evidence and directives to redraft and revise, making certain that each component was completed thoroughly. This specific and detailed instruction clearly matched the evaluative instrument, an expository essay, resulting in a very solid performance.

The process writing approach resulted in the lowest mean performance (2.97, SD = .56). The process writing approach required the students to do a lot of writing, however, never in the same form as the evaluative instrument. Students wrote short articles, editorials and letters that grew out of their personal response journals. At no point was there any discussion between students about the ideas they were finding in the texts. With the absence of dialogue, the students clearly did not develop their ideas to the same extent as experienced in either the traditional or talk/write approach. The students did have the opportunity to engage in peer editing for their written work, however, the responses always came back in written form on their original work, not allowing for any discussion or additional dialogue surrounding the ideas presented.

The ANOVA also showed group performance to have a significant main effect ($p = .002$). While both treatment groups (class one and class two) followed

the same pattern of performance in response to the instructional approach, they consistently performed at different levels. Group one achieved means of 3.30 for traditional, 2.97 for process writing and 3.43 for talking and writing. That compares to group two's means of 3.59 for traditional, 3.06 for process writing and 3.65 for talking and writing. Under the traditional treatment, group one performed at the 41st percentile while group two performed at the 79th percentile. For process writing, the percentile ranks were 37 for group one and 49 for group two. In the talk/write intervention, group one scored at the 55th percentile, while group two once again outperformed them at the 82nd percentile. This consistent difference in performance is significant ($p = .002$). While the two grade twelve groups were heterogeneously mixed based on grade eleven English marks at the start of the year, the students clearly developed at different levels in their grade twelve class. The afternoon group, group two, scored ahead of group one in 15 out of 16 possible categories in the evaluation instruments. (See Figures 4.1, 4.3, 4.5 and 4.7). Their in-class performances were also consistent with this result. The students in the afternoon class regularly achieved better marks in the assignments completed for the units of instruction.

Organization

Organization was the second component evaluated in the test instruments. The mean scores were 3.30 (SD = .53) on the pre-test, 3.23 (SD = .73) for the traditional treatment with an effect size of $g = -.13$; 3.17 (SD = .79) for the process writing treatment with an effect size of $g = -.25$; and 3.47 (SD = .57) for the talking and writing treatment with an effect size of $g = .32$. With the drop in

mean score for the traditional treatment, the total group's performance was at the 45th percentile. The process writing treatment resulted in another drop in performance, with the total group performing at the 40th percentile. The talking and writing treatment resulted in a significant rise in performance over both the traditional ($p = .029$) and process writing ($p = .048$) treatments, with scores placing them at the 63rd percentile. Group two outscored group one for each treatment with mean scores of 3.59 (SD = .51) for traditional, 3.35 (SD = .70) for process writing, and 3.53 (SD = .51) for talking and writing. Group one scored 2.77 (SD = .73) for traditional, 2.92 (SD = .86) for process writing and 3.38 (SD = .65) for talking and writing. Group one started at the lowest point, scoring at the 16th percentile in the traditional treatment, moving up to the 24th percentile for process writing and finished at their highest point, scoring at the 56th percentile in the talking and writing treatment. Group two on the other hand, started at their highest point (the 71st percentile in the traditional treatment), dropped to the 54th percentile for process writing, and then improved their rating to the 67th percentile for the talking and writing treatment. (See Table 4.4 for a summary of the mean results for organization.)

The data for organization indicates that there was no significance for this measure ($F_{(3,84)} = .592, p = .116$) based on the instructional approaches used in this study (see Table 4.5). There was also no significant effect ($p = .128$) for condition by group. Once again, there was a significant main effect ($p = .003$) when all scores (both those of group one and those of group two) were combined.

In each treatment condition, group two scored significantly higher than group one.

(See Figure 4.3 for group comparisons in organization.)

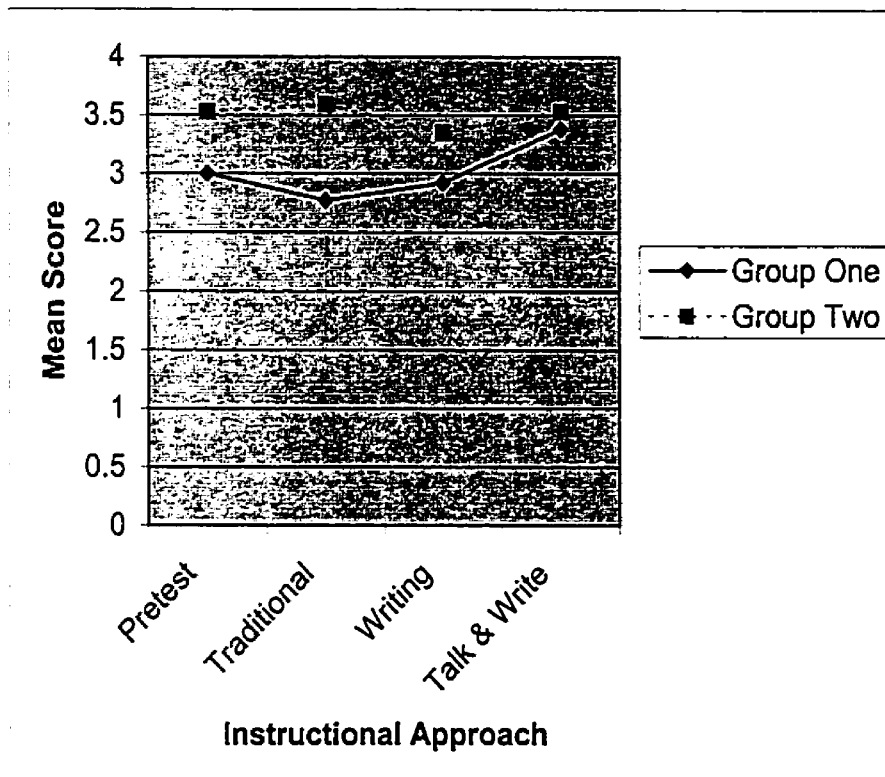
Table 4.4. Means and Standard Deviations for Organization and Effect Size when compared to the Pre-Test

	<i>N</i>	<i>Mean</i>	<i>S/D</i>	<i>Effect Size (g)</i>	<i>% ile Rank</i>
Pretest	30	3.30	.53		
Group One	13	3.00	.41		
Group Two	17	3.53	.51		
Traditional	30	3.23	.73	-.1321	45
Group One	13	2.77	.73	-1.000	16
Group Two	17	3.59	.51	.5472	71
Process Writing	30	3.17	.79	-.2453	40
Group One	13	2.92	.86	-.7170	24
Group Two	17	3.35	.70	.0943	54
Talking and Writing	30	3.47	.57	.3208	63
Group One	13	3.38	.65	.1509	56
Group Two	17	3.53	.51	.4340	67

Table 4.5. ANOVA for Organization

Source	d/f	Mean Square	F	Sig. (p value)
Condition	3	.592	2.027	.116
Group	1	6.811	10.461	.003
Condition x Group	3	.570	1.951	.128
Error	84	.292		

Figure 4.3. Group Comparison for Organization



While there was not a significant effect for condition on organization ($p = .116$), there were two significant effects within the treatment conditions based on the planned comparisons. The talking and writing instructional approach resulted in significantly better results for organization than either the traditional approach ($p = .029$) or the process writing approach ($p = .048$) [see Table 4.6]. The mean results for organization followed a peculiar pattern. After scoring relatively well with a mean of 3.30 on the pre-test, performance began to drop. Ratings went down to a mean of 3.23 for the traditional approach and down further to a mean of 3.17 for the process writing approach to instruction. Only when the talking and writing instructional approach was used did the students

raise their performance level again. (See Figure 4.4 for a comparison of means for organization.)

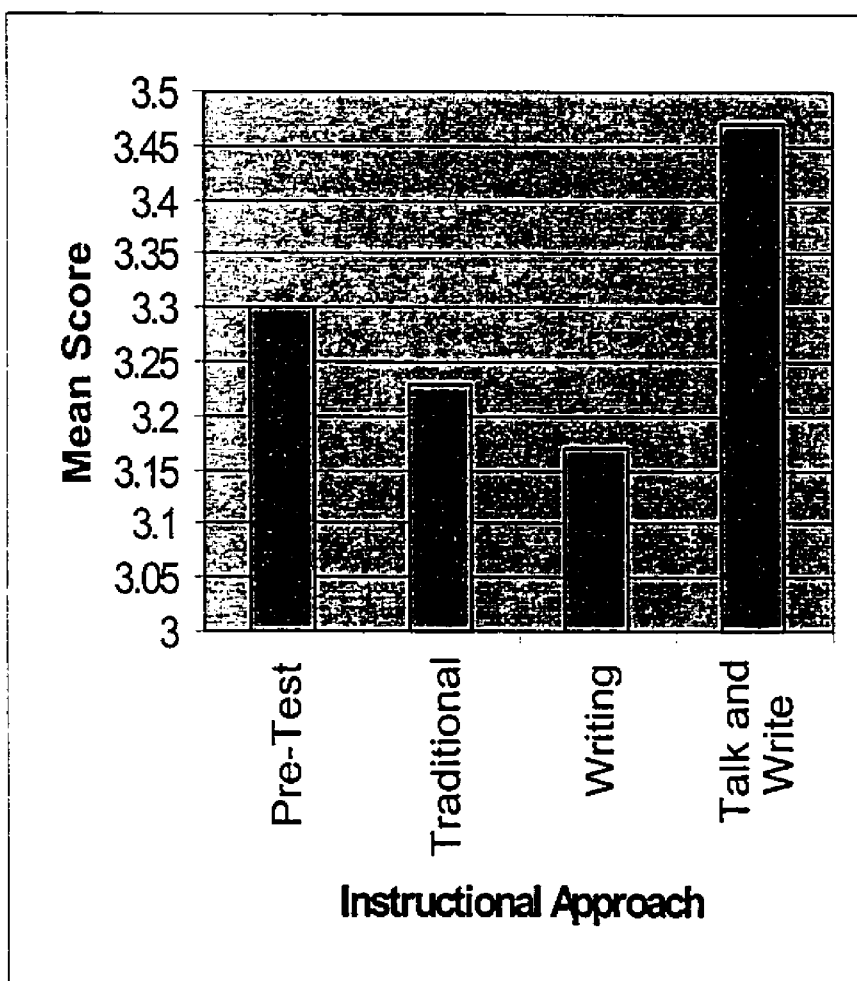
Table 4.6. Condition Comparisons for Organization.

		Mean			
1. Pretest		3.30			
2. Traditional		3.23			
3. Process Writing		3.17			
4. Talking and Writing		3.47			
(I) ORG.	(J) ORG.	Mean Difference	Significance*	Effect Size (g)	% ile Rank
Traditional	Talk and Write	-.278	.029	.33	63
Pro. Writing	Talk and Write	-.319	.048	.38	65
*Adjustment for multiple comparisons: Least Significant Difference (LSD).					

Explanation of Results for Organization

There was no significant main effect for organization ($p = .116$) under any of the instructional approaches. With no significant main effect, it was interesting to note that the talking and writing instructional approach still resulted in significantly better organization than either the traditional ($p = .029$) or process writing ($p = .048$) approaches when the data were subjected to the planned comparisons analysis. Barnes (1995) said that "talking thus becomes a tool of thought as well as communication" (p 2) and that talk is used to "achieve new understandings, make new connections with what we already know, and

Figure 4.4. Mean Performance for Organization.



try out new ideas in other contexts..." (p 3). Wells (1992), as cited by Barnes (1995), suggested that "talking helps to achieve literate thinking which trains students to choose alternatives in problem-solving situations and take responsibility for selecting, defining and planning as well as performing" (p 4). Each of these ideas included notions of development and planning relative to the presentation of ideas. By talking about the ideas and issues that they discovered in the texts to which they were exposed, students could have developed a mental construct for how they might present those ideas in writing. Through their discussions they could also have planned what details were relevant to their

presentation and where most appropriately to fit them into their final essays.

Neither of the traditional or process writing approaches offered the opportunity to practice the verbal planning as identified by Barnes (1995).

There was a significant main effect when comparing group performance ($p = .003$). Group two out-performed group one under each instructional approach when their written responses were measured for organization. For traditional instruction, group two scored at the 71st percentile while group one ranked at the 16th percentile. For process writing, group two scored at the 54th percentile, 30 percentile points ahead of group one. Group one came a little closer to group two under the final treatment when they scored at the 56th percentile compared to group two's 67th. The means for group one were 2.77, 2.92, and 3.38 for the three treatments compared to the means of group two which were 3.59, 3.35, and 3.53. Group two consistently responded more favourably to instruction at a level superior to that of group one, always performing above the 50th percentile. Group two demonstrated stronger organizational skills than did group one throughout the period of instruction.

Style

Mean performance for style covered a relatively small range. The pre-test mean score was 3.23 (SD = .73) with group one scoring a mean of 3.00 (SD = .82) and group two scoring a mean of 3.41 (SD = .62). In the traditional instructional approach, the mean score rose slightly to 3.30 (SD = .75) with an effect size of $g = .10$, placing the responses in the traditional approach at the 54th percentile. Group one scored a mean of 2.85 (SD = .69) with an effect size of

$g = -.52$ to place them at the 30th percentile. Group two scored a mean of 3.65 ($SD = .61$) with an effect size of .58 placing them at the 72nd percentile. The mean score dropped to 3.17 ($SD = .70$) for the process writing approach with an effect size of $g = -.08$, indicating a drop in performance to just below the 50th percentile (47th). The performance for group one was superior to that of group two for the first time with a mean of 3.23 ($SD = .73$) with an effect size of $g = 0$ (50th percentile) compared to a mean of 3.12 ($SD = .70$) and an effect size of $g = -.15$ (44th percentile). In the talking and writing approach the collective score for style rose to its highest point for this measure with a mean of 3.37 ($SD = .61$) and an effect size of $g = .19$ placing them at the 58th percentile. The mean for group one was 3.00 ($SD = .58$) with an effect size of $g = -.32$ placing them at the 38th percentile, while group two scored a mean of 3.65 ($SD = .49$) with an effect size of $g = .58$ placing them at the 72nd percentile. (See Table 4.7 for a summary of the means and standard deviations.)

The ratings for style indicated that not one of the instructional approaches resulted in a significant effect ($F_{(3,84)} = .123, p = .702$) [see Table 4.8]. The group presentation, however, continued to show a significant main effect ($p = .020$). In two of the three instructional approaches (traditional and talking and writing), the mean performance of group two surpassed that of group one with resultant percentile ranks considerably higher. (See Figure 4.5 for a comparison of group means for style.) When comparing group performances individually, group two showed significant performance gains in the traditional approach ($p = .041$), from the traditional to the process writing approach ($p = .015$) and again from the

writing to the talking and writing ($p = .003$). The traditional and talking and writing approaches both rated as equally successful in stylistic choices. Group one showed no significant gains when comparing instructional approaches based on means from one condition to the others.

Table 4.7. Means and Standard Deviations for Style and Effect Size when Compared to the Pre-Test

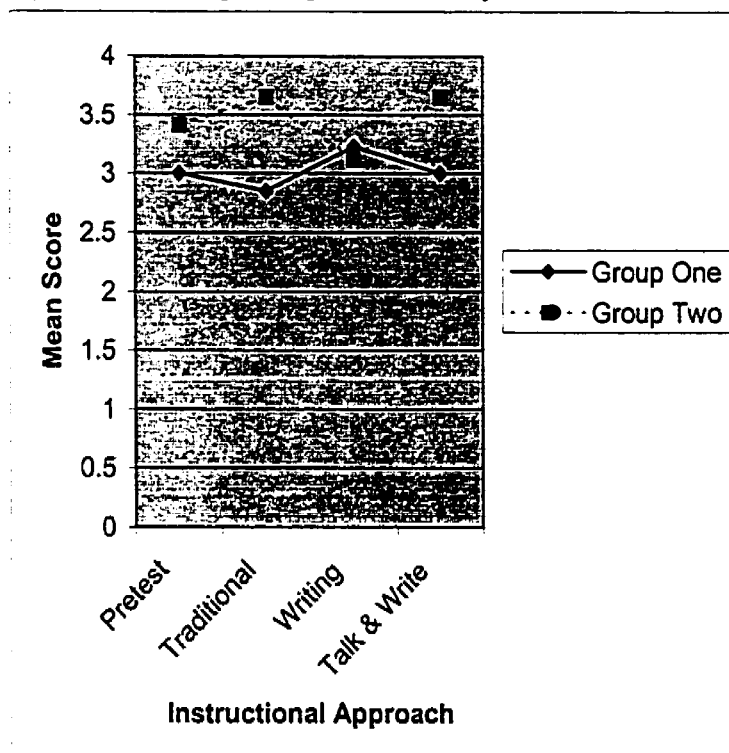
	<i>N</i>	<i>Mean</i>	<i>S/D</i>	<i>Effect Size(g)</i>	<i>% ile Rank</i>
Pretest	30	3.23	.73		
Group One	13	3.00	.82		
Group Two	17	3.41	.62		
Traditional	30	3.30	.75	.0959	54
Group One	13	2.85	.69	-.5205	30
Group Two	17	3.65	.61	.5753	72
Process Writing	30	3.17	.70	-.0822	47
Group One	13	3.23	.73	0	50
Group Two	17	3.12	.70	-.1507	44
Talking and Writing	30	3.37	.61	.1918	58
Group One	13	3.00	.58	-.3151	38
Group Two	17	3.65	.49	.5753	72

When an ANOVA was conducted, there was also a significant main effect for condition by group performance ($p = .005$). The students in the two treatment groups responded in a very different way to the instructional approaches. While one group made gains in performance on measures of style during the process writing instructional approach, the performance of the other dropped (see Figure 4.5).

Table 4.8. ANOVA for Style

Source	d/f	Mean Square	F	Sig. (p value)
Condition	3	.123	.473	.702
Group	1	5.618	6.086	.020
Condition x Group	3	1.178	4.540	.005
Error	84	.260		

Figure 4.5. Group Comparison for Style

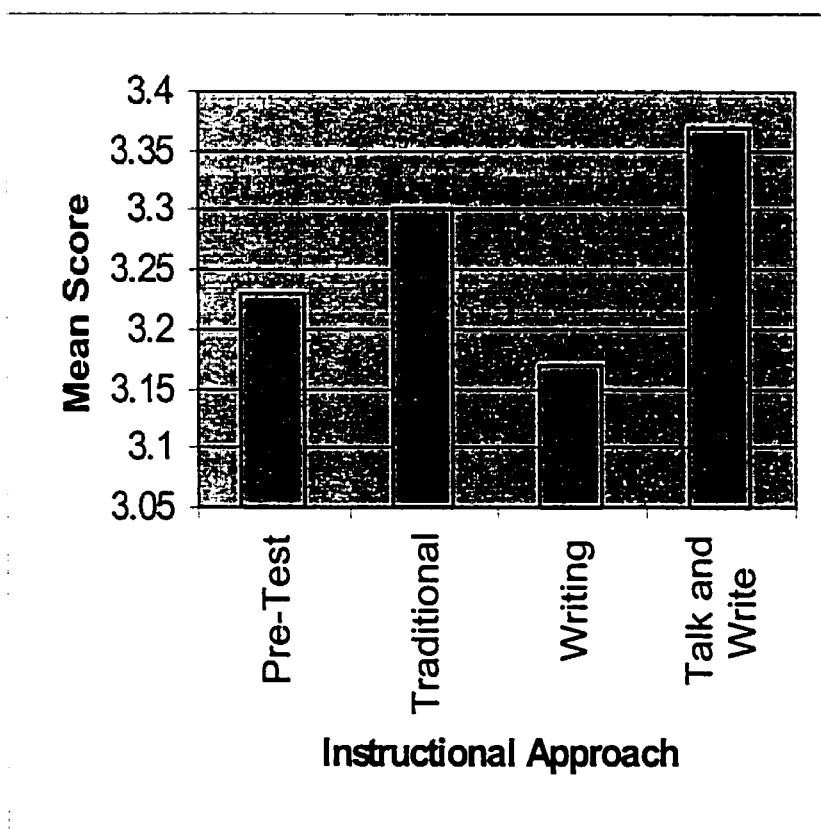


The collective mean performances for style showed a blip in the upward pattern, dipping down from a mean of 3.30 in the traditional approach to a low of 3.17 in the process writing approach. The highest collective mean score was achieved in the talking and writing approach.

Table 4.9. Comparison of Means for Style

		Mean	
1. Pretest		3.23	
2. Traditional		3.30	
3. Writing		3.17	
4. Talking and Writing		3.37	
(I) STYLE	(J) STYLE	Mean Difference	Significance*
All comparisons between treatment conditions for style were not significant.			
*Adjustment for multiple comparisons: Least Significant Difference (LSD).			

Figure 4.6. Mean Performance for Style



Explanation of Results for Style

The explanation for achieving no significant effect for style ($p = .702$) seems to me to be one of age and experience. The subjects in this study had already encountered eleven years of training in language use and expression. They studied under their present teacher for their grade eleven English Language Arts class and had been pushed and trained in language use and expression. By the time these students arrived in grade twelve, their vocabulary might well have become habitual. They were accustomed to using certain words to express themselves and used to avoiding other words and phrases. For these reasons, the mean scores for style all clustered in the very small, non-significant range.

The explanation for why the group differences continued to be significant ($p = .020$) was consistent to each of the other writing categories assessed. Group two demonstrated that they could perform at a higher level in class assignments and on each of the evaluative instruments. Once again, they bettered the other group significantly in two out of three of their percentile rankings. Group two scored at the 72nd percentile for style compared to the 30th for the traditional approach and the 72nd to the 38th for the talking and writing approach. For the process writing approach, group one scored at the 50th percentile compared to group two's 44th. This blip in performance might have been the result of group one not feeling as comfortable expressing themselves in acceptable classroom language in the other conditions and now feeling some freedom to let everything loose in the unrestricted domain of writing. The process writing approach allowed for more free-writing which may have inspired students to let everything out on

paper. The end result came in the form of a higher mean score for style under this condition. Group two on the other hand had demonstrated their competence at meeting the demands or requirements of the regular class program in every other writing element. Being that accustomed to conforming to expectation, they might not have been willing to assume any additional risks in expressing themselves. Possibly, the freedom afforded in the process writing approach created some confusion in what they should be saying and how they should say it.

Mechanics

Mechanics, or performance on the conventions of writing, came out with much the same results as style in this study. The means for each of the test pieces were clustered together over a relatively small range. The students scored a mean of 3.63 (SD = .76) on the pre-test for mechanics. Group one had a mean of 3.15 (SD = .69) while group two attained a mean of 4.00 (SD = .61). The highest mean for mechanics was earned during the traditional instructional approach with a score of 3.83 (SD = .83) which produced an effect size of $g = .26$, placing performance at the 60th percentile. The mean performance of group one rose to 3.31 (SD = .85) with an effect size of $g = -.42$ which placed students at the 34th percentile, while that of group two rose to 4.24 (SD = .56) with an effect size of $g = .82$ placing performance at the 79th percentile. The process writing approach resulted in just a slightly lower mean score of 3.70 (SD = .65) producing an effect size of $g = .09$ which placed performance at the 54th percentile. Group one scored a mean of 3.54 (SD = .66) producing an effect size of $g = -.12$ (45th percentile) with group two scoring a mean of 3.82 (SD = .64) producing an effect size of

$g = .25$ (60th percentile). The performance of both groups again dropped slightly during the talking and writing approach with a mean score of 3.67 (SD = .92) and an effect size of $g = .05$ placing students at the 52nd percentile. Group one's mean was 3.15 (SD = .99) with an effect size of $g = -.63$ to place them at the 26th percentile, while the mean for group two was 4.06 (SD = .66) with an effect size of $g = .57$, placing students at the 72nd percentile (see Table 4.10).

Table 4.10. Means and Standard Deviations for Mechanics

	<i>N</i>	<i>Mean</i>	<i>S/D</i>	<i>Effect Size(g)</i>	<i>% ile Rank</i>
Pretest	30	3.63	.76		
Group One	13	3.15	.69		
Group Two	17	4.00	.61		
Traditional	30	3.83	.83	.2632	60
Group One	13	3.31	.85	-.4211	34
Group Two	17	4.24	.56	.8158	79
Writing	30	3.70	.65	.0921	54
Group One	13	3.54	.66	-.1184	45
Group Two	17	3.82	.64	.2500	60
Talking and Writing	30	3.67	.92	.0526	52
Group One	13	3.15	.99	-.6316	26
Group Two	17	4.06	.66	.5658	72

The data from the ANOVA indicated that not one of the instructional approaches resulted in significant effects for mechanics ($F_{(3,84)} = .222, p = .500$) [See Table 4.11]. There was also no significant main effect for the condition by group performance ($p = .068$). Once again, the data indicated that there was a significant difference ($p = .001$) between the performances of the two treatment groups. Group two out-performed group one in each of the three treatment

conditions. In the traditional approach, group two's mean score was .93 higher than group one's, ranking performance for this group at the 79th percentile compared to group one's at the 34th. For the process writing approach, the gap separating the means for the two groups was smaller with a difference of .28. Group two's percentile ranking was at the 60th percentile compared to that of group one's at the 45th. In the talking and writing approach, group two's mean moved considerably ahead of group ones' again with a difference of .91. The percentile ranks were also far apart with group two scoring at the 72nd percentile compared to group one's 26th. [See Figure 4.7 for comparison of groups; see Table 4.12 and Figure 4.8 for condition means.]

Table 4.11. ANOVA for Mechanics

Source	d/f	Mean Square	F	Sig. (p value)
Condition	3	.222	.795	.500
Group	1	16.177	13.996	.001
Condition x Group	3	.689	2.464	.068
Error	84	.280		

Explanation of Results for Mechanics

The conventions of writing were measured in this category. The explanation of the results for mechanics, I believe, parallels that of style. The students have read and written for over ten years. They have rehearsed punctuation, spelling checks, grammatical structures and have, in most cases, learned how to use the conventions in a relatively effective manner. Their age and experience with conventions meant that there was not going to be a significant effect ($p = .500$) for students doing what they have been doing for years. While

Figure 4.7. Group Comparison for Mechanics

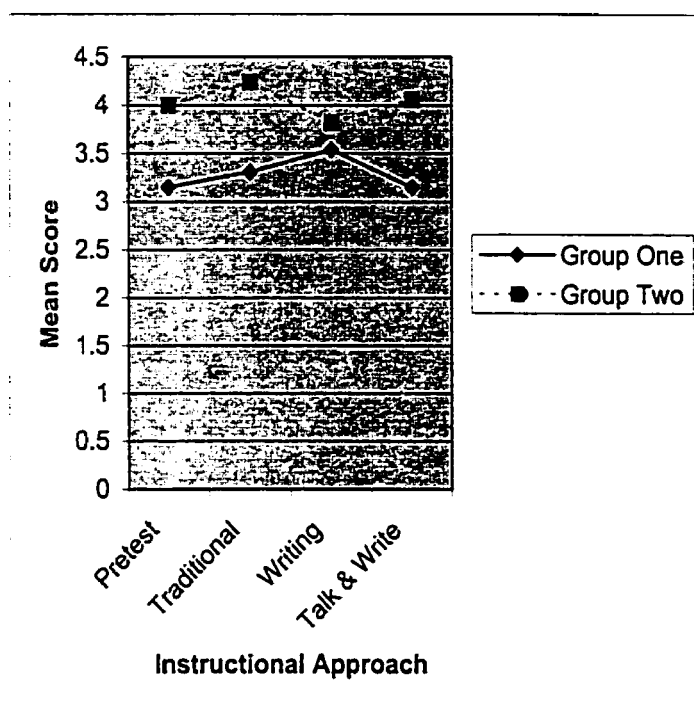
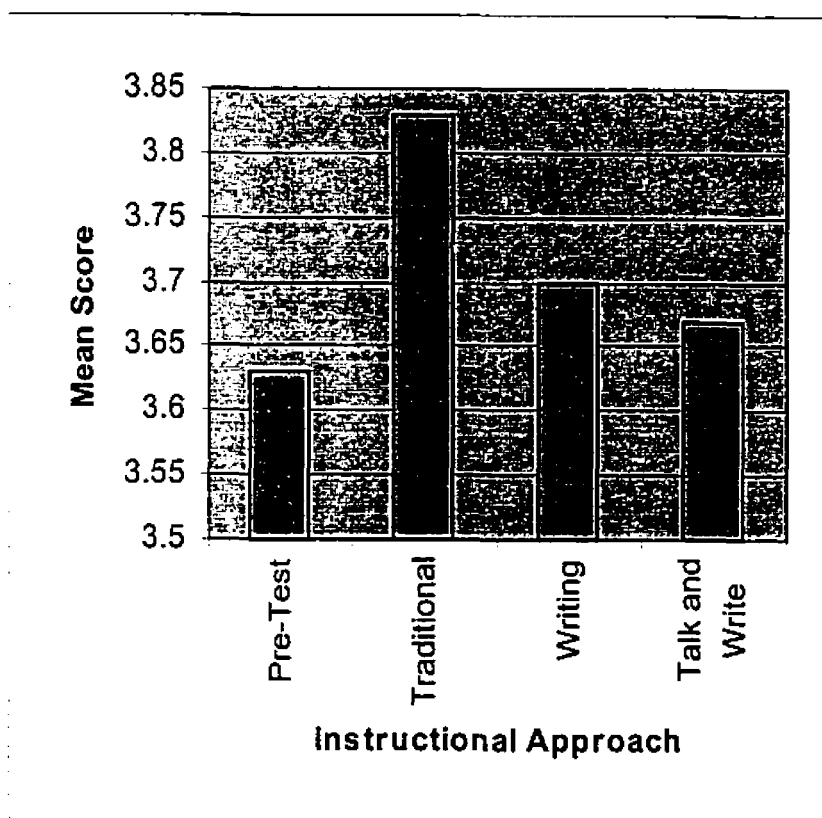


Table 4.12. Comparison of Means for Mechanics

		Mean	
1. Pretest		3.63	
2. Traditional		3.83	
3. Process Writing		3.70	
4. Talking and Writing		3.67	
<i>(I) MECHANICS</i>	<i>(J) MECHANICS</i>	<i>Mean Difference</i>	<i>Significance*</i>
All comparisons were not significant			
*Adjustment for multiple comparisons: Least Significant Difference (LSD).			

Figure 4.8. Mean Performance for Mechanics



using a variety of forms of writing across the three instructional approaches, each intervention required the use of the same conventions in creating and developing writing. These conventions are the same ones that they have used and been tested on for years, so students have developed such a level of familiarity that no instructional approach was going to either shake them loose from using what they knew or inspire them to try something else.

While there was no significant main effect for the use of mechanics, there was an interesting pattern of performance. The traditional approach had the students scoring their highest mean, 3.83, and achieving their highest percentile rank, the 60th. It was in the traditional approach that the students encountered a

very directive heuristic that guided them through a review of their early written drafts and asked pointed questions about their use of punctuation, capitalization, grammar and sentence structure. It was in the traditional approach, where students were reminded to review what they knew in regard to writing conventions, that they scored the highest. In the two other instructional approaches, the students were required to proof-read and edit their own and others' written work, however they were not given the same clear directives to follow in that collaborative work. For improvement that increased scores by 10 percentile points, it may well be worth reminding students (no matter what the instructional approach) to check for specific points when reviewing their final drafts in preparation for submission.

As in each of the other writing categories measured, there was a significant effect ($p = .001$) for group in regard to mechanics. Once again group two demonstrated that their ability, in this case to use the conventions of writing, was superior to that of group one. They performed, on average, at the 70th percentile, 35 percentile points above that of group one. By consistently scoring ahead of group one, group two established that they were simply the stronger group for the measures used.

Sequence of Instructional Approaches

The order in which the instructional approaches were used for the two groups did not appear to make a difference in their performance on the evaluated essay. Both groups one and two achieved their highest scores in the content category while receiving instruction in the talking and writing approach, which they received at different times. Group one also achieved their highest rating in

the organization category while being instructed in the talking and writing approach. Group one achieved their best scores for both style and mechanics under the process writing approach. That result was at odds with overall results, which indicated that the process writing approach was the least successful in improving students' writing overall. Group two, on the other hand, was successful in both the talking and writing and traditional approaches. As there was no consistent performance pattern when order effects were examined, it seems that the order of instruction did not make a significant difference in the improvement of writing quality.

Student Responses to the Study

Four students from the study were asked to give a response to the instructional approaches, thematic units and any relevant ideas regarding their writing during the study. Two students from the morning class and another two students from the afternoon class were randomly selected for interviews (they will be referred to as AM1, AM2, PM1 and PM2).

All four students were unanimous in identifying the process writing instructional approach as their favourite, the one that they believed would help them the most in learning to write. The students' reasons for selecting the process writing approach as their favourite was also consistent, process writing allowed them to write anything that they wanted to. The freedom to explore and write about their opinions, emotions and experiences was most satisfying. AM2 and PM1 both stated that when it came to personal expression, they didn't have to try and remember what they read or saw in any text, or what the teacher wanted of

them, they merely had to write out what they already knew and thought. Two of the students identified that they believed the most important thing an instructor could do was to make the materials relevant to their lives now. If they were drawn in personally, could respond personally, then they would be more inclined to participate in the writing tasks required for the class. Interestingly, this approach resulted in the weakest essay responses, despite it being a favoured approach among the students.

While all of the students interviewed preferred the process writing instructional approach, they also identified the group discussion and interaction in the talking and writing approach as valuable. PM1 suggested that more ideas could be generated when students discussed the materials together. AM2 acknowledged that she might have learned a lot through the talking and writing instructional approach because she did all the talking and writing. She was in a group of students who were not only not willing to talk, but a group that did not engage in writing, leaving all of the work to her. As a result of this problem, she did not enjoy the talking and writing approach. Everybody needed to participate in order to make it worthwhile for all the students was her recommendation. PM2 also suggested that the talking and writing approach had so much work at the end of the semester that it did not receive as much positive response as she would have given it had it appeared at another point in the semester, when there was not such time pressure. Despite the complaints about the talking and writing instructional approach from students regarding time and group dynamics, students obtained the highest essay marks under this instructional approach.

Another consistent response regarding the study was the idea that thematic topics were more important than the instructional approach used. Some topics were more successful as a result of attracting student interest. AM1, AM2 and PM1 all mentioned that when the materials were true, or somehow connected to their real-life experiences, they found making connections between texts and assignments easier. PM2 also expressed the feeling that one of the thematic topics was the highlight of the study for her as it generated the most interesting discussion and writing opportunities for her.

Three of the four students identified the assignments of the traditional instructional approach as being the least useful in developing writing skills. They did not see how completing vocabulary exercises or answering questions about texts could be helpful for writing. Those assignments seemed to function merely as time-fillers, time they would rather have spent either in discussion about the ideas or making journal entries. The one merit they perceived in regard to the traditional approach was that it served to focus their attention on a few specific ideas from what they were reading. This provided focus in writing the final essay test.

Student response to the study seemed to be at direct odds to the results. The instructional approach that was the unanimous favourite produced the least favourable outcome. While the traditional approach was deemed to be boring and meaningless, students scored well under that system of instruction. The instructional approach that required the most work and interaction from the students resulted in the best-written product. Perhaps there is a connection

between hard work and improved performance, even if the students would rather not be doing the work.

Chapter Five –
Summary, Conclusions and Recommendations

Restatement of Purpose

The primary purpose of this study was to examine which of a traditional, a process writing and a combined talking and writing instructional approach would affect students' writing performance the most. This required examining the three different instructional approaches and analyzing their elements. This examination attempted to identify any differences in student performance among the three instructional delivery approaches and to determine which one, if any, was in fact the best approach to use in helping students express themselves in writing.

The first instructional approach examined whether a more traditional teaching approach enabled students to improve their written work. In a transmission model, there are specific teaching strategies to address vocabulary development as well as question and answer sessions to reinforce content comprehension. This study questioned whether or not developing those skills helped students become better writers. The second method incorporated extensive writing by the students. In this approach the students wrote in a variety of forms and had a fair level of input regarding the ideas and issues about which they wrote. Students had the opportunity to take ownership of their work when they participated in determining their writing topics. The third approach combined talking with writing to give students maximum input into their learning.

By directing learning around the textual material provided, students had control over discussions and the direction of the writing that they employed to express their learning.

The study attempted to determine whether or not one or another of these instructional approaches was capable of producing higher quality written expression. Comparisons to identify differences in instructional effectiveness were measured by student performance on a writing task. These comparisons then suggested whether or not certain instructional approaches produced better writing than others. The study created some clear implications to determine what instructional approaches to use in classes and how much time and energy to expend in developing lesson plans matching these models of instruction.

Restatement of Research Questions

Using and comparing the effectiveness of three instructional approaches gave rise to the following six research questions:

1. What was the effect of a strategy that emphasized traditional instruction (teacher centered) for literature over a pre-test on the measures of writing quality (when quality was measured by content, organization, style and mechanics in an expository essay)?
2. What was the effect of a strategy that emphasized process writing over a pretest and traditional instruction in literature on the measures of writing quality (when quality was measured by content, organization, style and mechanics in an expository essay)?

3. What was the effect of a strategy that emphasized talking and writing over a pretest and traditional instruction in literature on the measures of writing quality (when quality was measured by content, organization, style and mechanics in an expository essay)?
4. Were there any differences between the strategy that emphasized process writing alone and the strategy that combines talking and writing on the measures of writing quality (when quality was measured by content, organization, style and mechanics in an expository essay)?
5. What was the effect on the quality of writing (when quality was measured by content, organization, style and mechanics in an expository essay) when the sequence of instructional approaches was varied from one group to another?
6. How do students respond when asked to consider what they considered as effective instruction while receiving the three instructional approaches?

General Observations

The study on how three instructional approaches might affect the quality of written response revealed very few significant findings (only the area of content showed a significant effect). Finding such limited results may be connected to a concern previously raised regarding the scope of this study. The concern recognized that three-week periods for each of the treatment conditions might be too short to generate significant results (Burton, 1973, and Wesdorp, 1982, as cited in Hillocks, 1986). If the students had experienced the instructional approaches for a longer duration, more significant results may have been realized.

A second factor that may have affected the results was the age, maturity and experience of the subjects. The quality of written response was measured in four evaluative categories - content, organization, style and mechanics. The subjects in this study were senior four students who had experienced a minimum of 11 years of previous instruction in writing. When considering that style examines word choices and the way those words are strung together in sentences and paragraphs to express ideas, it is not a surprise that there was no significant change in this area. The students had already learned how to use words, and become familiar with what words they liked to use, so the instructional approaches did not therefore have an effect on either their writing style or their use of conventions.

Summary of the Effects by Condition

This study examined how three instructional approaches affected the quality of senior four students' writing performance when quality was measured by content, organization, style and mechanics. The three approaches were a traditional (transmission) approach, a process writing approach and an approach that combined talking and writing.

Traditional (Transmission) Instructional

When the students were instructed using a transmission model of instruction, they experienced relatively good success, even if not significant. Mean performance was 3.30 for content, the second highest, ranking at the 64th percentile. Instruction provided the subjects with clear directives that helped writing their test piece. Ideas were identified by teacher-directed questions and as

a result students were able to create well-developed essays. The mean for mechanics was 3.83, placing performance at the 60th percentile. The mean of 3.30 ranked at the 54th percentile for style, still ahead of pre-test performance. Only in organization did students receiving traditional instruction drop below the 50th percentile, to 45, with a mean score of 3.23. Overall, the traditional approach worked quite successfully for improving the quality of students' written responses as compared to pre-test scores.

Process Writing

The process writing approach to instruction created the most surprising responses from the students. While the literature review suggested this approach might yield better results than a traditional approach, it, in fact, did not. The students scored above the 50th percentile in only one evaluative category, mechanics, the mean of 3.70 placing performance at the 54th percentile. In style, organization and content, scores fell at the 47th, 40th, and 44th percentile rank, respectively. Something about the process writing approach did not capture the students' attention or direct their focus toward improving writing quality. Lack of improvement may well have been a reaction to the lack of dialogue and discussion in class, something that students had grown accustomed to in previous years of instruction. It seems that the exclusivity of the writing approach served more as a frustration and discouraged the development of ideas or new ways of presenting those ideas. It may also have been that the students took the opportunity to explore their own ideas and feelings without considering any particular form, leading to lower ratings on the essay test. The process writing

approach needed some additions to lift it into a realm that would be more productive for improving the students' writing.

Talking and Writing

The talking and writing intervention emerged clearly as the best instructional approach for improving the quality of student's written responses. When measuring content, the ANOVA showed a significant effect ($p = .001$). The apriori pair-wise comparisons showed that talking and writing improved performance from the pre-test significantly ($p = .006$) as well as in comparison to the process writing approach ($p = .001$). The mean score was 3.43 for content with an effect size of $g = .56$, placing performance at the 71st percentile. The students' mean scores in the talking and writing intervention for each of the three other evaluative categories were also all above the 50th percentile. In organization, they ranked at the 63rd percentile, in style at the 58th percentile, and for mechanics, at the 52nd percentile. When instruction prepares students to achieve above the 50th percentile in every measured category, that approach must be considered a success. Not only did students score above the 50th percentile in each measured category, talking and writing also produced the highest mean scores in three of the four measured categories. Mean performance for content was 3.43, for organization 3.47 and for style 3.37, the highest scores achieved on all of the tests. For mechanics, the score was in third place, only .03 behind the second score. The mean scores, the percentile ranks and the one significant condition

effect in the ANOVA shows that the talking and writing approach to instruction is capable of improving the quality of students' writing.

Implications for Teaching

The results of this study do offer some implications for how teachers should approach their English Language Arts classrooms. The move toward talking as part of collaboration between students and students and students and teachers has introduced many new learning elements, both for students and teachers (Lunsford & Ede, 1990; Hillocks, 1971; Applebee, 1996). Students had the opportunity to participate in making choices about what they were studying and how they were going to study the texts. This increased level of participation provided students with a greater sense of ownership and control over their learning, which, in turn, resulted in better student performance. It is important to note that talking does not allow the freedom for students to converse about just anything, they do require guidance from the instructor so that their discussions are in fact meaningful for learning about ideas and issues and finding ways to express them effectively.

The second implication suggested by this study is that there is room for direct instruction, in certain areas, in order to achieve specific learning objectives. Elements in the traditional/transmission approach to instruction did offer direct instruction, with positive results. At times, students need to be taught what types of organizational structures are appropriate for use, and how to use them. What is important is that teachers do not usurp direct instruction in such a way as to remove students from the decision-making process, or from making choices about

ideas and issues and choosing forms of expressing them. Teachers need to be cognizant of the fact that different students may learn ideas through different means of instruction, and that sometimes direct instruction is the best way to help them.

A synthesis of strong points from each instructional approach would provide students with a maximum learning advantage. Teachers need to take specific assignments that work successfully and incorporate them into an instructional approach that allows both the teacher and students to be active participants in the learning process. Teachers need to know when and how to offer direct instruction and when and how to tap the resources, ideas and energy that students bring with them into the classroom.

Recommendations for Further Research

Instructional Approaches

There were only three instructional approaches used in this study. Further research might adapt or modify the design of these instructional approaches, thereby making them potentially more successful. The literature review suggested that a process approach should improve the quality of writing more than as found in this study. Redesigning assignments and the order in which they were given may allow students to make greater gains through a predominantly process writing approach. Not only might these three instructional approaches be revised, but also others might be placed into the mix to determine how different approaches fare in improving the quality of students' essay writing.

Themes

“Nature”, “standing up for beliefs” and “death” were the themes used in the instructional units. The topics may have had some effect on student interest. It is possible that different themes might have elicited different performance. Allowing students to choose topics might have given them a greater voice and sense of ownership for the study, possibly encouraging them to participate more keenly. Research into the role that topical themes play in students' engagement with assignments and subsequent levels of performance could also direct teachers in their class and instructional planning.

Time Frame

The scope of this study was quite narrow. A number of issues arise from this study that warrant further research. The short time frame for each of the instructional approaches has been mentioned as a concern. Increasing the intervention period might provide more opportunity for students to become more familiar with each method and its underlying purpose, thereby creating the possibility of greater gains in writing quality. Extending the instructional time frame would allow the students more time with the textual materials, and more time to work and re-work ideas through greater collaboration. Increased time would also allow for more writing instruction and practice, thereby potentially developing better writing.

Participants

The subject pool was limited in this study. The classes were heterogeneously mixed at the start of the year based on student grades in the

previous year. The classes were randomly divided into two groups, which ended up being different sizes, one of 13 and one of 17. As the course progressed, it became clear that the two groups were very different in their abilities. Group two was significantly stronger as shown by the ANOVA and mean performances in each category. If the classes had been larger, or had there been a larger sample pool from more schools, the results may also have been different. Further research into how the make-up of a class effects the performance of its students would also be interesting. Perhaps if the classes had in fact been a true heterogeneous mix, the group performances might not have been significant. If there had been more students involved in the study, the results might also have shown a different picture.

Conclusion

Research shows that talking and writing is an effective instructional approach for improving the quality of students' written response. This study has shown results that support that body of research. Talking and writing is an instructional approach that allows students to pursue their own interests, make decisions regarding ideas and issues, take opportunities to develop their thinking skills and processes through discussion, and take ownership for their learning. It is a student-centered approach that allows students to develop their skills and learn to express themselves more effectively by producing better quality writing.

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Appendices

1. Teaching Methods, Assignments & Evaluation Plan for each unit
2. Initial Essay Test (including the list of required readings)
3. Unit Tests
4. Essay Marking Rubrics (Manitoba Department of Education)
5. Official Communications
 - superintendent
 - students
 - parents
 - markers
6. Interview Questions

Appendix One:

Teaching Methods
And
Assignments
for each Unit

Traditional

In this method, the teacher directs the learning activities by providing specific questions and terms for the students to learn. The teacher acts as the provider of the knowledge and leads the students to that knowledge by employing the following assignments.

1. Definition lists generated by the instructor. Students will complete these on their own before the instructor leads the corrections.
2. Worksheets with questions regarding the readings. The questions are instructor generated and then led through corrections.
3. Paragraph writing on instructor identified topics related to the text. The instructor will do all the evaluating; there will be no peer editing or collaborative writing.
4. Expository Essay to be written on the theme of one of the pieces read.

Theme: Nature (Unit One)
(Traditional)

Article/Novel/Drama/Poem/Movie	Methodologies
<i>Never Cry Wolf</i>	Chapter questions Word lists for definitions Paragraph question Essay question for unit
To The Brink (non-fiction)	Questions on sections read Crossword Puzzle – terms/vocabulary
Ride the Dark Horse (short story)	Oral questions – teacher led Paragraph – obstacles of nature and man
The Shark (poetry) The Oak and the Rose The Burning of The Leaves	Technical Terms & Definitions Question sheets that require IDing definitions Look up authorial information Information sheet handout with background Analyze poem
<i>National Geographic</i> Article (May, 1987) “At Home with the Arctic Wolf”	Essay: compare and contrast the novel’s wolf with <i>N.G.</i> ’s wolf – expository essay
“Twister” (movie)	Question for teacher-led class discussion: Does the movie accurately reflect/depict the forces of nature? Can media ever reflect nature accurately?

Unit One: "Nature"

Traditional

Section One: National Geographic Article, "At Home with the Arctic Wolf" – magazine news item
(One 80 minute class)

1. Assignment: Read the article and receive the handout on writing expository essays. Begin outlining an expository essay in which you are to COMPARE AND CONTRAST THE "REAL" WOLVES WITH THE WOLVES IN THE NOVEL, *Never Cry Wolf*.
2. Handout – see "handouts" folder

Section Two: *Never Cry Wolf* – novel study (Questions and vocabulary following)
(Seven 80 minute classes)

1. Vocabulary definitions from the novel – see "assignments" folder
2. Chapter questions – Complete each set of chapter questions when you have finished reading through the assigned chapters. See "assignments" folder for chapter questions.
3. Paragraph writing – Write a paragraph on 3 of the following topics:
 - a. Relationships in nature
 - b. Exploitation or damage to nature
 - c. Stereo-types about nature
 - d. Conflict between man and nature
 - e. Humour in the writing of the novel

Section Three: "To The Brink" – non-fiction
(One 80 minute class)

1. Crossword Puzzle – complete the 30-word puzzle – see "assignments" folder
2. Short answer questions to be done in notebooks:
 - a. What previous accident was the author involved in?
 - b. Describe what went wrong.
 - c. Describe the injuries that resulted from the accident in "To The Brink".
 - d. Why is it important to climb with a partner?
 - e. Name the location(s) where the story takes place.
 - f. List the steps of the rescue.
 - g. Why do people climb mountains, according to the author?
 - h. Do you agree that these are valid reasons?
 - i. Which events occurred that gave the author, Joe, new hope that he would survive?

Section Four: Imagery in Poetry - Poetry: "The Shark", "The Rose and the Oak",
and "Burning of The Leaves"
(Two 80 minute classes)

1. Technical Devices of poetry – handout to be gone over with the class, focusing on imagery.
2. Look up biographical information on each of the authors, on the web/net.
3. Identify one simile for each poem or create two similes for each.
4. Answer the following question: How is imagery used in each of the poems, and for what purpose? Write new lines of metaphors/similes/symbols from each poem.

Section Five: "Ride The Dark Horse" – short story
(One 80-minute class)

1. Paragraph writing assignment – Write a paragraph on the following question:
What obstacles (nature/self) did the author have to overcome to help his friend, Jean-Paul Levesque?
2. Teacher-led Discussion Questions:
 - a. Relate the title to the story.
 - b. What does it mean to be a hero? Coward?
 - c. What are typical dangers that one must prepare for when going out into nature?
 - d. What other courses of action would have been possible, instead of "riding the dark horse"?
 - e. Was it wise to take the risk?
 - f. Explain the personal fears and risks taken in the story.
 - g. How did the friendship develop within the story?
 - h. What prompts action or inaction when faced with a crisis or quick decision to be made?
 - i. Is there a type of person who would not take action?
 - j. How does society welcome heroes or reject cowards?

Section Six: "Twister" – movie
(Three 80-minute classes)

1. Make available the *National Geographic* book, *Nature On The Rampage*, on the bookshelf and ask students to look over the articles within.
2. Project discussion questions before the movie begins and ask students to make notes for use later.
3. Teacher-led discussion – questions:
 - a. Does the movie accurately reflect/depict the forces of nature?
 - b. Can media ever reflect nature accurately?

- c. Why are people fascinated by movies and stories about nature?

Never Cry Wolf by Farley Mowat

Chapter Questions to be done in notebooks

Chapters 1 and 2

1. What was it about Farley's childhood that made him pursue a career, which involved animals?
2. Describe the characters that influenced Farley's scientific life, as he grew older.
3. What is scatology?
4. What was the paradox explained on page 5?
5. Paint a picture (with words) as Farley saw it.
6. What is unique about Farley Mowat's style of writing in this chapter?
7. List the supplies Farley brought with him to the north.
8. Did the pilot believe what Mowat was doing? Why or why not?
9. What is ironic about the message cabled to Mowat from Ottawa while he is in Churchill?
10. Describe two of the superstitious stories which made the rounds regarding wolves and their habits.
11. What was Mowat's important discovery which occurred while he was in Churchill?

Chapter 3 and 4

1. What does the pilot's activity and his first words tell us about the kind of man he is?
2. How did Mowat "pull the wool" over the pilot's eyes?
3. What are some of the events of the flight which mark this pilot as a good flier?
4. Where is Farley Mowat dropped off?
5. Recall two funny/humorous portions of writing found in chapter 4.
6. What is it about the transmitter radio that typifies the government, according to Mowat's slant?
7. Recount the story of Mowat's encounter with the Peruvian.
8. How does Farley Mowat both intensify and humourize the account of his "first contact with the study species"? (Pages 27 to 28)

Chapter 5 and 6

1. Who is Mike?
2. Why does Mike poke at things with a stick and act strangely? (What is the real reason?)

3. Why did Mike leave to visit his "sick" mother?
4. Describe Mowat's first meeting of/with an actual wolf. (Page 36)
5. What is the size of a wolf print?
6. How does Mowat come to find the den of the wolves?

Chapter 7 and 8

1. What is an esker? (See chapter 6, if 7 is not good enough)
2. What is a periscopic telescope?
3. How come Farley Mowat glanced about before relieving himself?
4. Did it or did it not surprise you that the wolves were watching Mowat from so neat behind him?
5. Describe a wolf-pup.
6. How does the centuries-old myth of the wolf as a savage killer begin to crumble in Mowat's mind?
7. Who ate the most bloodthirsty creatures of the Arctic? Manitoba in early summer?
8. Describe Mowat's performance of staking his territory
9. How do the wolves react to the new boundaries?

Chapter 9 and 10

1. Do you think a human could actually function properly and sleep as a wolf does?
2. List some of the elements of George and Angeline's relationship.
3. What is another myth which is shattered in this chapter?
4. Describe Uncle Albert's role in this wolf family with great detail.
5. Articulate the humour* in Mowat's descriptions of mouse reproductivity as found on page 69.
6. By what method does Angeline try to hunt ducks?
7. Another wolf legend bites the dust. What is it?
8. What is the crude practical joke played in this chapter?

Chapter 11 and 12

1. What are a few of the reasons for creating *Souris a la Creme*?
2. What is the Inuit myth concerning humans eating mice?
3. Why is Ootek's knowledge of wolves special?
4. Other than mice, what do the wolves eat a lot of?
5. What role does Ootek play in this relationship with Varley Monfat?
6. Describe the process a wolf goes through when catching Northern pike.
7. Briefly-paraphrase Monfat's paraphrase of Ootek's tale of the caribou and wolf.
8. Which question of Varley's from an earlier chapter is answered in this chapter?

Chapter 13 and 14

1. What information about "wolf talk" is learned by Mowat in this chapter?
2. Can you believe the incredible story of Ootek's understanding where and when the caribou would be for hunting purposes? Why or why not?
3. What are two more fairly incredible incidents of interpreting wolf language in this chapter?
4. Parallel the behavior of the wolves in this chapter with the behavior of a family of two parents and three children and other relatives. Write at least two paragraphs. Include all aspects of the wolves' behavior.

Chapter 15 and 16

1. What are the differences between wolves and huskeys?
2. In your opinion, how does Farley Mowat handle the descriptions in this chapter, of Kooa and Uncle Albert's love affair?
3. Is there another myth which is shattered in this chapter? If so, what is it?
4. What do the following two words mean: satiated? Braggadocio?
5. Why might F. Mowat have included this chapter at this particular place?
6. How has Mowat built up Angeline to human proportions? How does it show in this chapter?

Chapter 17 and 18

1. Explain the humor in Mowat's description of Uncle Albert's yelp when pounced on by George.
2. What would you compare the wolves' frolicking to?
3. Who are the unexpected visitors?
4. Why does Mike comment to Farley that he has maybe been here in the north too long?

Chapters 19 to 24

Quotes -- name the speaker and the context for each.

1. "The caribou feeds the wolf, but it is the wolf who keeps the caribou strong."
2. "It will grow in any of them, though perhaps not as well in people."
3. "Now you go back to camp and cook our super of big steaks."
4. "One of my trappers come in an hour ago and he seen fifty deer down on the ice, all of them killed by wolves - and hardly a mouthful of the meat been touched."
5. "Dammit! Let's see you do better!"

Define the following terms:

1. idyllic
2. quandary
3. traverse
4. meandering
5. demented

Answer the following in regular sentences, as earlier on.

1. Explain how the 50 caribou dead on the lake actually got there.
2. What surprise awaits Mowat as he makes his way back to Wolf House Bay?
3. How is it that the "caribou feeds the wolf, but the wolf keeps the caribou strong."
"?"
4. When F. Mowat chases the wolves in his nakedness, what does he observe about the wolf and the caribou?
5. Describe the scene where Mowat scares the Eskimos with his mask..

Unit One – Nature
Never Cry Wolf
 Vocabulary Terms

Define the following terms which appear in the chapters of the novel. Indicate the page on which each is found and define in the context of the story use.

<i>Exasperated</i>	<i>aristocratic</i>	<i>bewilderment</i>	<i>rampant</i>
<i>recalcitrant</i>	<i>Imminent</i>	<i>brandish</i>	<i>inexplicable</i>
<i>haphazard</i>	<i>apprehension</i>	<i>Aeronautical</i>	<i>plaintively</i>
<i>credulity</i>	<i>extravagance</i>	<i>irrational</i>	<i>Inveigled</i>
<i>implicit</i>	<i>scavenge</i>	<i>frenzied</i>	<i>metamorphosed</i>
<i>Vanguard psyche</i>	<i>scatology</i>	<i>insatiable</i>	<i>cognizance</i>
<i>Austere ebullient</i>	<i>longevity</i>	<i>albeit</i>	<i>vulnerable</i>
<i>Somnolence</i>	<i>milieu</i>	<i>demented</i>	<i>paroxysm</i>
<i>hypnotized</i>	<i>Apparition</i>	<i>foreknowledge</i>	<i>substantiated</i>
<i>metabolism</i>	<i>specimens</i>	<i>Shaman</i>	<i>ameliorate</i>
<i>expenditure</i>	<i>skeptical</i>	<i>linguistics</i>	<i>Haunch</i>
<i>taciturn</i>	<i>conviviality</i>	<i>promiscuous</i>	<i>patriarch</i>
<i>Disconsolate</i>	<i>domestic</i>	<i>paeon</i>	<i>morose</i>
<i>forestalled</i>	<i>Sinew</i>	<i>carnivore</i>	<i>credence</i>
<i>excursions</i>	<i>amorous</i>	<i>Caribou</i>	<i>impetuous</i>
<i>ecstatic</i>	<i>suitor</i>	<i>assuaged</i>	
<i>Census epidemic</i>	<i>equivalent</i>	<i>invigorate</i>	<i>animation</i>

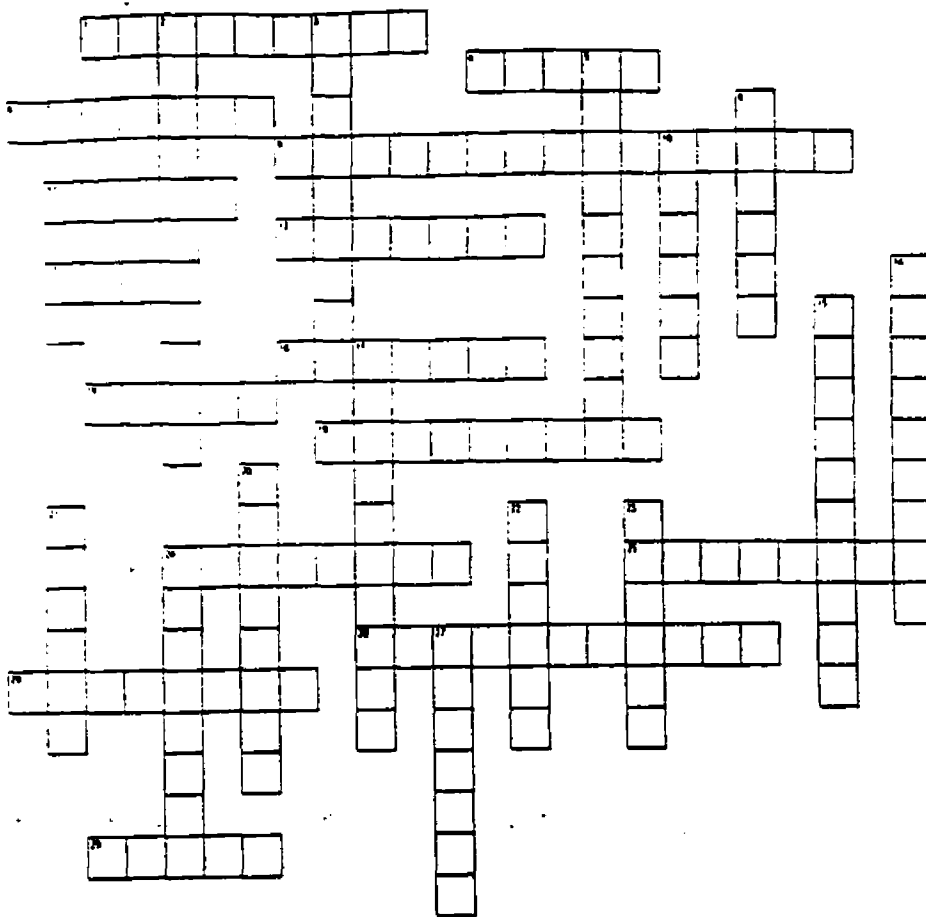
Unit One – Nature

“To The Brink”

Crossword Puzzle Terms:

Neve, gale, ascent, plummeted, windchill, addled, crampon, curious, accelerating, somersault, diagonally, instantaneously, resignation, tranquility, inexorably, crevasse, airborne, unconscious, desolate, deadweight, descent, impatient, slick, twisted, nightmares, miracle, crimson, breath, savage, jolt, hacked, executed, concussion, flushed, faint, exhausted, soothing, collapse, ashamed, reassure, lonely, hypothermia, gaping, dread, frenzy, odyssey.

Nature: "To The Brink"



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ACROSS

- 1 very, very tired
- 4 a glob of something
- 6 ice-climbing footwear
- 9 immediately
- 11 placate
- 12 highly interested
- 13 very strong wind
- 16 to go down
- 18 lose consciousness
- 19 "I can't wait!"
- 24 deep fissure
- 25 lofted up
- 26 to be totally unaware
- 28 lonely and

- windswept
- 29 afraid

DOWN

- 2 severely cold
- 3 peaceful
- 5 blow to the head
- 7 give up
- 8 climb up
- 10 incredible adventure
- 14 fall down quickly
- 15 speed up
- 17 head-over-heal
- 20 to make a move
- 21 shaken; disoriented
- 22 wild motion
- 23 wide open

- 24 crumple down
- 27 colour of blood

Writing an Expository Essay

An expository essay is one in which an issue or a problem is explained. It might also describe action that could be taken to deal with the issue or problem.

Pre-Writing

1. Carefully read your assigned essay topic to determine exactly what it is that you are supposed to be discussing in your paper.
2. Identify your topic, assertion and resulting thesis statement. Topic – general area of information about which you are writing; Assertion – position to be explained; Thesis – a meaningful, controversial and/or defensible assertion about your topic. The thesis should be stated in a sentence that appears somewhere in your first paragraph (normally not your first sentence as you need a lead).

For example:

- Topic – blood imagery in Shakespeare's *Macbeth*
 - Assertion – poet uses it to support theme of violence
 - Thesis – Shakespeare uses blood imagery to support the theme of violence in *Macbeth*.
3. Brainstorm for ideas that support your thesis statement.
 4. Organize your ideas into an outline, keeping in mind an appropriate method or methods of developing your paragraph structure.

Writing

An expository text consists of three main parts: the introduction, the body and the conclusion.

1. **The Introductory Paragraph** consists of attention grabbing details [a lead sentence (s)] that set up the main idea (thesis). The thesis is rarely the first sentence; it must, however, be found somewhere in the opening paragraph and is often at the end. The introduction can “hook” readers in a variety of ways; begin with an amusing or interesting anecdote, begin with a quotation or a paradoxical statement. Statements are better than questions. To explain the thesis is the purpose for writing. It is the point you focus on with supporting arguments throughout the remainder of the essay.
2. **The Body Paragraphs** will vary in number depending on how many supporting arguments the writer has for their position. Every subsequent paragraph must deal with the evidence for the thesis. Each piece of evidence is written up in its own paragraph. Each paragraph should consist of: (a) a topic sentence which introduces the main idea of the paragraph; (b) a sub-topic sentence which divides the topic into its component parts; (c) supporting sentences which explain, describe, detail, illustrate or elaborate on the idea; (d) closing sentence which summarizes the paragraph; and (e) a

connector or transition sentence that connects one paragraph smoothly to the next.

3. **The Conclusion** often restates the thesis before moving to a general comment about the topic. It may summarize the supporting arguments before drawing conclusions from them. It may remind the reader of future action to be taken or the significance of the position developed by the arguments. Quotes may be used as closing statements. The conclusion needs to effectively draw closure to the position taken.

Some ideas for Organization

Expository essays can be organized in a variety of ways. Following are a few ideas: (a) chronological – presented in order of occurrence; (b) logical – presented in an order which reflects steps of logical reasoning (strong to weak); (c) cause and effect; (d) compare and contrast; (e) thematic explanations; (f) classification of ideas into groups; and (g) climatic. Choose the method that works the best for your essay.

Post-Writing – Revising and Editing

Here are some ideas to consider when editing your first draft:

Topic

1. Is this a topic I am interested in and want to/can write about?
2. Have I narrowed my topic sufficiently?
3. Have I understood the expectations of the essay question?

Organization of Ideas

1. Can I point to a thesis statement? Is it clear?
2. Have I made the thesis statement interesting?
3. Do my details/arguments support my thesis statement?
4. Have I used enough examples to develop my topic sufficiently?
5. Have I stated my ideas in an appropriate order?
6. Have I provided a good introduction and satisfactory closing?
7. Are there clear topic sentences for each paragraph?

Language

1. Have I used the language that is appropriate for my purpose?
2. Have I used language that is appropriate for my audience?
3. Have I used words and expressions that produce vivid images?
4. Have I clearly defined the meaning of words?
5. Have I avoided the use of colloquial expressions or jargon?

6. Is my sentence structure correct?
7. Have I varied my sentences in length and structure (simple and complex)?
8. Have I used “signal words” or transitional expressions to clarify meaning and add unity?

Mechanics

1. Have I used a consistent verb tense throughout?
2. Have I used standard capitalization and punctuation?
3. Have I checked my spelling carefully?
4. Have I kept a consistent subject-verb agreement?

Neatness

1. Can anyone else read this paper?

Final Considerations

1. Did I select a suitable voice and tone for the paper?
2. Did I keep my audience in mind while I was writing?
3. Did I make use of a dictionary and thesaurus?
4. Did I proofread it before handing it in?

Theme: Death (Unit Three)
(Traditional)

Article/Novel/Drama/Poem/Movie	Methodologies
<i>Lord of the Flies</i>	Chapter questions Word lists for definitions Essay: compare and contrast the deaths of Piggy and Simon.
Bloodflowers (short story)	Questions on the story Crossword puzzle Terms/vocabulary
Forerunners (non-fiction)	Oral questions - teacher led Paragraph - How do superstitions affect peoples views on death?
Because Death Did Not Stop for Me Do Not Go Gently into that Good Night After Apple Picking (poetry)	Technical terms and definitions Question sheet - Identify elements in poems Research authorial information Analyze poem
Take off to Disaster (<i>Macleans</i> , August 7/00)	Write a letter to the Concord company from the perspective of one of the following: potential passenger; relative of deceased; pilot's association; and/or airplane mechanic.
"Dead Man Walking" (movie)	Questions for teacher led discussion: Compare and contrast the deaths of the victims and the perpetrators of the crime (murder & execution).

Unit Three: "Death"
Traditional

Section One: News Item, "Take Off To Disaster" – Macleans magazine
(One 80 minute class)

1. Assignment: Write a letter to the Concord Company from the perspective of one of the following:
 - a. Potential passenger
 - b. Relative of a deceased
 - c. Airplane pilot's association
 - d. Airplane mechanic.

Section Two: "Forerunners" – non-fiction
(One 80 minute classes)

1. Teacher-led discussion – project questions for discussion ahead of reading and encourage students to make notes for use later. The questions are:
 - a. Are you familiar with any superstitions related to death? Mariner's or sailor's lore?
 - b. Can these seemingly supernatural events be explained in rational terms?
 - c. What superstitions are held by people in this class? Community?
 - d. Which vignette did you find the most convincing and captivating and why?
 - e. The final question is the paragraph question below (#2).
2. Paragraph writing – How would you respond if you encountered a forerunner of death in your family or community?

Section Three: *Lord of the Flies* – novel/fiction
(Five 80 minute class)

1. Word list to be handed out and completed as students read – see "handout" folder
2. Chapter questions to be completed as students read each chapter – see "assignments" folder
3. Paragraph writing – Write a paragraph on three (3) of the following topics:
 - a. Compare the deaths on the island to deaths in the war.
 - b. Is it possible to justify Simon's death as an accident?
 - c. Could the presence of an adult on the island have prevented the deaths?
 - d. Why did Roger and Jack feel that Ralph's death was necessary?
4. Essay Question – Expository essay assignment: Compare and contrast the deaths of Piggy and Simon.

Section Four: "Bloodflowers" – Short story
(Two 80 minute classes)

1. Crossword Puzzle – complete puzzle after having read the story – see “assignments” folder.
2. Questions for notebooks:
 - a. What is the story within the story?
 - b. What is the meaning of the story within the story?
 - c. Is the warning against picking flowers borne out in the story?
 - d. What adjustments did Danny Thorsen have to make for living on Black Island?
 - e. Were the Poorwillys good hosts to Danny?
 - f. What does it take to make a person change their ways?
 - g. Is there any truth to the superstition that bad things happen in threes?
 - h. What do you think is the worst thing that happened in the village during Danny’s time there?
 - i. Would Adel have said yes if Danny had asked her to marry him? Why or why not?
 - j. How would you explain why the radio never worked when Danny wanted to send a message?

Section Five: Poetry: “Because I Could Not Stop For Death”, “Do Not Go Gentle Into That Good Night”, “After Apple Picking”
(One 80-minute class)

1. Technical poetic devices handout – emphasize imagery when going over sheet
2. Assignment – Find or create examples of similes, metaphors, and symbols from each poem.
3. Question to answer in notebooks – How is imagery used in each poem? What is its purpose?

Section Six: “Dead Man Walking” – movie
(Three 80-minute classes)

1. Teacher-led discussion questions:

Compare and contrast the deaths of the victims and the perpetrators of the crime (murder and execution). Does the way a person dies make a difference to the memories others have and the way in which others think of them?

Lord of the Flies

Chapter and Section Questions

Section One: Death of Adult Fighter Pilot, now Parachuter

(Chapter 6, p. 118 to 122; 124 – 127)

- a. What is the sign which comes down from the world of the grownups? Who saw it land?
- b. What is the beast? How do Sam and Eric describe it? Why is their description so different from how the parachutist actually looks?
- c. Does Simon believe Sam and Eric's story? How does he imagine the beast?
- d. What do the boys do about the beast from the air? What might they have done?

Section Two: Death of Simon, after Encountering the Parachuter

(Chapter 9, p. 180 – 190)

1. What does Simon discover about the ape-like beast? How does he feel when he makes the discovery?
2. Why do you think Simon released the tangled parachute lines? What does this show you about him?

Section Three: Death of Piggy, When Bringing Clarity and Reason

(Chapter 11, p. 213 – 224)

1. On the way to Castle Rock, Ralph's band sets off across the beach, which is "swept clean like a blade that has scoured". What tone is set by this detail of setting? Can you think of a different simile that could describe how clean the beach was, while setting a more pleasant, comfortable tone?
2. What happens when Ralph's band arrives at Castle Rock? Should Ralph have foreseen this outcome?
3. How is Piggy killed? What do you think he sees/experiences right before he dies?
4. What is meant by the narrator's statement that "the hangman's horror clung round Roger"? Do you think Jack and Roger are equally responsible for Piggy's death?

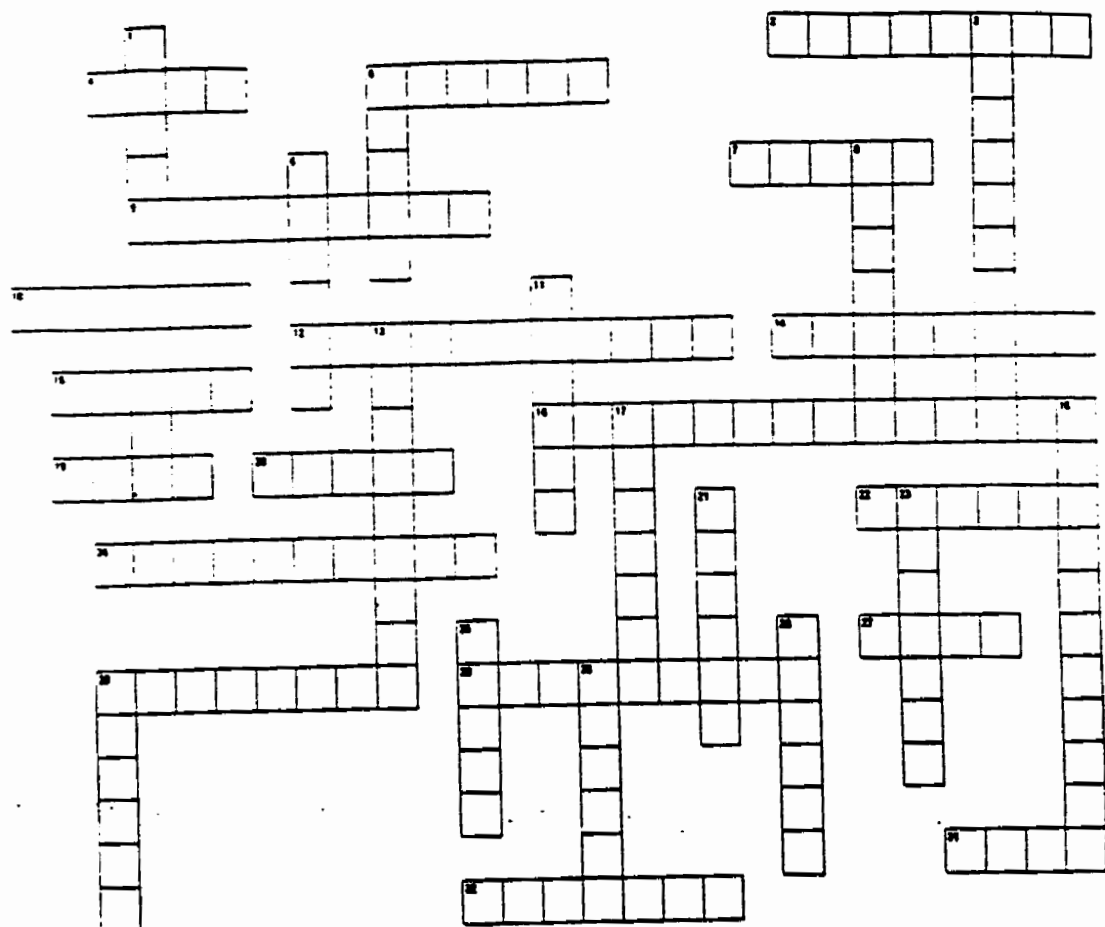
Section Four: The Hunt for Ralph Results in Rescue

(Chapter 12, p. 234 – 248)

1. Sam and Eric tell Ralph that Jack has sharpened a stick at both ends. What do you think Jack intends to do?
2. Why does Jack start the whole area on fire? How did this plan backfire on Jack?
3. How do Jack's boys know where to find Ralph?
4. Once Ralph starts running from his pursuers, he knows that he must decide quickly what to do. What are his alternatives? What would you do?

5. What do you think would have happened without adult intervention?
6. Why does Ralph cry at the end of the book? How do the other boys respond?

Death: "Bloodflowers"



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ACROSS

- 2 feel sorry for
- 4 fall asleep
- 5 to envelope
- 7 do a jig
- 9 to feel ashamed
- 10 to stay still
- 12 not consistent or the same
- 14 a bit nervous
- 15 chairman of the ___
- 16 the head honcho
- 19 to not give away
- 20 red-faced
- 22 dribbles out of one's mouth
- 24 place for sick people, like a

hospital

- 27 to inform
- 28 dragging feet
- 29 just after a wedding
- 31 can do it
- 32 to foretell

DOWN

- 1 keep attentive
- 3 a strong cloth cover
- 5 a storm
- 6 an urgent situation
- 8 keep within
- 11 penal institution
- 13 to scold
- 17 have your own space

- 18 how cold/hot it is
- 21 where ships like to go
- 23 hung around nearby
- 25 to look into or investigate
- 26 secures a boat
- 28 very serious, even sad
- 30 feel very happy

Writing

In this second method, the students have much more control over the ideas with which they will be working. They are given time to write about their own ideas during a daily journalling time and will be highly interactive with peer editing and feedback for their written work. The students will engage in the following types of assignments.

1. Journalling on a daily basis. This is the free-writing part of which we spoke. The students have 10 minutes per class (at the start) to write anything in response to the texts that they are studying or about what is happening in the class. This writing can serve as the jumping-off point for other writing assignments and as a study guide for tests.
2. Student response to other students' writing. All students write a particular piece. It is given to another student and they write back. This can be done in the form of letters or articles with letters of response or...
3. Heuristics are a series of questions that guide a student to writing a complete piece by the time all is answered and will be used to direct the newspaper style writing of articles and editorials.
4. Letters in varying forms (personal, to an editor, formal) and from various perspectives (first person, observer, characters from the story).

Theme: Nature (Unit One)
(Writing)

Article/Novel/Drama/Poem/Movie	Methodologies
<i>Never Cry Wolf</i>	<i>Journalling</i> Create series of three/five reports about what is happening and the issues related to his northern study; have a "superior" from bureaucracy respond
To the Brink (non-fiction)	Journalling Write a series of letters: one as from a member of the expedition to a person at home; exchange, write a letter of response
Ride the Dark Horse (short story) Interview with one of the characters	Journalling
The Shark (poetry) The Oak and the Rose Burning of the Leaves	Journalling Re-write one of the poems into a newspaper article. Write an editorial response to another poem's ideas
<i>National Geographic</i> Article, May, 1999 "At Home with the Arctic Wolf"	Journalling
Movie "Twister"	Journalling Write a script for a 10 min. documentary or movie short that represents the forces of nature

Theme: Stand Up For What You Believe (Unit Two)
(Writing)

Article/Novel/Drama/Poem/Movie	Methodologies
<i>The Crucible</i>	Journalling Create a series of three-five reports about what is happening in Salem and the issues related to witchcraft. Write the text of a sermon offered in a church in another town regarding the situation in Salem.
"A Retrieved Reformation" (short story)	Journalling Interview with one of the characters
"Why I am not going to buy a computer" (non-fiction)	Journalling Write two letters: one supporting Berry's ideal of not using computers and another in which you suggest why computers are important/necessary.
Dulce et Decorum est (poetry) Charge of the Light Brigade	Journalling Rewrite one of the poems into a newspaper article. Write an editorial response to the ideas found in the other poem.
<i>Life</i> article, May 1999 "Columbine High School"	Journalling
"The Power of One" (movie)	Questions for teacher-led discussion: What were the causes leading up to the death of the boy who committed suicide? How does the death of a suicide victim compare to the other deaths in this unit?

Heuristic Guidelines: Writing for a Newspaper

Article You have to choose a topic/event about which to write first. Once you have done that, you need to answer six questions: who, what, when, where, why and how. The order of those answers is not important, how you string the ideas together is. You need to have clear connections between the ideas and make sure you use sufficient detail to create a clear picture.

Editorial You need to feel strongly about the idea you are writing about. The direction of your feelings does not matter as an editorial is supposed to have a clear bias. Again, you start by choosing a topic or issue. Ask yourself a question about the issue – what is right or wrong with this picture? Then go on to answer that. You still need to include the ideas of who, what, where, when, why and how, but this time the answers to each of those questions needs to reflect a clear bias as well as just details of the event/issue. You include descriptions of feelings alongside the facts.

Reviews When reviewing something - either a book, a movie or an event – you need to give a summary of the item under review. The summary should be very brief and can be woven into the rest of what you are writing. You must write about your personal reaction or response to the item being reviewed. What was good? Interesting? Boring? Well done? Worth mentioning? Accurate? Just plain wrong? Enjoyable? How does it compare to other books/movies/events? Include anything that has a relevant connection to what you are reviewing.

Letters to the Editor Determine from what point of view you want to look at something. Once you have decided that, you need to ask questions about something that has been printed or comment that something that the newspaper has reported. You can also write regarding anything that has happened around you and you want to publicly air your thoughts and reactions to.

Response Letters From the perspective of the newspaper staff, respond to a letter that has been written to you. You need to either defend the situation or idea or agree with the writer about their point of view. Give specific details as to the position that you are taking.

Essays Write essays the same way that you would for an English class, except you might want to keep them a little shorter. An essay for a newspaper tries to explain something in more detail than an editorial does. It might also look at a variety of angles in creating an explanation rather than focusing on a clear bias. Explaining why something is the way it is/why something happened the way it did is the key approach to an essay.

Pictures Any picture that you create must be reflective of some significant event. You might have written a report about the event or just allow the picture to speak for itself. Pictures must carry a caption of some sort.

Comics A series of drawings that tell a story. The pictures have dialogue bubbles for the characters conversations or ideas. These can be funny or serious.

Cartoon Is a single frame drawing that presents an idea, and most often mocks it in some way. Satire is often presented in this form.

Headlines The title for the piece of writing or drawing must be clearly connected to the ideas found in the piece. They appear in a bigger font and are usually bold in appearance.

Advertising Combines a series of words and pictures or designs to highlight a specific feature or item. It gives specific information about the item, but not usually in sentence form. It tries to pack as much specific information as it can into a small space. Ads try to appeal to emotions like pride, desire for something or they make testimonial pitches to promote the item.

Talking and Writing

This third method places almost full control into the hands and minds of the students. They will determine the scope and range of topics for discussion and lead small group and whole class discussions on ideas and issues that they choose. The teacher will act as facilitator, support person and initiator by providing the assignment around which the following activities will revolve.

1. Think/Talk-a-louds, think-pair-share, jigsaws, group brainstorming...are all collaborative methods led by student ideas responding to texts. This conversation/dialogue happens before any journaling is done.
2. Class discussions on ideas relating to any written assignments completed before the writing begins.
3. Peer editing for all the written work. Use a variety of formats for editing from chosen classmates, randomly selected classmates, parents/siblings...
4. Student-teacher conferencing before, during and after writing.
5. Writing assignments can be newspaper style articles and editorials, paragraphs, literary critique style essays or any other form of written work done in traditional or non-traditional areas.

The approach to completing the work for this unit will be handled as a newsroom. The final work piece will be a series of newspapers created by the students in the following manner: The class will function as a newsroom. There will be a revolving series of editors in chief (there will be between three or four per day) so that each student will be in that position at least once. The editors in chief will meet with the instructor in the morning and will plan the topics, issues and

questions for discussion for that day's work. They will deal with each of the texts utilizing each of the ideas identified in numbers one through five above. The students will lead the discussions with their classmates who will then all function as the newsroom staff working on articles, editorials, letters, essays, pictures, advertisements, stories, interviews and anything else that they can plan and create for inclusion into their final product paper. There will be an ongoing engagement in discussion, writing, peer editing, conferencing, more talking, dialoguing and re-writing before the final product is put together.

Theme: Standing up for What You Believe (Unit Two)
(Talking and Writing)

Article/Novel/Drama/Poem/Movie	Methodologies*
<i>The Crucible</i>	
Why I am Not Going to Buy a Computer (non-fiction)	
A Retrieved Reformation (short story)	
Dulce et Decorum est (poetry) Charge of the Light Brigade	
<i>Life</i> article, May, 1999 "Columbine High School"	
Movie "The Power of One"	

*See the description of the talking and writing teaching methodology under the methods descriptions.

Theme: Death (Unit Three)
(Talking and Writing)

Article/Novel/Drama/Poem/Movie	Methodologies*
<i>Lord of the Flies</i>	
Bloodflowers (short story)	
Death Did Not Stop for Me (poetry) Do Not Go Gently into that Good Night After Apple Picking	
Forerunners (non-fiction)	
<i>Macleans</i> article, August 7, 2000 "Take Off to Disaster"	
"Dead Man Walking" (movie)	

*See the description of the talking and writing teaching methodology under the methods descriptions.

Evaluation of Each Unit

The instructor will grade the daily work of the students as it is completed. It will be graded following the regular grading rubrics used in his English class. The results of the ongoing work will not be used in the data collection for the purposes of this study.

The evaluation data to be used for analysis in the study will come from a pre-test and the three unit tests. Each of the tests will follow the same format. There will be a short answer section to measure reading comprehension. This section of the test will consist of multiple choice, true and false, fill in the blank and definition questions. The second part of the test will be a piece of writing that is used to measure the quality of writing.

The instructor will grade the short answer sections with acceptable responses based on a standard key. The piece of writing will be marked by a series of two or three markers who will follow the protocol established in the Manitoba Department of Education Senior 4 provincial exams. Each of the first two markers will mark the piece of writing for content, organization, style and mechanics. Each category will contribute an equal portion to the calculation of the mark. If there is a discrepancy of only one mark in one area, the student mark will be raised to the higher one. If there is a discrepancy of two or more in a single area of evaluation, or if there are two areas that have any discrepancy in marks, the paper will go to a third marker. The third marker will have the option of agreeing with one or the other of the first two markers in determining what the correct mark should be. The markers will have received training as part of their

involvement in marking provincial exams and will therefore be familiar with the rubric as well as the process.

Appendix 2

Pre-Test

Your Writing Task

Background: No doubt you have your own ideas about living in the country or in a city from first hand experience, others' attitudes and literature you may have studied in your classes.

Writing Task: Write an expository essay referring to this set of readings. You may also refer to any additional information and ideas you have gained through classes and life experiences.

Purpose: To explain the advantages of country living as opposed to city living

OR

to explain the advantages of city living as opposed to country living. What relationship exists between the two?

Audience: Your English teacher

Length: Guideline suggestion is for between 300 and 400 hundred words.

You will be marked using the following scale:

Content
Organization
Style
Mechanics

The students were given a package of textual materials that included the following the pieces:

“For Better or Worse” by Lynn Johnston (cartoon strip)

“City Life” by D. H. Lawrence (poem)

“Making Cities Work” by William Thorsell (essay)

“Conversations about the Weather” by Ted Stone (short story)

Appendix 3:

Unit Tests For
Nature,
Standing up for your Beliefs,
and
Death

Unit One Test – “Nature”
Name: _____

Instructions: Place all your answers on the answer sheet provided.

Section One: Multiple Choice

1. What role is played by the wolf named "George"?
 - a. protector
 - b. uncle
 - c. father
 - d. baby-sitter

2. The purpose of Farley Mowatt's visit to the north was to
 - a. find material for a new cook book.
 - b. provide Inuit with government work opportunities
 - c. investigate the life habits of canis lupus
 - d. do field studies in anthropology

3. The caribou skeletons around the cabin were
 - a. the result of wolve's carnage.
 - b. the remains of Inuit hunts.
 - c. actually the skeletons of husky dogs.
 - d. the results of a diseased herd.

4. Attempting to understand the diet of wolves, Farley
 - a. drank three gallons of tea.
 - b. Invited the Inuit over for dinner.
 - c. Cut open the stomachs of dead wolves.
 - d. Ate mice himself.

5. The death of Angeline was caused by
 - a. bone marrow disease.
 - b. Fighting another wolf pack.
 - c. Hunters flown into the area for sport.
 - d. Ingesting scats.

6. The Inuit women who saw Farley running naked over the tundra
 - a. chased him into the herd of caribou.
 - b. Thought this was a "white man's ritual" for hunting.
 - c. Looked the other way.
 - d. Thought he'd lost his mind.

7. Farley's childhood experiences suggested he would do well to pursue a career in
 - a. aeronautical engineering.

- b. gourmet cooking.
 - c. biology.
 - d. Anthropology.
8. Joe Simpson had previously
- a. broken his leg on a mountain
 - b. climbed three of the world's highest peaks.
 - c. Soloed Annapurna.
 - d. Worked as a mountain climbing guide in Switzerland.
9. In which country did Joe Simpson's second climbing accident happen?
- a. Peru
 - b. Equador
 - c. Nepal
 - d. Switzerland
10. The prospect of being lowered down the mountain-side
- a. caused both climbers to rise excitedly to the challenge
 - b. brought on the fear of imminent death.
 - c. Caused Joe to panic.
 - d. Caused Mal to panic.
11. The story, "Ride the Dark Horse" takes place in
- a. Northwest Territories
 - b. Northern Manitoba
 - c. Quebec
 - d. New Brunswick
12. The largest obstacle the narrator had to overcome was
- a. his own fear.
 - b. His previous rescue failure
 - c. The bears on the river bank
 - d. The fish hook in his eye.
13. How did the workers at the dock feel about the rescue attempt?
- a. respectful
 - b. sympathetic
 - c. angry
 - d. apathetic
14. The description of the shark makes him appear
- a. effortless
 - b. dangerous
 - c. clumsy
 - d. near death

15. What is the common theme found in each of the poems studied in this unit?
- a. Unity between the elements of nature
 - b. conflict between forces of humanity and nature
 - c. differences between flora and fauna
 - d. the essence of nature
16. Wolves found in the far North
- a. are less carnivorous than at first thought
 - b. have only attacked a few humans
 - c. have no fear of humans
 - d. all of the above
17. Hunting tactics practiced by the wolves involve
- a. Running in single file
 - b. barking for help
 - c. working together to capture prey
 - d. none of the above
18. What attitude toward wolves is promoted by the National Geographic?
- a. fear
 - b. hatred
 - c. mystery
 - d. respect
19. What prompts weather scientists to chase tornadoes?
- a. childhood experiences
 - b. curiosity
 - c. search for knowledge
 - d. all of the above
 - e. none of the above
20. Movies of this genre attract huge audience attention because
- a. Humanity is drawn toward the thrill generated by fear
 - b. they show the mysteries of nature.
 - c. Governments have thrown full support into funding nature films.
 - d. They are thoroughly fabricated stories.

Section Two: Short Answer

1. Identify two (2) features of the wolves from each of the novel and the National Geographic article.

2. Explain the major decision the narrator had to make in "Ride The Dark Horse".
3. Explain one image from nature in the poem, "The Burning of The Leaves".
4. List four (4) of the steps taken to rescue Joe, in the story "To The Brink".
5. Which of the four (4) steps in question #4 was the most crucial for the success of the rescue?"
6. Identify two (2) myths regarding wolves that were shattered by Mowatt's research.
7. Explain the cause of the largest number of deaths to the caribou in Never Cry Wolf.
8. Describe the change in attitude that Mowatt has toward the wolves from the beginning to the end of the novel.
9. Explain the reason that the scientists offer for following the storm, in the movie, "Twister".
10. With references to the texts studied in this unit, identify six (6) forces found in nature.

Section Three: Essay

Is it necessary for humanity to conquer nature in order to survive? In an expository essay answer the question in a minimum of 300 words.

Unit Two Test – “Standing Up For What You Believe”

Name: _____

Instructions: Place all of your answers on the answer sheet provided.

Section One: Multiple Choice

21. Why does Abigail have a hold on John Proctor?
- e. She was pregnant with his child
 - f. he still loved her deeply
 - g. she had an affair with him
 - h. she had been his maid
22. A central theme in *The Crucible* is
- e. Communism does not work.
 - f. Guilt by association
 - g. Witches exist in all societies
 - h. Good always conquers evil
23. Elizabeth Proctor is arrested because
- e. a poppet was discovered in her house.
 - f. She could not recite the ten commandments.
 - g. She read strange books in the evening.
 - h. All of the above.
24. Giles Corey was found guilty of being a witch and
- e. Was hanged
 - f. Was fined heavily
 - g. Was whipped and placed in the town's stocks
 - h. Was pressed to death
25. John Proctor dies with dignity because
- e. He will not lie to save himself.
 - f. Elizabeth cannot convince him otherwise.
 - g. His executioners allow him his final request.
 - h. None of the above.
26. What started the witch hunt in Salem?
- e. Tituba admits to being a witch.
 - f. A witch is seen flying over a barn.
 - g. A bunch of young girls were caught dancing in the woods.
 - h. The Puritan religion was ideally suited to fearmongering.
27. What claim does John Proctor make about his wife in court?
- e. That she was a cold-hearted woman.
 - f. That his wife was incapable of telling a lie.

- g. That his wife always went to church.
 - h. That he wanted to trade places with her.
28. Why did Mary :Warren not confess her role in the naming of witches?
- e. She believed she was doing the right thing
 - f. She hated John Proctor.
 - g. She was afraid of Abigail.
 - h. She knew about the affair.
29. What is Wendell Berry's best reason for not buying a computer?
- e. Costs too much
 - f. Takes up valuable space
 - g. He's too old-fashioned
 - h. It doesn't improve his writing
30. To what values does Wendell Berry contrast the worth of computers?
- e. Peace and economic justice
 - f. Ecological health and political honesty
 - g. Family and community stability
 - h. All of the above
 - i. None of the above
31. One respondent accuses Berry of
- e. Being old-fashioned
 - f. Being close-minded
 - g. Taking advantage of his wife
 - h. Writing the article condemning computers on a computer
32. Jimmy Valentine gets out of jail because
- e. He has done his time.
 - f. Government officials give him a pardon
 - g. He manages to escape
 - h. He makes a deal with the warden.
33. Jimmy went to jail because
- e. He was a bank robber.
 - f. He was a counterfeiter
 - g. He was a kidnapper.
 - h. He was framed.
34. What turned Jimmy into an honest man?
- e. He could make more money in an honest fashion
 - f. realizing a life of crime did not pay
 - g. having done time in jail
 - h. true love

35. In what tone does the writer say, "dulce et decorum est"?
- e. In an ironic tone
 - f. In a supportive tone
 - g. In a bitter tone
 - h. In a tone of idealism
36. Why did the light brigade charge into the valley?
- e. Because they always followed orders
 - f. Because they believed they could win
 - g. Because they didn't know what faced them
 - h. all of the above
37. One of the reasons for violence in today's youth, according to psychologists, is that
- e. Their parents spend very little time with them
 - f. Expectations are too high
 - g. They want to be heroes in the news
 - h. they watch too much violent television
38. Why did Rachel Scott die?
- e. She professed a belief in God
 - f. She was a member of an opposing clique
 - g. She had mocked the boys on various occasions
 - h. She was a jock
39. This story of apartheid takes place in
- f. Alabama
 - g. Rwanda
 - h. Brazil
 - i. none of the above
40. The "Power of One" suggest the idea that
- e. All people are equal
 - f. All people have the right to an education
 - g. Boxers tend to become leaders
 - h. People should have inter-racial relationships

Section Two: Short Answer

11. Explain John Proctor's opinion regarding the motives behind the accusations of witchcraft in Salem.
12. Identify two (2) choices Jimmy Valentine made in the story, "A Retrieved Reformation".

13. Identify the attitude of the speaker of the poem, "Dulce et Decorum est".
14. List two (2) examples of people standing up for what they believe from the article, "Columbine High School".
15. List four (4) reasons that could lead to a person's arrest in *The Crucible*.
16. Explain what precipitated the trouble in Salem.
17. Explain what the boy was attempting to accomplish in Pretoria.
18. Explain why the cavalry decided to follow the order to make their change into the valley in "Charge of the Light Brigade".
19. List three (3) reasons not to buy a computer, according to the author, Wendell Berry.
20. Outline two (2) reasons why readers disagreed with Wendell Berry's not buying a computer.

Section Three: Essay

Write an expository essay in which you discuss the difference that people make when they stand up for what they believe. Write a minimum of 300 words.

Unit Three Test – Death
Name: _____

Instructions: Place your answers on the answer sheet provided.

Section One: Multiple Choice

41. The cause of Simon's death was
 - i. Bloodlust
 - j. accidental
 - k. ritualistic
 - l. premeditated

42. The main purpose for setting the island on fire was to
 - i. Attract the attention of passing ships.
 - j. Flush out the pigs.
 - k. Destroy the beast on the island.
 - l. To hunt a member of the other tribe.

43. Piggy's death symbolized
 - i. the hope of being saved.
 - j. the end of reason.
 - k. The final triumph.
 - l. None of the above.

44. What did Simon discover on the mountain just before he was killed?
 - i. The snake things.
 - j. A view of a ship in the distance.
 - k. The beast.
 - l. A dead parachutist.

45. Why was the destruction of the conch at the same time as Piggy's death, appropriate?
 - i. It was a loss of innocence.
 - j. The conch symbolized order.
 - k. They were both accidental.
 - l. All of the above.

46. From what ailment did Mr. Poorwilly suffer?
 - i. pneumonia.
 - j. bronchitis.
 - k. appendicitis.
 - l. arthritis.

47. What was the result of picking bloodflowers?
 - i. You found a girl's affection.

- j. You bring bad luck upon yourself.
 - k. You brought the flower one step closer to extinction.
 - l. You could make a poultice to cure all ailments.
48. With what did Danny never have any luck?
- i. Contacting the mainland by radio
 - j. Teaching the school children.
 - k. Getting to know the community residents.
 - l. Getting it on with Adel.
49. Why did the islanders want to keep Danny on the island?
- i. He reminded them of a famous song.
 - j. He was such a good teacher.
 - k. He was needed to break the cycle of bad luck.
 - l. All of the above.
50. "After Apple Picking", by Robert Frost, is a metaphor for
- j. harvest during Fall in rural farmland
 - k. choosing a direction in life.
 - l. Facing death at the end of a long life.
 - m. The economics of farming in the US.
51. What symbol is used to portray death in Emily Dickenson's poem?
- i. The grim reaper
 - j. A black flag
 - k. The ace of spades
 - l. A carriage
52. What did Dylan Thomas want of his dying father?
- i. A final blessing.
 - j. A greater share of the inheritance.
 - k. The postponement of his death.
 - l. To trade places with him.
53. Forerunners are considered to be
- i. Supernatural warnings of approaching events.
 - j. Gifted prophets.
 - k. Visionaries whose ideas are ahead of their times.
 - l. A vining plant that grows on graves.
54. A forerunner may appear in the form of
- i. An apparition
 - j. Long-lost relatives
 - k. The town's most educated folk.
 - l. All of the above.

55. People's beliefs about death frequently contain
- i. Notions of an after-life
 - j. superstition
 - k. fear and faith
 - l. all of the above
56. What observation about the Concord did people on the ground make?
- i. A plume of flames
 - j. A tire had exploded
 - k. Glass windows exploding
 - l. A ten-meter tear in the fuselage
57. Tragedies like this cause people to
- i. Stop flying
 - j. Launch massive lawsuits
 - k. Feel close to complete strangers
 - l. all of the above
58. The young actor's death was caused by
- i. An overdose
 - j. Parental pressure
 - k. depression
 - l. fear of failing to perform in school
59. This movie is unrealistic because
- j. Teachers teach more than five or six lessons
 - k. Wealthy children do not feel pressure from parents
 - l. Boys would never meet to read poetry
 - m. all of the above
 - n. none of the above
60. How did the parents cope with their son's death?
- i. denial
 - j. recognition of their son's right to act
 - k. displaced the blame to another person
 - l. created a scholarship for students of performing arts

Section Two: Short Answer

21. Explain six (6) reasons people died in the texts studied for this unit.
22. State a reason that Jack and Roger wanted to kill Ralph.
23. Identify the problem that witnesses on the ground observed on the Concord before it crashed.

24. Explain Dylan Thomas's advice to his father.
25. Identify the purpose of a "forerunner".
26. Describe two (2) ways in which the suicide in "Dead Poet's Society" impacted the school.
27. Explain the meaning of the line, "death did not stop for me", in the poem titled with the same line.
28. Identify the reason the islanders wanted to keep Danny Thorsen from leaving the island.
29. List two (2) ways in which the deaths of Simon and Piggy were different.
30. Explain the irony in Jack's and Roger's attempt to murder Ralph.

Section Three: Essay

Is there ever a right time or place to die? Respond to this question in a minimum 300 word expository essay.

Appendix Four

Marking Rubric

(Manitoba Department of Education:
Senior Four ELA)

Content

The evaluation category Content assesses how thoughtfully and effectively, within the form of the assigned writing task, the writer:

- communicates and integrates **ideas** (information, events, perspectives...) appropriate to the writing task;
- includes **details** (facts, evidence, anecdotes, examples, descriptions, characteristics...) to support, develop, or illustrate ideas; and
- uses **references** to support and clarify his/her own ideas.

Level Five – Excellent:

- ideas are perceptive and well-considered
- details are consistently significant and precise and they enhance writer's ideas
- references enhance writer's ideas and details

Level Four – Proficient:

- ideas are thoughtful and go beyond statements of the obvious
- most details are relevant and purposeful and they clarify the writer's ideas
- references support and connect logically and directly to ideas or details

Level Three – Satisfactory:

- ideas are clear but may be obvious and predictable
- details are generally appropriate and connected to the writer's ideas
- references support and connect logically and directly to ideas or details

Level Two – Limited:

- ideas are limited, discernible, but may be overgeneralized
- details may be few, repetitive, not clearly relevant, or only superficially related to writer's ideas
- references are only somewhat connected to ideas or details

Level One – Poor:

- ideas are indiscernible
- details are scant, imprecise or absent
- references are not connected to ideas or details

Organization

The evaluation category Organization assesses how clearly and effectively, within the context of the writing form, the writer:

- **orders and arranges** ideas, details and paragraphs;
- creates an effective **opening** or introduction;
- establishes and maintains **focus and coherence**;
- uses **transitions**; and
- provides effective **closure**.

Level Five – Excellent:

- the writing demonstrates a skillful and effective order and arrangement of ideas and details
- the opening is strong and invites further reading
- Focus and coherence are consistently maintained, both overall and within the various parts
- transitions are smooth and polished
- closure is effective, consistently reinforces unity and coherence, and may introduce a broadened context

Level Four – Proficient:

- the writing demonstrates a planned and purposeful order and arrangement of ideas and details
- the opening is clear and provides direction
- focus and coherence are maintained
- transitions are varied and effective
- closure assists unity and coherence

Level Three – Satisfactory:

- the writing demonstrates a clear order and arrangement of ideas and details
- the opening provides some direction
- focus and coherence are generally maintained
- transitions are generally present but may be mechanical
- closure contributes to unity to some degree

Level Two – Limited:

- the writing demonstrates a discernible but weak or inconsistent order and arrangement of ideas and details
- the opening provides little direction
- focus and coherence are weak or inconsistent. A focused controlling idea is lacking or is not maintained in the development of the composition
- transitions are repetitive or generally lacking
- closure is weak and does not contribute to unity

Level One – Poor:

- the writing demonstrates an unclear or haphazard order and arrangement of ideas and details
- the opening, if present, does little more than repeat the writing task
- focus and coherence are lacking
- transitions are missing
- closure is unconnected or missing

Style

The evaluation category Style assesses how effectively the writer:

- chooses vocabulary (**diction**);
- arranges words, phrases and sentences, and integrates quotations and references (**syntax**);
- establishes and maintains a persona (**voice**); and
- engages the reader (**audience**)

Level Five – Excellent:

Language choices contribute to a skillful, fluent and confident composition.

- diction is precise
- syntax is effective and sometimes polished. Quotations or references are fluently integrated.
- voice is clear, consistent and strong
- engagement with the audience is strong

Level Four – Proficient:

Language choices contribute to a considered and competent composition.

- diction is specific and effective
- syntax is generally effective, and quotations or references are well integrated
- voice is generally clear and consistent
- relationship with audience is established and sustained

Level Three – Satisfactory:

Language choices contribute to a conventional composition.

- diction is adequate but may be lacking in specificity
- syntax is generally straightforward. Attempts at more complex structures may be awkward. Quotations or references are somewhat integrated.
- voice is present, but may not be fully sustained
- relationship with the audience is established but not fully sustained

Level Two – Limited:

Language choices are limited and contribute to a weak composition.

- diction is imprecise or inappropriate
- syntax is frequently awkward or immature. Integration of quotations or references is awkward
- voice is not readily apparent or maintained
- relationship with the audience is weak

Level One – Poor:

Language choices are inadequate.

- diction is overgeneralized or inaccurate

- syntax is confusing uncontrolled. Quotations or references are not integrated
- voice is absent and relationship with the reader is not established

Mechanics

The evaluation category Mechanics assesses how clearly and effectively the writer applies the conventions of language for:

- sentence construction;
- grammar and usage; and
- spelling, capitalization and punctuation.

Level Five – Excellent:

The writing demonstrates an excellent command and control of the conventions of language.

Level Four – Proficient:

The writing demonstrates a solid control of the conventions of language.

Level Three – Satisfactory:

The writing demonstrates a general control of the conventions of language.

Level Two – Limited:

The writing demonstrates a limited or inconsistent grasp of the conventions of language.

Level One – Poor:

The writing demonstrates an elementary grasp of the conventions of language.

Appendix Five

Official Communications (Letters) And Consent Forms

- Superintendent
- Parents
- Students
- Markers

Paul Reimer, Landmark Collegiate
Mark Reimer, SRSS

Gilbert Unger, Superintendent of Hanover
John Peters; Assistant Superintendent of Hanover
Hanover School Division
Box 2170
Steinbach, MB R0A 2A0

September 13, 2000

Mr. Gilbert Unger and Mr. John Peters;

We are writing this letter as a follow-up to a conversation that took place last June between Paul Reimer and John Peters, regarding the completion of a study in Landmark Collegiate to be used as data collection for Masters degrees for both Mark and Paul. Both of us are currently in our "thesis year", and are planning to complete a joint study in order to collect the data necessary to write our separate theses. We are requesting permission from you to run the study during November, December and January, in the two 40S Core ELA classes at Landmark Collegiate.

The study would address reading comprehension and quality of written response in the classroom. Our research study would compare the results achieved through the use of different methodologies, all of which are curriculum-approved and support the curriculum's desired "general outcomes". At the end of nine weeks all students would have received the identical forms of instruction and content. By using this study design, no student would be at an advantage or disadvantage compared to his/her classmates. Students would be invited to participate in the study on a voluntary basis, indicating their willingness to take part by completing a personal and parental consent form. Students choosing not to be part of the study would still study the exact same materials, write the same tests, and complete the same assignments, as these units are a regular part of the course requirements, but their results would not be entered as part of the data-collection for the study. No student would be identified in the study in any way nor would any student's academic record be jeopardized either by being included or choosing to opt out of the study.

The three units of study are units that were developed in this course and have been taught for a number of years. The difference is that one unit will involve a traditional approach to teaching reading comprehension, while the other two units will be based on Thompson's and Hillocks' models of teaching, which reflect a higher degree of student-centered talk and writing assignments. Paul will deliver the instruction and supervise the testing, while Mark will evaluate and collect the data from the essays. The results of this study, to be published at the University of Manitoba, will be analyzed and made available to you and any interested parents or students who were participants in the study.

We would ask that you consider this request and then let us know as soon as possible of your decision, so that letters of invitation could be sent to each of the grade 12 students at LCI, before the end of September. Please contact either of us at our respective schools if you have any questions or concerns regarding this matter.

Respectfully submitted,

Paul Reimer and
Mark Reimer

CC: Dr. Stanley B. Straw, U of M (advisor); Ken Klassen, Principal at LCI.

Parents and students of:
Grade 12 Core ELA
Landmark Collegiate

November , 2000

Dear parents/guardians and students of Mr. Paul Reimer's 40S ELA classes;

Both Mark Reimer, an English teacher at the Steinbach Regional Secondary School, and myself, the senior English teacher here in Landmark, are currently in their "thesis year" of study at the University of Manitoba. To complete the requirements for a Master of Education program, we are required to complete a research study and have chosen to conduct this study in the 40S ELA classes at the Landmark Collegiate during November, December and January. We are writing this letter to give some explanation of the study and then to invite your child's voluntary participation.

The study will address reading comprehension and quality of written response in connection to three different teaching delivery methods. Three units of study have been developed for delivery in this course. Textual materials from each unit have been used in previous years' instruction, as have the delivery methods. What makes these units unique from previous instruction is the way in which the textual materials have been combined with the delivery methods. Each three-week unit focuses on two specific methods of delivery. Each class group will receive the identical material, however it will be delivered by varied methods. At the end of the nine-week study, all of the students will have received the identical instruction and exposure to material, the only difference will be the order in which they receive the delivery methods. No student will gain an advantage or experience a disadvantage as a result of being in the classroom for the duration of the study instruction. All delivery methods and assignments being used in this study are consistent with the expectations described in the general outcomes of the provincial ELA curriculum. As the instruction is part of the regular ELA program, all students will remain in the class, receive the same instruction and complete the same assignments, regardless of participation. At the end of each unit of instruction, there will be a two-part test. The first part will consist of short answer questions to deal with reading comprehension and the second part will be an essay, to deal with the quality of written response. Students will write an additional essay at the start of the study to serve as a comparison piece.

Paul Reimer, the teacher who will deliver the instruction, will explain the study purpose and design to the students in the class. Upon receiving a verbal explanation of the study, with opportunities to ask any questions, students will be invited to participate in this study on a voluntary basis. Due to the design of this study, participation requires only that students and parents agree to allow the student's marks on four test pieces to be used for analysis. Analysis will consist of blind markers evaluating the test pieces. The results on each unit test will be

compared to determine whether or not the teaching method effects the level of reading comprehension or quality of written response. So, voluntary participation means that your child's marks will be used in the comparison of the results from each delivery method. At the bottom of this letter is a "Return" portion on which both the student and parents/guardians indicate their consent for the child's participation. If a student is under the age of 18 years, the signed consent of both the student and parent is required before any marks will be used in the study. If the student is 18 years of age, they may sign their own consent form and return it to the school. The signed portion of the letter must be returned to Paul Reimer at Landmark Collegiate.

If the student, and his/her parents/guardians have agreed to have their results included in the study, and then at a later date, for any reason, change their minds about participation in the study, they are welcome to do so. Withdrawal from the study can be done without penalty at any time. In order to withdraw, the student needs to complete a study withdrawal form, which will be available in both the classroom and in the school office. An example of the form is shown below. Both the student and the parents/guardians for students under the age of 18 years must sign the withdrawal form. Students over the age of 18 may sign their own withdrawal forms.

The data for this study will be collected by the end of January, when the semester ends. The analysis of the marks will be conducted during the spring months, with the final results being available by the end of the school year (June) at the latest. Upon completion of the data analysis, a copy of the results will be made available to any interested student and/or parent/guardian. If you know that you would like a copy of the results when they become available, please check the appropriate box on the consent portion to be returned to the school. When the results become available, there will be a notice to that effect placed in the school newsletter. This notice will inform parents/guardians of when and where they may pick up a copy of the results or how to request a copy to be sent out to them if they did not already indicate their wishes on the consent form. The data of the study will be presented in letter form, comparing the marks achieved under each of the teaching methodologies along with any conclusions arrived at as a result of this study. There will also be a short evening reception at the Landmark Collegiate where Paul Reimer and Mark Reimer will be available to discuss or offer additional explanation regarding the study, the data collected, the conclusions or any other aspect of interest from the students or parents/guardians represented. The date of that reception will also be identified in the school newsletter at the appropriate time.

Please consider your (child's) participation in this study and return the consent form by the date indicated, November _____, 2000. If you have any questions or concerns about this study, please do not hesitate to contact either of Paul (355-4020) or Mark (326-6426) at our respective schools, or you may contact our study advisor, Dr. Stanley Straw, at the University of Manitoba (204-474-9074).

Respectfully submitted,

Paul Reimer and
Mark Reimer.

Teaching Methodologies and Reading Comprehension
Teaching Methodologies and Written Response

Study Participation Consent Form

Please complete this form with appropriate names and signatures to show your willingness to participate in the previously described study being conducted in the 40S ELA classes at the Landmark Collegiate. Please return this signed form to Paul Reimer by November _____, 2000.

I, _____ (student's name), am willing to allow my unit test marks to be included in the data collection for the above described study. I may change my mind and withdraw, without penalty, by completing a withdrawal form (like the one below) at any time before the conclusion of the study.

I/We, the parents/guardians of the above named student, also consent to the inclusion of our child's marks in the data collection for the above described study. I/We may change our mind about his/her participation at any time, for any reason, and withdraw his/her participation by completing a withdrawal form (like the one below) and returning it to the school at any time before the conclusion of the study.

Signature of student _____

Signature of parent/guardian _____

Date: _____

If you would like to receive a summary of the study results please complete the section below:

Name: _____

Address: _____

I would like the results summary mailed to me.

I would like the results summary given to my child at school to deliver to me/us.

Withdrawal form:

I, _____ (name of student/parent/guardian)
would like to withdraw, without penalty, from having my results used in the study
being conducted in the 40S ELA classes at the Landmark Collegiate.

Signed: _____

Date: _____

Paul Reimer, Landmark Collegiate
Mark Reimer, SRSS

Guidelines and Instructions to Markers

Regarding Student Disclosures

We are legally responsible to report certain disclosures made by any student in their written work. If you come across any direct references or inferences to abuse of any sort (sexual, physical, emotional, psychological), expressions of fear about dangers the student may be facing or their intentions to commit harm to themselves or to any others, it is necessary to immediately report this to the researchers and other appropriate authorities. Please follow these steps in making the report:

1. Remove the paper in question from the package of other papers and place it in an envelope. Identify the cause of the concern leading to the report and where in the paper the disclosure is found.
2. Immediately contact the researcher, Mark Reimer, by phone (204-326-6922) and inform him of the discovery. Identify the student number on the paper involved. Make arrangements to return the paper in question to Mark Reimer as soon as possible.

Upon notification of the concern, Mark Reimer will do the following:

1. Notify the classroom instructor, Paul Reimer, of the discovery of a disclosure in the written text. Inform him as to the nature of the concern raised.
2. Return the paper to Paul Reimer immediately upon its return at which time it will be examined by Paul Reimer and his principal, Ken Klassen (Landmark Collegiate Institute) and appropriate action will be taken.
3. Inform the marker of the action that has been taken to ensure they are aware that appropriate action was taken in response to their identified concern.

Appendix Six

Student Interview Questions

Interview Questions

These questions are to be asked of four randomly selected individuals at the end of the study. The interviews will be taped and transcribed. The questions to be used in the interview are as follows:

1. What elements in each unit, if any, did you find the most helpful when writing?
2. What elements in each unit, if any, did you not find helpful when writing?
3. Describe which unit of instruction you enjoyed the most. What did you like about it?
4. Describe which unit of instruction you enjoyed the least. What did you not like about it?
5. Were there specific things that your instructor did that helped your writing in any way?
6. What do you think is the most important element for teachers when they instruct students in writing?
7. Was that element evident in any of the units?