

# تقييم كفاية طلبة الجامعة الدارسين للغة الإنكليزية في الكتابة لأغراض عملية

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درجة الماجستير في التربية ( طرائق تدريس اللغة الإنكليزية )

من

**غزوان حمدان محمد**

بإشراف الأستاذ المساعد  
الدكتورة

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٢٠٠٦ م

١٤٢٧ هـ



« ن وَالْقَلَمِ وَمَا يَسْطُرُونَ »

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
الْقَلَمِ  
الْعَظِيمِ

سورة القلم الآية (١)



**To my  
Family  
With  
Love, respect, and gratitude**

**Ghazwan**

I certify that the thesis entitled has been prepared under my supervision at the University of Baghdad as a partial fulfillment for the requirements of the degree of Master in Education (Methods of Teaching English).

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# Abstract

Practical writing is the type, which is mainly concerned with writing transactions done, performed by people in their everyday life. It includes writing messages, invitations, notes, memos, instructions, E-mails, telegrams, advertisements, etc. Writing for practical purposes is done to express individuals' needs in real life situations. For the sake of the present study, four types of practical writing are selected. They are writing instructions, notes, E-mail letters, and personal advertisements. The present study, therefore, aims at:

- 1- assessing EFL college students' competency in writing for practical purposes .
- 2- finding out the differences among the four stages of college level in their writing competency for practical purposes.
- 3- finding out the differences among the four types of practical writing at the college level.

Three hypotheses have been tested as follows:

- 1- EFL college students have no competency in writing for practical purposes.
- 2- There are no statistically significant differences among the four stages of college level students in their writing competency for practical purposes.
- 3- There are no statistically significant differences among the four types of practical writing at the college level.

The random sample of the study consist of 160 students from the four academic stages of the Department of English at the college of Education / Ibn-Rushd-University of Baghdad.

In order to achieve the aims of the study and to test its hypotheses, a subjective test is constructed to measure the students' competency in writing for practical purposes. The test sheet comprises eight questions. The first two questions are designed to measure writing instructions, the third and the fourth questions are designed to measure writing notes, the fifth and the sixth questions are designed to measure writing E-mail letters, and the last two questions are designed to measure writing personal advertisements. The test is exposed to a jury of experts for the purpose of ascertaining its face validity. The mark –remark method is used to calculate the test reliability coefficient, which is found out to be 0.80.

The results of the study have revealed that:

- 1- EFL college students have no competency in writing for practical purposes.
- 2- The students' scores at the third stage and forth stage are better than those at the other two stages.
- 3- The students' scores in writing notes are better than the other types of practical writing, also there is no difference between writing instructions and writing E-mail letters in students' scores, while their scores in writing personal advertisements are zero.

4- It is clear that practical writing is completely ignored by textbooks designers, teachers, and learners , and there is a deficiency or weakness in the prescribed textbooks of composition writing courses at the college level.

In the light of the results obtained a number of pedagogical recommendations are put forward which are concerned with textbooks designers, teachers, and learners; also, several suggestions are proposed for further studies to enrich this area of investigation.

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## List of Abbreviations

App.	Appendix
d.f.	Degree of Freedom
EFL	English as a Foreign Language
FL	Foreign Language
TEFL	Teaching English as a Foreign Language

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# Appendices

# Chapter One

## Introduction

# **Chapter Two**

## **Practical Writing : Review of Literature & Related Previous Studies**



# Chapter Three

## **Procedures & Methodology of the Study**

# **Chapter Four**

**Results, Conclusions,  
Recommendations, and  
Suggestions for Further  
Studies**

## **1.1-The Problem and the Significance of the Study**

In the process of teaching English as a foreign language (henceforth TEFL), and the process involved within, a great deal of attention should be paid to the English writing system and to its diverse components.

Writing occupies an effective role in developing one's thinking and enhancing learning. In fact, it represents the thinking process; it is not a means of merely picturing speech in written symbols. It is much more than orthographic symbolization of speech; it is most importantly, a purposeful selection and organization of experience; thoughts, facts, opinions, or ideas (Arapoff, 1979:200).

Writing has for many years, even centuries, occupied a large place in teaching and learning procedures in schools, therefore a number of class writing activities have been exercised including expressive writing and free composition (Rivers, 1968:241-242).

Writing is a skill that is central not only to education, but to all life sides. With the exception of the related skill of reading, no school learning is more useful, in school and after graduation than writing.

The ability to express and organize ideas and experiences in the written form is regarded as one of the most important skills that any educational programme seeks to develop. This stems

from the idea that in this activity “ all of language skills are substantially interrelated ” (Oller, 1979:382).

Writing is an instrument of both communication and self-expressions. Most people, especially when writing in a foreign or second language use it primarily to communicate with other members of their own community or the wider world (Pincas, 1982:10). Thus, writing has become out of use in our media-oriented world, and remains fundamental even as electronic communication media become more important. There will always be a need for people to be able to use language skillfully, to write with clarity and ease.

According to Raimes (1987:39) “ when writing for the purpose of learning provides the framework for teaching, all writing activities are seen as a way to learn language as well as to learn more about subject matter being written about.”

Writing is more than dressing up ideas by putting them in language, writing is a liberal art. It functions as a source of self-discovery as well as of learning, for example, writing allows a person to make a record of events and emotions for the purpose of discovering their significance.

Writing is an active means of communicating ideas, thus a student practises in writing what one has practised orally, and expresses through it what he understands and wishes to convey.

Writing is a major classroom procedure, an important language activity that contains dictation, composition, summarization, written exercises, test taking, etc. In addition to

that, writing is considered a significant language skill that should be developed at early stages of learning a foreign language (Al-Mutawa & Kailani, 1989:125).

People write for many different purposes, and every individual piece of writing develops its own unique structure and style. For hundreds of years, teachers have grouped writing into various modes; practical writing is probably the most useful kind of writing (West, 1966:6).

Practical writing is a kind of writing that is concerned with everything people do in their everyday life, it has both a clear purpose and specific audience. Much of this everyday writing is “writing to get things done” such as messages, forms, invitations, notes, memos, instructions, E-mails, telegrams, telexes, advertisements, sending post cards, presenting facts, ideas and opinions, etc. (Raimes, 1983:83).

In practical writing students should be encouraged to express their ideas, experiences, thoughts, and feelings in written forms (Finocchiaro, 1986:86).

Using authentic subjects in practical writing increases students’ interest and motivation in learning how to write and also enhance their awareness of communication in practical life.

To be able to write clear, correct English is perhaps one of the most useful of all educational skills. Whatever is our profession after graduation (teachers, translators, or writers) we need to write technical information or to compile statements and memoranda. The influence that we have in the world depends

very much on our ability to put our ideas, and thoughts, on paper. We need to be able to write clearly and intelligibly (Maddax, 1963:163).

In reviewing the syllabus of composition courses of the first and second year in the English Departments at the Colleges of Education, especially Ibn-Rushd, at the University of Baghdad, it has been found that practical writing is completely ignored; the syllabus emphasizes only on strategies writing paragraphs and essays of different literary types (narrative, descriptive, reflective, and argumentative). Thus, graduates of this department do not have experience writing for practical purposes.

Recently, technology has made it quite essential for college students to know how to write advertisements, send E-mails or understand instructions given to do something. To the best of the researcher's knowledge this topic has not been investigated before, thus, the need arises to carry out a scientific study of this problem to arrive at conclusions and propose effective remedial pedagogical suggestions for this problem.

## **1.2 Aims**

The study aims at:

- 1- assessing EFL college students` competency in writing for practical purposes ,
- 2- finding out the differences among the four stages of college level in their writing competency for practical purposes, and
- 3- finding out the differences among the four types of practical writing at the college level.

## **1.3 Hypotheses**

It is hypothesis that :

- 1- EFL college students have no sufficient competency in writing for practical purposes.
- 2- There are no statistically significant differences among the four stages of college level students in their writing competency for practical purposes.
- 3- There are no statistically significant differences among the four types of practical writing at the college level.

## **1.4 Limits :-**

The present study is limited to:

- 1- Four types of practical writing, namely writing instructions, notes, e-mail letters, and personal advertisements.

- 2- The sample study is limited to the EFL students of the four stages at the College of Education, Ibn-Rushd, University of Baghdad for the academic year (2005-2006).

## **1.5 Value :-**

It is hoped that this study will be beneficial to :

- 1- EFL college students who are hoped to have some ideas in expressing their needs in practical situation and those who are not sufficiently acquainted with practical writing.
- 2- University authorities responsible for reviewing the available textbooks in order to add a course in writing for practical purposes or to support the currently taught course with new procedures and materials in respect to teaching practical writing.

## **1.6 Procedures**

To fulfill the aims of the study, the following procedures are adopted.

- 1- selecting a sample of EFL students at the college of Education, Ibn-Rushd, University of Baghdad, for the academic year (2005-2006),
- 2- constructing a test, which assesses the English language competency of EFL college students in writing for practical purposes and applying it to the selected sample,
- 3- analyzing the collected data by using appropriate statistical means, and finally



4- drawing conclusions, stating recommendations and proposing several suggestions for future studies in this field of investigation.

## **1.7 Plan**

The present study includes four chapters followed by a bibliography and several appendices.

Chapter one has dealt with statement and significance of the problem outlining the aims, hypotheses, limits, value, procedures, plan, and the definition of basic terms.

Chapter two is the theoretical background and some related previous studies that have investigated practical writing.

Chapter three is the methodology and procedures of the study including the selection of population and sample, construction, and administration of the test.

Chapter four deals with computation of results, stating suitable conclusions, proposing pedagogical recommendations, and drawing suggestions for further research.

## **1.8 Definition of Basic Terms**

### **1- Assessment**

Assessment in education can be thought of as occurring wherever a person; in some kind of interaction, direct and indirect, with another is conscious of obtaining and interpreting information about that person (Derek, 1987:4).

It is also defined by Sesnan (2000:186) as “ One aspect of evaluation which itself is a necessary part of the whole process of teaching “.

It is also defined by Sesnan (2000:186) as “ One aspect of evaluation which itself is a necessary part of the whole process of teaching “.

AL-Juboury (2000:1) defines it as “A means of checking or measuring the general level of performance which is concerned with teaching and learning”.

The term assessment refers to a variety of ways of collecting information on learner’s language ability or achievement (Carter & Nunan, 2001: 137).

### **Operational definition**

Assessment means the process of checking the competency of EFL college students in writing for practical purposes.

### **2- Competency**

“A competency has come to stand for a skill, behavior or performance expected of a trainee at the completion of training”. (Borich, 1979: 77).

Webster (1977:45) defines competency as “capacity equal to requirement; adequate fitness or ability; the state of being competent.

Carter & Nunan (2001:219) define competency as “ written descriptions of what a student is able to do with the language usually in terms of target language performance”.

### **Operational definition**

Competency is a mount of knowledge of college students in writing for practical purposes.

### **3- Practical writing**

Rico (1983:91) defines practical writing as a kind of writing which presents the information in a complete, accurate, concise, unaffected, organized, and logical manner.

According to Voss (1985:274) “ practical writing ” is the rhetorical situation in which the writer knows what to write but needs help on how to write it.

### **Operational definition: -**

Practical writing is that type of writing that deals with every day life sides such as advertisements, E-mails, sending post cards, instructions, notes, telegrams, etc.

## 2.1- An Introductory Note

This chapter presents the theoretical background and related previous studies that have been dealt with and investigated types of practical writing.

## 2.2- Writing as a Process

The advocates of writing as a process felt that instead of learning terminology, students needed to learn and, more importantly, to experience the steps and stages involved in writing itself: planning ,drafting ,and revising, If students could master these fundamental processes, it was argued, they could apply those skills in a variety of writing situations . Investigation of the writing process is continuing today. But, research has not produced a fixed or rigid model of the composing process .It has, nevertheless, suggested that the process can be discussed in three major phases, which are: -

- 1- prewriting- perceiving the world, discussing ideas , focusing on the needs of an audience , taking notes, gathering resources, and planning the paper,
- 2- writing – the actual act of composing, and
- 3- post writing – revising, editing, preparing the final copy, copy- editing or proofreading, receiving the response and criticism of readers (Stephen & Susan , 1981:16 ) .

Writing is a process of growth and the stages of the writing process are flexible, accommodating a variety of techniques, and writing styles. Although writing is not a process in the technical

sense of a set of procedures, the writing process has been divided into distinct stages for clarity and convenience, four are identified as prewriting, drafting, revising, and editing / proof-reading (Dietsch 1998:3-6).

Harmer (2001:257) states that those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. By spending times with learners on pre-writing phases, editing, redrafting and finally “ publishing ” their work, a process approach aims to get the heart of the various skills that should be employed when writing.

White and Arndt (1991:5) are keen to stress that ‘writing is re -writing; that revision – seeing with new eyes – has a central role to play in the act of creating a text ’ . In their model, process writing is an interrelated set of recursive stages which include:

- 1- drafting ,
- 2-structuring (ordering information , experimenting with arguments ,etc.),
- 3- reviewing (checking context ,connections ,assessing impact , editing ),
- 4- focusing ( that is making sure getting the message across that want to get a cross), and
- 5- generating ideas and evaluation (assessing the draft and /or subsequent drafts).

Writers go through various stages when they are involved in writing. They think and plan their texts, organize the content,

and put their ideas and views on paper. They often edit their work by making corrections. They revise by adding, subtracting, or substituting what they need to, and they rewrite by producing new content or organization. Therefore, any written text can go through several drafts before it is suitable to be read.

Finally, the notion of writing processes essentially means the acts of writing a poem, lyrics to a song, or paper of college class. So an important aspect of writing as a process is writing takes time and energy. A writer is not performing a single activity when creating a written document. Writers perform many different activities when they write. These activities constitute discernable writing processes (Murray, 1980:20).

### **2.3- Writing as a Product**

Writing is an expression of ideas in a consecutive way according to graphic conventions of the language (Rivers, 1968: 248). Thus, as a skill, writing is indispensable for carrying on one's affairs in all walks of life, and communicating with others no matter how far they are in time or space. It is used to a large extent to measure students' proficiency and improvement in almost all subjects of an FL.

Recently, considerable interest by linguists and scholars has appeared regarding the analysis of text, as being the product of writing. In respect to this point, Roberts (1958:143) defines writing as "the skill of production of graphic symbols that represent a language one understands, so that one can read these

graphic symbols if one knows the language and the graphic representation”.

Furthermore, several studies have mainly dealt with how texts are structured and organized .Such studies identify the product of writing as the symbols and words that are put on the page to express meaning ,and idea with certain aspects such as the choice of structure and vocabulary (Van Djik,1977:170) .

From all above, the following definition will be adopted: “Writing as a product means any written text” .The following discussion shows the aspects of writing as a product.

### **2.3.1 Structure, Vocabulary, and Style of a Text**

One of the related aspects of text writing is grammatical structure and vocabulary . Thus, three main characteristics of grammatical structure are identified: accuracy, appropriateness, and maturity (ibid:122).

In relation to vocabulary, an accurate writing depends on the proper choice of lexical items and words, which lead, to effective and accurate expression and text production. Moreover, the maturity of diction \* and its appropriateness need also to be judged and this is achieved by our interest in the probability of the occurrence of the given word if the discourse of a well experienced writer, which contains the selection of specific words as opposed to general ones,and the choice of abstract or concrete

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**\*The maturity of diction means the accurate choice and use of words and vocabulary, i.e. style of writing.**

words (for further information see Van Dijk,1977,and Freedman and Pringle ,1980:179) .

### **2.3.2 The Use of Discourse, Strategies and Pattern**

In the field of teaching writing in EFL , scholars and researchers have discovered that poor writing may be due to inefficient use of writing strategies and vice versa (Morrow and Schocker,1987:258). Such writing strategies are also called those rhetorical patterns or discourse strategies that are needed for improving sentences into unified and coherent texts.

### **2.3.3 Rhetorical Organization of a text**

One of the essential facts in EFL writing stresses the idea that writing coherent texts involves the acceptance of English rhetorical traditions ,rules, and conventions of writing by EFL college students .According to Holden (1979:76) EFL students who can produce grammatically correct sentences may not be able to write larger stretches of discourse .Moreover ,the main reason for incoherent writing is the different rhetorical structure used.



## **2.4- Domains and Modes of Writing**

Kimskorner ( 1997:10 -11) puts different categories for writing each mode with specific purpose . The four basic modes are:

### **1-Narrative writing**

The primary purpose of narrative writing is to describe an experience, event, or sequence of events in the form of story.

### **2-Descriptive writing**

The primary purpose of descriptive writing is to describe a person, place, or event so that the topic can be clearly seen in the reader's mind.

### **3-Expository writing**

The primary purpose of expository writing is to provide information such as an explanation or direction.

### **4- Persuasive writing**

The primary purpose of persuasive writing is to give an opinion and try to influence the reader's way of thinking with supporting evidence .

Rosen (1987: 80) have noted that writing practice and instructions must occur in at least three modes – expressive, transactional, and poetic. Students use expressive mode to explore and explain their own thoughts and feelings informally ;they use the transactional mode to report, inform, explain, and persuade ;

and they use the poetic mode to create a literary work ,each has a place in a balanced writing program.

Most of writings can be divided into four main types, as McGraw-Hill( 1997:18-19) points out :

**1- Narrative writing** tells a story (narrative is really just another word for story.) The story might be fictional, as in a novel or a short story, or it can be a real – life story, the sort found in a biography or autobiography, or in a narrative essay.

**2- Descriptive writing** paints a picture with words. Whether in describing a person, place, or event, a lot of sensory details should be included that appeal to the five senses. Sensory details help the readers to see, hear, touch, taste, and smell what the writer is describing, almost as if the scene was right there in front of them.

**3- Expository writing** is any writing that explains or informs. Its focus is on specification and organization of information in a logical order. In that way, the reader will have no trouble following the explanation. The language should be clear and precise.

**4- Persuasive writing** presents the writer's points of view and tries to influence the readers to agree with it. When doing persuasive writing, facts are included that support the writer's point of view; also, language should be clear and the argument should proceed logically. Before starting writing, time should be spend to thinking about the audience – what kinds of facts and arguments would best convince them to agree with the writer's.

White (1995, 153) states that there are two important types of writing :- **Academic writing** and **Expressive writing**.

**Academic writing** has high priority within college - level education. Students who are unable to write academic essays will be marginal with academy (Brain, 1988:22). Academic writing involves skills of analysis and the development of logical argument; these are skills, which can be developed by training and practice (Zamel, 1987:59). **Expressive or creative writing** is writer - centered rather than reader – centered, and within an expressive view of writing, such characteristics as integrity, spontaneity, sincerity, and originality are valued (Faigley, 1986: 527).

According to Raimes (1983: 83) there are two major types of writing: **Practical** and **Creative**. **Practical writing** is a kind of writing that is concerned with every thing people do in their every-day life, it has both a clear purpose and specific audience.

Rivers and Temperley (1987: 318) say that practical writing is a type of expressive writing which concerns with what the student wants it to say in the situation, it concludes every-day living, social contact, getting and giving information.

**Creative writing** is mostly used in literature. It is intended to entertain. Good creative writing also contains a message – statement about life or the nature of mankind (Frank, 1980: 9-13 ).

Treut et al. (1966: 2) believe that there are two fundamental kinds of writing – one **practical**, the other **personal**. A gratifying sense of power comes to any individual who can fulfill the practical writing demands of his/her own life, whether it is the first brief direction that goes home from school or a lengthy treatise that terminates an individual study. Even more telling in its expansive effect is the personal writing through which a student expresses his thoughts and feelings spontaneously in stories and verse.

Hariston (1986: 21-24) classifies the kinds of writing tasks into three broad categories. They are:

### **1- Messaging writing**

It is a kind of writing which is done for routine, everyday, writing tasks such as brief memos at the office, causal notes at home. It is an important kind of writing particularly in business and professions.

### **2- Self-contained writing**

This category is quite broad, containing many different kinds of writing, including case studies, technical reports, most essay-exams, and papers or articles that summarize the information.

### **3- Reflective writing**

It is also called emergent writing. It includes personal experience papers, in which writers recall events in their lives and reflect about their meaning, exploratory or speculative articles in

which writers give data information and theorize about implications or consequences, and articles in which writers theorize about the future.

Kimskorner (1997: 20) identifies nine subcategories for writing they are:

### **1- Argumentative writing:**

This form of persuasive writing has a primary purpose of making a statement that the reader will disagree with, than supporting the statement with specific details that will convince the reader of the truth of the statement.

### **2- Business writing:**

This form of expository writing has a primary purpose of communicating with others in the work place.

### **3 - Comparison and contrast writing:**

This form of expository writing is primarily used to show the similarities and differences between two subjects.

### **4- Informative writing:**

This form of expository writing has a primary purpose of providing information in a clear, concise manner.

### **5- Literary writing:**

This form of expository writing has a primary purpose of a personal reaction to a piece of literature .

### **6- Personal Narrative writing:**

This form of expository writing has a primary purpose of sharing an experience or event from an author's own life.

**7- Poetry writing:**

This form of creative writing has a primary purpose of imagining and reflecting on a subject, idea, or event. This is usually done by stanzas rather than paragraphs.

**8- Process writing:**

This form of expository writing has a primary purpose of explaining the steps or procedures of something.

**9- Research writing:**

This form of expository writing has a primary purpose of reporting new information that has been learned by studying available resources.

According to what is mentioned above, it is concluded that writing has four purposes: to describe, to narrate, to explain and to persuade. These four obviously correspond to the traditional four forms of discourse.

**2.5- Purposes of Writing**

Purpose is the first reason for writing and it will affect the content, form, style, and tone of writing. So, each piece of writing begins with a purpose. The focus of this chapter is on the four purposes of practical writings are selected for the purpose of the present study, which are writing for : -

- 1- instructions,
- 2- notes,
- 3-E-mail letters, and
- 5- personal advertisements.

### **2.5.1- Writing Instructions**

**Technical writing** is a generic term for all written communication done on the job –whether in business, industry, or other professions. It is particularly identified with jobs of technology, engineering, science, the health professions and other fields with specialized vocabulary. The terms technical writing, professional writing, business writing, and occupational writing all means essentially the same thing (Pfeiffer, 2000:6). Technical writing consists of introducing students to the specific formal constraints of technical reports and papers.

Writing instructions is an important pattern in technical fields “ the field of technical writing has expanded greatly in recently, and new work is in writing instructions.....Many graduates of technical programs now find themselves write instructions more often than they write reports ”(Bertie, 1989:63).

Instructions are explanations or a set of directions for how to do something .The steps in a set of instructions are arranged in a logical way so that other people can repeat the activity (Flood etal., 1996: 434).

According to Trudy (1999:30), instructions are those step by- step explanations of how to do things, assemble, operate, or repair something or do routine maintenance on something.

Writing instructions often goes further than shaping conceptions about writing itself: it can also contribute to constructing learners' sense of their own identities and possibilities (Ullman, 1997:35).

Raimes (1998:142) states that:

**We write to tell our friends how to find our house ,write an instruction for a neighbor on how to water plants, feed canary , a recipe for a friend etc. Writing instructions is such a common activity that language learners need to learn how to do it, so in writing instructions of any sort it must combine accuracy of details with brevity and order.**

Sometime students will need to learn about a particular convention . Instruction is most effective when it is provided at this point. Some instructions can be given in mini- lessons to a group of students who have a common need, while others can also be given to individual conferences as teacher help students with their writing (Pegton, 2003: 15-16).

To evaluate the usefulness of instructions , A good instruction is realistic, pertinent, and ethical, it should be something that can be re-done , with benefit from doing ,and without feeling guilty about doing it .Evaluating instructions is, therefore a rather subjective process . For example, what is



realistic for one person may be impossible for another. So, an instruction is only good if it is appropriate for the person who is reading it (Harries and Cunningham, 1997:110).

In general, writing instructions are simply steps explaining how to do a particular task. However, instructions shape a reader's attitude towards a process, a product, or the writer of the instructions. Therefore, good instructions are not necessarily easy to write. First, they must be clear and easily followed. Second, they must be correct. Third, they must contain appropriate amount of information (Newman,2001:4).

In task-oriented texts or instructions that explain how to assemble, operate , or maintain a product , practical writers strive for clarity, precision, conciseness and readability in all these activities .

Certain guidelines which are useful in writing for users at all levels of writing instructions are identify. They are particularly helpful for those who are not expert users. Non expert users want information that they can understand immediately without reading a lot of explanation. So, the first kind of these guidelines is the language of instructions.

### **2.5.1.1 Language of Instructions**

In writing instructions of any sort it must combine accuracy of details with brevity and order, the language should be very valuable aid in order to writing clear , and concise

instructions . So, good language in written instructions enables the readers to complete the task successfully, consistently, and efficiently reading the instructions (Jolly, 1984: 52).

Donin et al., (1992:88-90) identify the principles for writing words in language instructions as follows :

- 1- Using easily understood, common words,
- 2-Using concrete words, not abstract ones ,
- 3- Using function words ( articles,conjunctions,and prepositions) for clarity ,
- 4-Using short, natural, and fluent sentences, and
- 5-Using positive statements and not negative ones.

Mckay (1983: 6) suggests that many people do not like reading, interpreting , and following instructions , yet one may have a very good language for wanting people to follow his/her instructions . Therefore, one must persuade the reader to use his/her instructions through choosing the words which are related to his/her subject.

### **2.5.1.2- Forms of Instructions**

Harries and Cunningham, ( 1997: 109 ) argue that they are two basic types of instructions:

- 1- Specific instructions, which explain the steps in a process that the reader follows immediately.
- 2- General instructions ,which offer suggestions for the reader's considerations but do not assume immediate actions on their part .

Jolly (1984: 53-54) presents the following forms of instructions :-

1- Imperative Instructions (use dictionary forms of verb) e.g:

Prepare .....

Turn .....

Increase .....

Do not allow .....

2- Strong instructions: for example: -

You should allow .....

You should not let .....

3- Means (how to carry out instructions) for example: -

..... by turning it sharply to the left .....

..... by means of .....

4- Reasons: for example: -

..... in order to reduced the liquid .....

..... to avoid the traffic .....

5- Expected events or outcomes: for example: -

It should be tender but whole .....

The meat is done when .....

The following instructions illustrate the idea:

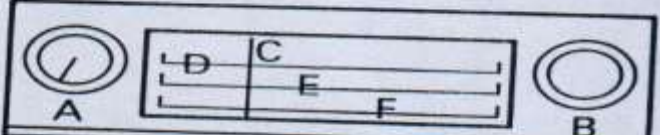
**A- Technical Instructions: -**

-An instruction for the use of a cassette recorder (with the help of a labelled diagram if necessary or useful)

**A HACKER RADIO**

Turn the radio on and increase volume by turning knob A to the right.

Select wavelength by choosing and depressing J



1 Recipes

**STEWED IN A PAN**  
1 lb. young rhubarb, 4 oz. granulated sugar, to taste, ½ pint water.  
Wash, trim and cut rhubarb into short lengths. Dissolve sugar in the water over a low heat. Add the rhubarb and bring very slowly, up to simmering point. It should be tender but whole.

**CASSEROLED**  
1 lb. rhubarb, 2 tablespoons water, 4 oz. granulated sugar, to taste  
Prepare as above. Put in a casserole with a tight-fitting lid. Pour on water, sprinkle with the sugar, cover and cook in the oven until tender.

## B-Recipes -

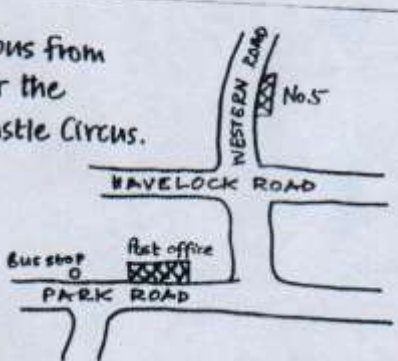
-An instruction for a friend or acquaintance about how to make rhubarb.

## C- Directions

-A direction ( with the help of a map if useful) from the place

2 Giving written directions

Catch a 134 or 135 bus from the bus stop near the Castle Grill at Castle Circus.  
Get off the bus in Park Road by the Post Office.  
When you get off the bus, walk past the Post Office and take the first road left.  
Cross the first road you come to (Havelock Rd) and then cross onto the right hand side of Western Road. No.5 is the third house.



where one work to his/her home ,so that a friend can find his way there .

### **2.5.1.3- Steps for Writing Instructions**

Pfeiffer (2000, 177-181 ) states the following steps to be used in writing instructions :-

#### **1-Selecting the correct reader level**

One must know exactly who will be reading his /her instructions, such as students, general users, engineers ,etc. in order to select the language that every reader can understand .

#### **2- Providing introductory information**

This means writing instructions following the ABC format (Abstract / Body /Conclusion). The introductory (or abstract) information used should include: (1) a purpose statement, (2) a summary of the main steps, and (3)a list or an illustration given of the material needed .

#### **3-Using number list in the body**

A simple format is crucial to the body of instructions – that is – the steps themselves . Most users constantly go back and forth between these steps and the task to which they apply . Thus , one should avoid paragraph format and instead use a simple numbering system .

#### **4- Placing one action in a step**

A common error is to “ bury ” several actions in a single

step . This approach can confuse and irritate readers. Instead, break up complex steps into discrete units.

## **6- Starting each action with a verb**

Instructions should include the “ command ” form of the verb at the start of each step . This style best conveys a sense of actions to the readers.

On the other hand, Lewis ( 1978 : 65-68 ) presents the following steps for writing instructions :-

### **1-Introductions**

Planning the introductions to the instructions carefully should follow four main ways:-

- 1- indicating the specific tasks or procedures to be explained,
- 2- indicating what the audience needs in terms of knowledge and background to understand the instructions,
- 3- giving a general idea of the procedure and what it accomplishes,
- 4- indicating the conditions when these instructions should (or should not ) be used, and
- 5 - giving an overview of the contents of the instructions.

### **2- General warning, caution, and danger notes**

Instructions must alert readers to the possibility of ruining their equipment or hurting themselves. Also, instructions must often emphasize key points or exceptions. For these situations the writer uses special notes.

### **3- Equipment and supplies**

Most instructions include a list of things ones needed before starting the procedure, this includes equipment, the tools used in the procedure and supplies, the things that are consumed in the procedure. In instructions, these typically are listed either in a simple vertical or in a two-column list –for example, brand names, sizes, amounts, types, and model numbers.

#### **4- Using illustrations or visuals**

An important aspect of instructional writing is the use of graphics, maps, diagrams, word pictures, and design in order to be easy to read and understand . Sometimes words simply can not explain the step . Illustrations are critical to the readers` ability to visualize what they are supposed to do. Also, place an illustration next to every major step when the instructions or equipment is quite complicated or the audience may include poor readers who are in a hurry,. while, word- picture associations create a page design that is easy to follow. Another useful graphic in instructions is the table and sometimes within a step it needs to show correspondence related data.

#### **5- Keeping a simple style**

Instructions must be easy to read through using these techniques:-

- 1- keeping sentences short, with an average length of under ten words,
- 2- using informal definitions (parenthetical )to define any terms not understood by all readers ,

- 3- never using a long word when a short one will do ,and
- 4-being specific and avoiding words with multiple interpretations ( seldom, frequently , occasionally , etc. ).

#### **2.5.1.4 - Characteristics of Good Instructions**

Nolasco (1987: 12) states that a good instruction must contain the following features:

- 1- adequate explanation,
- 2- economy,
- 3- clarity,
- 4- completeness,
- 5- logical ordering, and
- 6- accuracy.

Harries & Cunningham ( 1997 : 109 ) identify that good written instructions are easy to read , follow, remember, and explain, and are formed in such a way that information is accessible to a reader who needs to go back and reread part of instructions .

Warner (2005: 17) states eight steps that can help the writer to write effective instructions:

- 1-clear, simple writing,
- 2-clear visual design,
- 3-precise and pertinent information,



- 4-good balance between reading and doing,
- 5-including only the important information,
- 6- using imperative mood,
- 7-using graphics to reinforce words, and
- 8-never overload the reader's mind.

On the other hand , the need for qualities like clarity are most obvious in preparing the instructions, but unless producing imaginative writing it should always have these criteria. In writing any instruction, the aim should always be to produce clear and accurate work.

### **2.5.2- Writing Notes**

In order to write English spontaneously , it must give students the opportunities to acquire confidence in their ability to write . So, writing notes is a useful, effective, enjoyable, and above all necessary component of the modern world. It provides the pleasure of sending a personal note to a friend. It assumes career and financial importance in the composition of a resume or a business letter (Rivers, 1968: 239).

Jolly (1984:8) presents writing notes as a kind of handwriting ,used when contacting people by writing to them .It does not always need to write a full letter ; a note will often be quite enough for what people want to say . It is left for people to read, or send to them by hand .

James et al., (1979:6) define writing note as “a high complex skill consisting of certain major components, and writing what is important .Writing notes is also described as a cognitive strategy that involves “ writing down the main ideas , important points and outlines ” (Ellis,2000:534).

In today’s world,it is still needed to feel in touch with others, and because of this, people want to be touched with a real communication, to see handwriting, and to display it on our mantels and tables as a sign someone cares about us. So, the art of writing a note for times such as birthdays, thank-you notes for Christmas, First Communion, and for those who sent gifts or money during family deaths, graduations or weddings seem to write a hand-written card with their gift or receive one as a thank you note for the gift, today (Brown, 1999:1-2).

Schoen et al., (1982: 102) believe that notes are a great way to inform people about everything, also, they serve to strengthen relationships between them. Today’s young families are among the busiest people anywhere; they want information that is quick and relevant .A short note written to a student can help parents participate in the learning that takes place in the class.

Lester (1995:130) recommends focusing on authentic writing in the class by visibly using everyday notes and inviting students to write short notes to themselves, friends, teachers, and families. The lesson invites students to write short everyday

notes, and provides many natural opportunities for meaningful writing and lots of practice in writing notes. Note writing is particularly appealing to beginning readers and writers because the form is short, its purpose is easily understood, and results are frequently concrete and immediate.

### **2.5.2.1- Language of Notes**

Cambourne (1988: 88) says that it is important that the language of a note is understood clearly and the meaning is not confused. It should also include all of information in the note .So, the selection of any word used in a note is very important because just changing one word can change meaning or perhaps the way something is intended to be said, for example:

- **Jake said to get the equipment to his office.**
- **Jake asked if you could get the equipment to his office.**

In this example the same thing is being asked in both sentences ,however the first one is more of a command and perhaps urgent ,whereas the second one seems to give options and may be less urgent .

Writing notes need a certain language to be used and certain areas to be covered. It is not always necessary to use complete sentences through choosing only the main words, which express ideas briefly, also writing things without obscuring the meaning and where length is inconvenient (Jolly, 1984:9).

Dillard (1989: 96) identifies that a readable language is one that an intended reader can understand without difficulty. This will save time and effort on a reader's part, so note language must be simple, clear, and of a readable style. Efficiency is one of the most prized writing, which means using the fewest words to present information accurately and clearly. Also, good language requires the mastery of two aspects. The first is grammar in the broad sense, i.e. the basic rules of language. This would include syntax, punctuation, and usage. The second is style, i.e. the art of applying the rules of language.

Language notes consist of words, statements, or paragraphs. Using words should be with precision and economy to construct sentences that are exact, clear and as simple as the subject permits. Many students have a tendency to write in a flowery fashion and use many more words than are really necessary in order to tell their reader what they want to say. In writing notes only the ability to communicate clearly is on trial.

Using a concise statement is important for any note someone needs to be informed about ;so the list below exemplifies the conciseness of words ,the statements and their wordy concise form were put between two brackets. AGPS (1995: 40).

... if conditions are such that ... ( if )

... in order to ... ( to )

... there can be little doubt that this is ... ( this probably is )

... plants exhibited good growth ... ( plants grew well )

... bright green in colour ... ( bright green )

... by means of ... ( by/with )

... created the possibility ... ( made possible )

... due to the fact that ...( because )

... for the reason that ... ( because, since )

... in all cases ... ( always )

... in view of the fact that ... ( since, because )

Fowler (1965: 428) state that paragraph is essential in writing notes. It is a unit of thought, not of length. Each paragraph should be homogeneous in content and should treat the content in logical and sequential order. There is no general rule about the length of a paragraph and it should be a matter of common sense. Sensible paragraphing gives the reader a rest and indicates that the writer is going on to the next point. A paragraph should be able to stand alone and be understandable and independent of the preceding one.

### **2.5.2.2- Forms of Notes**

Reinking and Osten (2005:349-354) state that a note can be summary, paraphrase, or quotation . **Summary** condenses original material, presenting its core ideas in the writer's own words .In order to write an effective summary, one must have a good grasp of the information. A properly written summary presents the main points in their original order without distorting

their emphasis or meaning, and it omits supporting details and repetition, while a **paraphrase** restates material in ones own words without attempting to condense it. Unlike a summary, a paraphrase allows one to present an essentially complete version of the original material, then verify the accuracy of notes by checking them against the original source. A **quotation** is a copy of original material. Since the writer's paper should demonstrate that he has mastered the sources, he should never rely extensively on quotation. As a general rule, a quotation should be avoided expect when:

- 1- the original displays special elegance or force ,
- 2- one really needs support from authority , and
- 3- one needs to back his/her interpretation of a passage from literary work.

Thomas (2002:30) argues that there are two different types of notes. Firstly, there are notes conveying **biographical information** about a person's life that do not have anything to do with context of the specific article or letter where they are mentioned .The information included in the note may be pertinent to events that occurred before or after the immediate context of the letter .As much as possible they should adhere to the following format: Name (date of birth-date of death), nationally, occupation note. Secondly, **context notes** are more particularly related to the immediate text. There is no particular format for these notes as they will contain various types of information, and

these notes will be embedded within the text in <note> tags. Context notes tags must have the attribute value type = “context” to be properly displayed.

### **2.5.2.3- Steps for Writing Notes**

Horgan (1988: 167) states some additional ideas on how to write a note quickly and easily as follows: -

1-Do not write the note when there is not a lot of time to think and write.

2-Do not write, "***Dear Aunt.***" It's best always to use the person's name . Write, for example "Aunt Maria" instead. Or if you are writing to someone that you know his/her nickname, write that . Put down,

***"Dear Jelly Bean" or "Hi Sweet Mom."***

3-Try to connect with someone via an event that you know about what's going on in their lives. For example start out with:

***"Dear Jean,***

***I realize your eyes will be blood shot and you'll probably fall asleep reading this from lack of sleep, but I wanted to congratulate you on the adoption of your new baby boy. Happy Motherhood!"***

4- Focus on a person's hobbies, or even his/her weaknesses (i.e. shopping, gardening, cooking, etc.), so it's better to begin a letter with:

***"Dear Mark,***

*So have you crashed any more remote control airplanes is past year? Have you considered kite flying instead?*

5- Sometimes using a quote helps break the ice to start a note to

someone. For example:

*"Dear Sarah,*

*Mae West said, "I like my men two ways...Domestic and Imported." Congratulations on your engagement. But which one is this guy you tell me you're going to marry?*

6- Use real and natural conversation in your note. Do not write,

"Congratulations on the birth of a new daughter" That sounds stiff, dull and rather impersonal. Instead write something you'd normally say if you are standing at her side such as:  
*"You just can't beat the smell of newborns to bring a smile to your face. I'm so thrilled about the birth of \_\_\_\_\_ (name of baby). I'm sure she/he is bringing a big smile to your face right now as I write this."*

Grab and Kaplen (1996 : 232) present a six-points formula to the proper note such as thank you note .

**1- Greeting:** *"Dear Aunt Sally,"* that is the easy part, but it is surprising how many people forget it. Also, people love to hear their own names. Let the words sing without the amplification of rainbow hues. Even if your handwriting is poor, you must still



hand-write your notes. Do not type them or, worse, use a word processor.

**2- Express Your Gratitude:** *“Thank you so much for the gifts.”* This first paragraph seems like it would be the easiest, but it is actually the most complicated written. Use the present-perfect tense, which essentially means write as if whatever you say is happening in the moment.

**3- Discuss note:** Say something nice about the item and how you will use it. But do not lie. After all, there is always a truth that can be if the gift was cash, allude to how you will use the money, but do not itemize your planned purchases line by line, instead simply say: *“It will be a great help when we purchase our new home/toaster/whatever.”*

**4. Mention the Past, Allude to the Future:** *“It was great to see you at my birthday party, and I hope to see you at Dad’s retirement in February.”* Let the giver know how they fit into the fabric of your life. If it’s someone you see infrequently, say whatever you know: *“Mom tells me you’re doing great at Stanford, and I hope we cross paths soon.”* If it’s someone you’re in regular contact with: *“I’ll call you soon”*,

**5-Grace:** *“Thanks again for you gift.”*

**6- Regards:** *“Love, Leslie.”* Use whatever works for you: *“Love, Yours Truly, With Love.”* Then sign your name, and you are done.

### 2.5.2.4- Characteristics of A Good Note

Brooks & Warren (1950: 215-216) say that a well-prepared note quickly and efficiently fills a person in an issue. The most valuable note is clear, concise and easy to read. To succeed, a note should be:

- 1- **Short:** It should be one to two paragraphs ,and always as short as possible .
- 2- **Concise:** A short document is not necessarily concise ; but every word is used as efficiently as possible .
- 3- **Clear:** Keep it simple and to the point ; always keep the reader firmly in mind and include only what matters to that reader.
- 4- **Reliable:** The information in a note must be accurate, sound, and dependable; any missing information or questions about the information should be pointed out.
- 5- **Readable:** Use plain language and design note for maximum readability (use white space, subheading, lists, fonts, and other means of making reading easier .

Pfeiffer (2000: 204-209) states that writing notes must be characterized by the following attributes:-

#### 1- Purposefulness:

Everything written must have a purpose that is clear both to the writer and to the intended reader. Purposeful note is useful; it may solve a problem, and answer the reader's questions.

## **2- Reader-centered:**

Much of what students write at university really has no audience (and often has a vague purpose). The result is that inexperienced writers often have not noticed the difference between, say, writing a note, letter, and writing an essay. The latter must make an impact on its reader; to do that it must be written with the reader's needs in mind. Writing for the intended reader, rather than for oneself, is the biggest improvement one can make as a writer.

## **3- Clear:**

The goal in writing a note is always to convey meaning in a way that a reader can understand easily. A clearly written note is a product of effective thinking, planning, language use, and organization. Clear writing saves time, money and effort. It is essential to achieve goals. On the other hand, unclear writing takes time to read and figure out, invites irritation and confusion, and wastes time.

## **4- Concise:**

Concise notes are as long as they have to be to achieve their purpose—and not a word longer. Nothing is more disrespectful of readers than expecting them to plow through pages of poorly organized, wordy, unfocused writing and to try to locate the meaning themselves. Conciseness represents work on the part of the writer—the work of planning, organizing, choosing

an appropriate design, revising, and editing so that readers optimize the time and effort they put into a note.

### **5- Accurate:**

In all situations one is responsible for conveying information, recording facts carefully, checking anything that seems questionable and being prepared to stand behind anything written. Inaccuracies can be annoying or simply confusing.

### **6- Complete:**

It is crucial that readers have all the information they need. A complete note includes necessary background information for readers who are unfamiliar with the subject. It contains sufficient details or analysis, and it provides clear references to any additional information .

### **7-Objective :**

All writings must be honest, fair and unbiased. These are the minimal ethical expectations of everything written. Being clear and well organized is necessary , but must always be fair, reasonable and honest.

## **2.5.3- Writing E- Mail Letters**

Pfeiffer (2000:217-218) states that electronic communication has become the preferred means of communication among many people. It provides a fast and convenient way of communicating information among users and makes it easy to

communicate with colleagues, professors, workers, and general people who are also in the internet network with organization, also, with any one else if the network is connected to the internet. The most prevalent means of electric communication is electronic mail (E-mail). Other means of electronic communications include mailing lists, newsgroup, and chat.

Electronic mail is a relatively new medium of communication that experiences exploding growth in all world .Also, it is the most popular application used on the university network and the internet in general . So, an E-mail letter can be sent across different kinds of networks, both locally and globally (Reuter, 1996:11-14).

E-mail is considered a common way of sending letters , messages short or long , these days is via electronic mail ,or E-mail is not only instant but can easy be set to a number of people at the same time. The advantage of E-mail include speed of sending and receiving, keeping a record of E-mails sent and received and sending numbers of documents at once, including photos, diagrams, or maps (Lee, 1996:22-40).

E-mail is sometimes characterized , for instance , as a medium that mediates between speech and writing . The ease and speed with which writers can compose, send and receive E-mail letters are remarkable .Yet depending upon the situation, E-mail can be as permanent as the most traditional printed text ----- and can have similar long-term consequences. In business, daily life,

and other situations, E-mail functions primarily as a fast and inexpensive means of communications (Ede, 1998:89).

White (1995:230) says that an E-mail letter is a kind of practical writing which gives students a practical reason for writing for which they will receive some benefit. Students tend to remember the format because of the information they received by mail later once they have learned the format.

Students write at the time when reading and writing are common practices. Like many who have access to computers, such students have found E-mail letters as a means of written communication to E-mail friends, families, companies, and anyone else. Best of all, in writing E-mail letters correspondent do not seem to expect students to write the kind of formal prose they associate with school assignments and conventional personal letters. So, E-mail communications are generally less formal than written communications (Baron, 2000:122).

From all the above, the following are some guidelines on how to write an E-mail letter.

### **2.5.3.1- Language of E-mail Letters**

As the most familiar and widely used mode of Computer Mediated Communication (CMC), E-mail is undoubtedly an influential force in contemporary communication exchange. Due to inexpensive pricing and accessibility, E-mail is replacing both

the telephone and the traditional letter as most convenient means of two-person discourse.

Making definitive claims, however, regarding the effect of CMC on the English language remains difficult. Firstly, widespread E-mail access and usage has only been around for about ten years, making observable linguistic changes premature. Secondly, most studies synchronically base their research on publicly-posted exchanges of E-mail letters from a short time frame, unable to observe either consistent or evolving practices nor compare their results adequately with one-on-one, or “private,” correspondences. Nevertheless, many of these studies do share similar results from which to establish a base of analyses that may be validated or contradicted as E-mail usage evolves and future studies are undertaken.

Early attempts to characterize the language of E-mail tended to argue for the predominance of either an oral or a writing based standard of communication, though almost all contemporary studies seem to agree that electronic language use is influenced by both equally or else falls into a separate category outside of this dichotomy. It is useful to look at E-mail in relation to this binary categorization, however, as a means of understanding how it is utilized, and thus shaped, as well as how it influences the use of language contained therein (Baron, 1998:35-36).

In order to understand the senders and receivers of E-mail letters and the roles that they play, an investigation of the

language used in E-mail is essential. Some of the characteristics of E-mail language that differentiate it from other mediums are that it is informal and conversational, direct and concise, unedited, and emotional. Although some of these qualities are borrowed from writing or speech, others are new qualities that are specific to the medium of E-mail. Although E-mail is clearly more related to speech than it is to writing, many of its qualities suggest that it is evolving into a new genre.

The senders and receivers of E-mail are shaping it and developing standards to fit their needs. Because of the dynamic nature of E-mail, senders and receivers are finding ways to incorporate useful qualities of writing (i.e. conciseness) and useful qualities of speech (i.e. informality) into it in order to make it an effective and efficient medium. The development of standards and rules to govern behavior gives the E-mail medium the character of a discourse community. In it, senders and receivers behave alike. They have community-specific terms, abbreviations and guidelines (ibid;133-135).

The following are some major guidelines in using E-mails:

- 1- Be conservative in sending and liberal in receiving.
- 3- E-mail letters should be concise and to the point.

The need for such guidelines suggests that the medium of E-mail is new, unfamiliar, and although it has many of the qualities of speech and writing, it is still different that their rules and guidelines do not apply. The users of E-mails are working for



autonomy to distinguish themselves from other mediums, or other discourse communities( Crystal , 2001: 94).

Pfeiffer (2000:219) states that the language of E-mail communications is often considered less formal and ,therefore less demanding in its format and structure ,so one should consider constructing them as carefully as possible . Interestingly ,the mail medium has produced a casual writing style similar to that of handwriting letters. It even has its own set of abbreviations and shortcut languages :

BTW : by the way

FWIW: for what it's worth

FYI : for your information

IOW: in other words

WRT: with respect to

### **2.5.3.2- Steps for Writing E-mail Letters**

Keen and Adams (2002:209) state that most E-mail letters and faxes are short pieces of writing, they still need a careful prewriting, drafting, revising, and correcting . The following steps summarize writing E-mails:-

- 1- Writing down the purpose of the letter ,
- 2- Collecting the relevant information ,
- 3- Sizing up the role of reader like a friend, family, professor.
- 4- Planning appropriate ideas for letters,
- 5- Quickly composing a first draft ,

- 6- Making any necessary changes after drafting ,and
- 7-Proofreading the letter, correcting any spelling or grammar errors, printing the final draft ,and sending it by E-mail , then being sure to save a copy .

On the other hand, Hogue (2005,343) believes that E-mail has changed the way people communicate with each other. Like other forms of written communication, it has customary rules for format and content. They are

**A- Format:** Because E-mail letters frequently replace more formal print-based documents, they should be organized and formatted so that the readers can easily locate the information one wants to communicate. The following should be considered.

- 1- Always fill in subject line with a short phrase that tells the topic of the letter.
- 2- Begin with a greeting and end with closing ,use a formal greeting for people unknown well , and use informal greetings and closings only with friends ,as illustrated in the following :-

**Formal**

- Dear Mrs. . Duncan ,
- Sincerely,

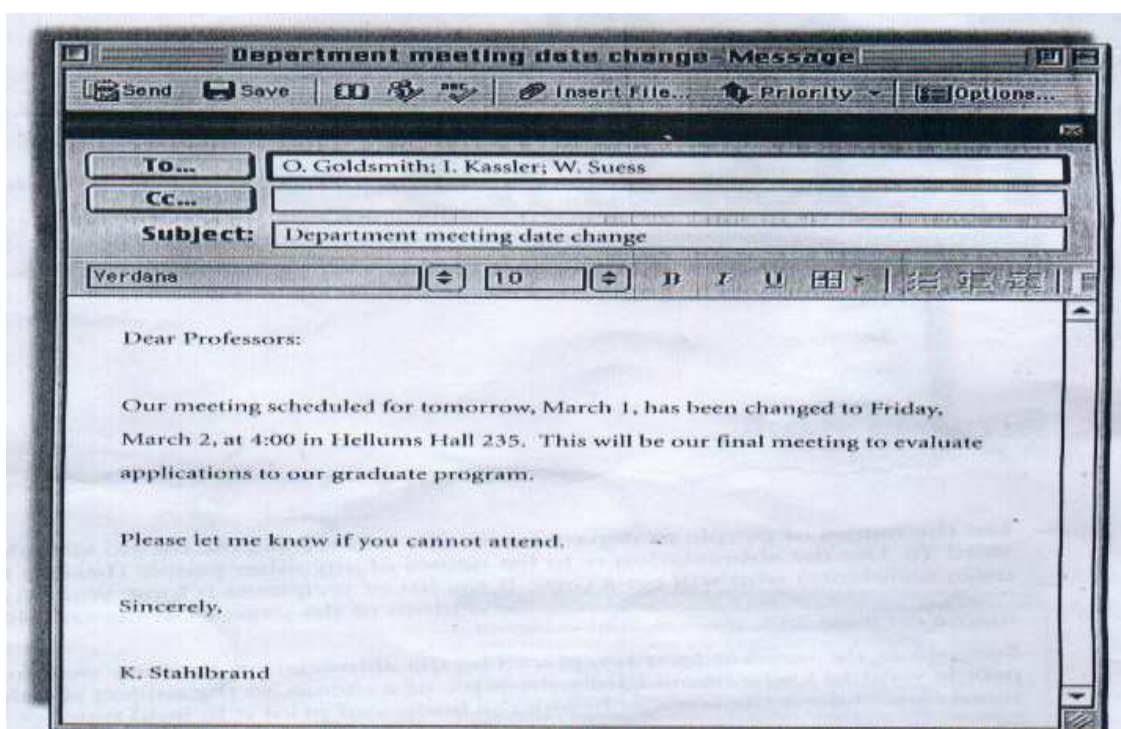
**Informal**

- Hi , Laura
- Ciao ,

- 3- Do not write in capital letters or small letters .Follow the rules for capitalizing in English .

**B- Content :**

- 1- As with other letters correspondence , be brief , clear ,and direct . State the main points in the first sentences if possible . Use formal English also in business .
- 2- Always proofread a letter before sending it and use a spelling checker .
- 3- Signing your name at the end of the letter ,by creating a little signature file , as shown in the below model:-



Brown et al., (1986: 462) suggests that an E-mail letter has four points that should be put in consideration, which are:

- 1- **Salutation:** Use dear sir or madam, if one does not know the person who will read the letter . While, write the name of the person that is known to oneself.

2- **Body:** The body of the letter contains the paragraphs that state the message, and the style which are used in writing letter.

3- **Complimentary Close:** Put the complimentary close either at the left margin or slightly to the right of center, depending on which letter- writing style is used. *Yours, Yours truly, Sincerely yours or Sincerely* are appropriate complimentary closes for letters.

4- **Signature:** Always write full name under the complimentary close in longhand and below it write the signature.

Pfeiffer (2000:220-222) suggests the most common features of E-mail letters that are in wide use :

**1-Begin with the Standard Format:** The E-mail letter should contain an indication of the date, to, from, and subject information.

**2-Focus on One Main Subject in the Letter :** State the subject briefly as possible .Then in the body of the letter ,begin with a succinct description of the subject .When E-mail letters get too long or complicated ,they lose their usefulness and impact .

**3-Use a Conversational Style:** Adopt a style that represents ones readers. Sentence fragments and slang is acceptable, as long as they contribute to the objectives and are in a good taste. Use abbreviations only if one knows that readers will understand them.

**4-Be Sure that the Letter Indicates the Context to which it Applies :** Be sure to describe the context of the letter .Tell the reader what the subject is and what promote to write the letter. If one is replying to a letter ,be sure to include or summarize the previous letter to which one is replying .

### **2.5.3.3-Characteristics of A Good E-mail Letter**

Reinking and Osten (2005:299-300) state that effective E-mail letter weaves conciseness, informality, and courtesy into a three – strand finished fabric.

**1- Conciseness:** Concise writing avoids ambiguous word and gets directly to the point, saving the reader time and enlivening the letter .

**2- Informality:** Informal language is everyday language . friendly and relaxed . To achieve it, use simple words and sentence structures ; personal pronouns like *I, me, you,* and *your* are appropriate .

**3- Courtesy:** In E-mail letters there is a direct dealing with others so, courtesy plays a key role in accomplishing the objectives of the writers .

Lan (2000:23-25) states some characteristics of an E-mail letter that differentiates it from other mediums as follows :

**1-Direct and Concise:** E-mail is considered more direct and concise . This characteristic of E-mail is more related to formal writing than speech, which in many cases, is written with the

objective to be as clear and direct as possible. However, even in formal writing, writers usually include courtesy phrases, or at least greetings and closings in addition to the information that they are trying to send. In E-mail however, senders are less concerned with such formalities and are more concerned with conciseness. Likewise, receivers expect directness and conciseness.

**2- Abbreviations:** Abbreviations used in E-mails are ones that have been developed and agreed upon by E-mail users and are specific to the medium of E-mail. Some were developed as a means to communicate ideas and emotions that are difficult to explain; others are used as a tool for efficiency and conciseness. The sender uses many abbreviations such as: *sis* for sister, *r* for are, *u* for you, and *k* for okay. These abbreviations, along with many others, are often used in E-mails, so the sender is trying to be concise and trying to communicate his or her idea quickly and efficiently (in the least amount of letters possible).

**3- Edit:** The sender must care to spelling, grammatical errors , and punctuation marks where needed , before sending the letter , because unedited letters are less judgmental than the readers of formal writing .

**4- Emotional:** E-mails are also characterized as a medium which easily evokes emotions. Unlike speech, where the hearer can rely on contextual cues and non-verbal communication to gather the speaker's intent, there is no context in E-mail. The sender's tone,

whether angry, happy, disappointed, or upset, cannot be clearly communicated due to the lack of context. With the use of emotions, the sender's role becomes much like the actual sender because it removes the ambiguity from the text, removes the sender's mask, and reveals the sender's true emotions .

El-Uteibi (1996:57-60) states ten characteristics of an E-mail letter which give the reader a perfect mental image of a successful letter . They are :

**1-Cautious:** This characteristic applies to the writer more than to the letter. Cautiousness is required here by the writer in what he expresses in writing .Hence , it is reflected in what is written. Cautiousness necessitates forethought to avoid committing oneself to something one cannot match or honor .It means also prudence and shrewdness in expressing one's ideas lest one should turn out to be a defaulter vis-à-vis the reader concerned .

**2-Clear :** The E-mail letter has to be legibly typed or printed . It has to be evident in its wording and easily understandable .The ideas must not be obscure or liable to different interpretations .

**3-Coherent:** It means that the parts of the letter as well as the ideas expressed in it are marked by an orderly and logical relationship. This makes the E-mail letter more understandable and thus acceptable especially when its parts are well coordinated and its ideas are well integrated.

**4-Complete:** It means that the email letter has all the main parts. It must also have all the main ideas pertinent to the subject the

letter. It should follow usually the appropriate channel of communication that suits best the nature of its subject.

**5-Concise:** It means brevity of statement and avoidance of superfluous details and style in writing without sacrificing any necessary information for the sake of summary. It means also using direct words that are well known for their meaning and that express clearly the ideas without resorting to verbosity.

**6-Consistent:** It means free from variation or contradiction of ideas expressed in the E-mail letter and according to accepted standards of correspondence .The letter must show conformity and harmony with previous commitments pertinent to the subject of the letter.

**7-Convincing:** It means satisfying and persuading through strong evidences or logical arguments which would bring the reader concerned to believe in the utility and validity of what it suggests.

**8-Cordial:** It means warm, sincere, and genially affable to be deeply felt by the receiver. The E-mail letter must be gracious in style and moving in expressions.

**9-Correct :** An E-mail letter is considered to be correct when it is accurate and free from errors or deviations in its text and rightly addressed to the person concerned . It is correct when it meets the standards of successful E-mail letter writing in form and subject matter .

**10 – Courteous :** There is always a need to reflect good manners and polite behavior in E-mail letter writing. One must pay



attention to the norms of address preferable in the social environment of the addressee.

The following examples illustrating E- mail letters:

:	
To:	Chris wells @yahoo.com
Subject:	Happy Marriage
<p>Hello Chris</p> <p>Great and surprising news congratulation on your decision to drop the cynical pose and become a married man's . Seriously though, I'm delighted that you and Lucy have decided to get married, and I hope that you both stay delighted with idea</p> <p>Warm regards</p> <p>Jack</p>	
<input type="checkbox"/>	Use my signature

To: Alex 123.2003 @yahoo.com

Subject: Funny E-mail

Dear Alex

I just received your funny e-mail and the wonderful snapshots of your family. Do your mom and dad look so serious? the school year is in full swing now, and I just always have a lots of home work.

I hope you tell me all about what you're doing in school this year , so please write again to me.

Friend  
Jim

Use my signature

To: Margarita 76 @yahoo.com

Subject: Hi sweet heart

Hi Margarita

Hey it's me Michael, h a u Margarita.... I miss u too much , I was pleased to see u and Emi on Sun. but I `ve to work .see u later and best wishes to Emi .

Love  
Michael

Use my signature

## **2.5.4 - Writing Personal Advertisements**

Many scholars have defined advertisements differently, but according to the Encyclopaedia Britannica (1990, 541) “an advertisement is a form of communication intended to influence the public opinion to gain political support ..... The advertisement is distinguished from, the other forms of communication in that the advertiser pays the medium to deliver the message ”

Wright et al., (1977:5) state that advertising is a powerful communication force and a vital marketing tool-helping to sell goods, services, images and ideas through channels of information and persuasion .

Byers (1997: 99) believes that advertising is organizational persuasion aimed at changing or reinforcing exiting behavior in the consumer. Advertisements in the world appear almost everywhere one looks or hears, on the television, radio, magazines, newspapers, books , roadside, billboards, regular mail, E-mail, flyers hung around school ,and the neighborhood .

Stephen (1972:22) thinks that advertising touches our lives in four significant ways, through :-

- 1-persuasive abilities ,
- 2-truthfulness ,
- 3- tastefulness or tastelessness, and
- 4- cultural impact on our values and life style .

Jolly (1984:46-47) argues that people sometimes find it necessary to place advertisements in the local or even the national newspaper. These advertisements (small ads) cost so much per line –to brief and concise financially important. Such as:

- 1- birth , death , marriage , memorials ,
- 2- things you want to buy (wanted) or sale (for sale) ,
- 3- a place to live (accommodation wanted), and
- 3- a job you need (situation wanted ) .

A personal advertisement makes use of newspapers or magazines to deliver the advertising message to measurable groups of readers in combination with news , entertainment or other editorial content . The degrees of a reader's interest in the advertising content will vary from reader to reader and from advertisement to advertisement ,but the reader's simple interest is in the information or entertainment provided by the articles or stories that is ,in the editorial page (Cook ,1962:251).

If one understands what advertising is and what it isnot- its possibilities and limitations – he will be able to apply the force of advertising to further social and community projects and to use it in our own pursuit of happiness,welfare ,and that of others .Also knowledge about advertising ,therefore, should help us to evaluate both the criticisms of and claims for advertising in order to form our own opinion .

### 2.5.4.1- Language of Personal Advertisements

Leech (1966:189) states that the main copy of advertising language probably uses words from a restricted sub-set of English---common words, often with some emotional as well as literal value. In advertisements aimed at teenagers, the pronouns "you" and "he/him" (for advertisements aimed at girls) are highly frequent. In other advertising domains, it is probably more useful to look at word usage and statistics in restricted domains of advertising. In a study about the frequency of words in a sample of television advertisements (from the 1960s).The twenty most frequent adjectives are:

*(new , good/better/best , free , fresh , delicious , full , sure , clean , wonderful , special , crisp , fine , big , great , real , easy , bright , extra , safe ,and rich ). The twenty most frequent verbs : ( make , get , give , have , see , buy , come , go , know , keep , look , need , love , use , feel , like , choose , take , start ,and taste ).*

In writing an advertisement , it has to be very short because using lots of words costs money .The skills needed in this kind of writing are those that involve being able to leave things out without obscuring the meaning , so one must pay attention to words which can be left out in English without making the meaning impossible to understand .

Galperin (1972: 302) points out that “ by advertising, the reader’s attention is attracted by every possible means:

typographical , graphical , and stylistic : both lexical and syntactical.”

In function, the language of personal advertisements is primarily persuasive and directive .The language is intended to influence readers to buy the thing which is advertised ,so the following explanation will be used in analysing the stylistic , lexical, syntactic features of the language of advertisements, and the functions of personal advertisements . In this discussion the researcher surveys the most important types of lexical features . More attention is given to the lexical features than the syntactic features because they are more difficult to learn.

**2.5.4.1.1- Lexical Features :**which involve :

**2.5.4.1.1.1-Figures of Speech :** They are related to the form in which the words are used. They consist in the fact that a word or words are used out of their ordinary sense, or place, or manner, for the purpose of attracting our attention to what is thus said. Figures are never used but for the sake of emphasis. They can never, therefore, be ignored. Ignorance of figures of speech has led to the grossest errors, which have been caused either from taking literally what is figurative, or from taking figuratively what is literal. So, figures of speech suspend the normal meaning of words to convey an emphasized message that is easily understood by people in a particular culture, for example, one may say, '*the ground needs rain*' : that is a plain, cold, matter-of-fact statement; but if one says '*the ground is thirsty*,' he immediately

uses a figure of speech. It is not true to fact, and therefore it must be a figure. But how true to feeling it is! How full of warmth and life!

Corbett (1971:461) divides figures of speech into two main groups .the schemes and the tropes \*. “A scheme ... involves a deviation from the ordinary pattern or arrangement of words. A trope involves a deviation from the ordinary and principal signification of a word”.

Because writers turn their words in various ways, literary critics have attempted to analyze and categorize these deviations in the use of words in order to gain better control over the intended thought and feeling of the author.

Vesterguard & Schroder (1985:79) state three types of figures of speech. They are:-

### **A- Figures Involving Comparison**

In these figures of speech the author transfers a word into a foreign semantic field to illustrate or picture his/her thought and to evoke the appropriate feeling in his/her reader. In this way the writer draws a comparison between two things of unlike nature that yet have something in common. The subject matter is real, but that to which it is compared is present in the imagination.

That which the subject and things compared have in common is not stated and must be guessed at and validated by the interpreter from other indications in the composition.

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\* **The schemes and the tropes mean that all those modes of expression which the grammarians designate with the Greek words (the literal sense )which were used by their [Scriptural] authors.**

The writer must also try to articulate the mood evoked by the figure. So, the types listed below are those encountered most frequently in this discussion. The student may find it helpful to use them in writing personal advertisements . They are :

**1- Simile:** It means a resemblance, an explicit comparison (using “like” or “as”) between two things of unlike nature that yet have something in common, e.g. *The kite soared like a bird .*

**2- Metaphor:** It means a representation, an implicit comparison between two things of unlike nature that yet have something in common; a declaration that one thing is or represents another .e.g.*The field was a green blanket .*

**3- Personification:** It is from Latin *persona*: actor's mask, person + *facio* = to make; the making or feigning of a person; the investment of non-human subjects (e.g., abstractions, inanimate objects, or animals) with human qualities or abilities. With all the figures discussed this far, this figure also belongs to the sub-group of figures involving resemblance. Here, two the things compared are of unlike nature, but the thing to which the comparison is made is always a person. The figure is used to stir emotions and to create an empathy with the subject. e.g.*There is a rule that says you can't take it with.*

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**4- Proverb:** It is from **pro** + **verbum** = more at word; a brief popular witticism; a specific illustration to signify a general truth about life. “*The wit of one is the wisdom of many*” .

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The idea of comparison is often explicit (“*like father--like son*”), but more often subtle.

**5- Idioms :** It is an expression with a special meaning different from the literal meanings of the individual words that make up the expression of the regular occurrence of figures of speech. Any figure (including those to follow) can become idiomatic when by frequent use it achieves lexical status. It is also called a dead metaphor, low figure, or a common use of a figure. It may be easily activated if used in a fresh way. e.g. *Times flies* .

### **B- Figures Involving Substitution**

**1- Metonymy:** It is the change of a noun (or any idea), or the change of a word naming an object for another word closely associated with it. From *meta* indicating “change” and *onoma* meaning “a name, noun”; but a metonymy can word with a verb as well, or a whole line, the substitution of some attributive or suggestive word for what is meant. For example, “*crown*” for “*royalty*,” “*brass*” for “*military officer*,” “*pen*” for “*writer*,” In contrast to many of the above figures which are based on resemblance, metonymy is founded on relationship. Whereas in figures based on resemblance, that to which a comparison is made

imaginative; in metonymy the word that triggers an association is historical reality--there really is a crown, brass, pen, and the like. But much more is meant. e.g. “*Well, Plymouth Neon is the exception to the rule*”.

**2- Synecdoche:** It is the exchange of one idea for another connected idea. In this figure, one word receives something from another which is unexpressed but associated with it because it belongs to the same genus. Like metonymy the figure is based on a relationship rather than a resemblance. But whereas in metonymy the exchange may be made between related words belonging to different genera (and so only loosely connected by contact or ascription). In synecdoche the exchange is made between two words related generically. For example, “*ends of the earth*” as a metonymy of subject would mean the people living in the ends of the earth, but as a synecdoche it would mean distant geographical locations as part of a larger mass of land--soil, not people.

**3-Hyperbole:** the use of exaggerated terms for the purpose of emphasis or heightened effect; more is said than is literally meant e.g. “*When you see how crammed it can be !*”, it is the syntactic realization of exaggeration by using the exclamation structure .

### **C- Figures Involving Omission or Suppression**

**1- Ellipsis:** Sometimes words are left out because they are unnecessary to the context; other times they are left out for emphasis

or omitted .The context shows that this is the correct and most important subject, so the omission of a word or words in a sentence. e.g. *“there is in my heart [            ] like a burning fire”* *“Your words”* is not in the text; it must be supplied from the context.

**2- Erotesis:** It is also called Rhetorical Question, or Interrogating, which means the asking of questions without expecting an answer (to express affirmation, demonstration, wonder, exultation, wishes, denials, doubts, admonitions, expostulation, prohibitions, pity, disparagement, reproaches, lamentation, indignation, absurdities--one must decide which of these is the point. e.g. :

*“Who can find a good car?”* .The intention is to evoke a feeling of desire for something so rare; it is not a literal question to be answered.

**2.5.4.1.1.2- Word Formation:**-While many words in English have been inherited from older stages of the language, many more words have come into it by other means. Indeed, peoples are always adopting new words into English. Flood etal., (1996:440-442) describe some of the methods and general word formation processes by which this is done, such as:

**2.1- Acronyms:** These words are formed by taking the initial sounds or letters of the words of a phrase and uniting them into a combination that is itself pronounceable as a separate word. Thus *NATO* is an acronym for *North Atlantic Treaty Organization*,

**LASER** for *light amplification through the stimulated emission of radiation*, and **RADAR** for *radio detection and ranging*.

**2.2-Back-formation:** It makes use of a process called **analogy** to derive new words, but in a rather backwards manner, that is from an older word that is mistakenly assumed to be a derivative of it. For example, the words such as *revision* and *revise* and *supervision* and *supervise*. *Revision* is formed by regular derivation from *revision* + *ion*. When *television* was invented, the verb *televise* was back formed on the basis of analogy with *revision* and *revise*,

**2.3- Blending:** A blend is a combination of the parts of two words, usually the beginning of one word and the end of another: *smog* from *smoke* and *fog*, *brunch* from *breakfast* and *lunch*, and *chortle* from *chuckle* and *snort*.

**2.4-Borrowing:** Foreign words are always being “borrowed” into other languages, especially to accompany new ideas, inventions, products, and so on. When speakers imitate a word from a foreign language and at least partly adapt it in sound or grammar to their native speech patterns, the process is called “borrowing,” and the word thus borrowed is a “loanword.” e.g. *alcohol* (Arabic), *boss* (Dutch), *croissant* (French), *lilac* (Persian), *piano* (Italian), *pretzel* (German), *robot* (Czech), *tycoon* (Japanese), *yoghurt* (Turkish), *zebra* (Bantu).

**2.5- Clipping:** Frequently we shorten words without paying attention to the derivational morphology of the word (or related

words). *Exam* has been clipped from *examination*, *com* from *company*, and both *taxi* and *cab* from *taxi cab* (itself a clipping from *taximeter cabriolet*). Because clipping often ignores lexical and morphemic boundaries and cuts instead in the middle of a morpheme, ones end up creating new morphemes and enriching the stock of potential building material for making other words.

**2.6-Coinage:** Words may also be created without using any of the methods described above and without employing any other word or word parts already in existence; that is, they may be created out of thin air. Such brand names as *Xerox*, *Kodak*, and *Exxon* were made up without reference to any other word, as were the common words *pooch* and *snob*. Also called “root creation.”

**2.7- Compounding:** Two or more existing words are put together to form a new word: *blackboard*, *expressway*, and *air-conditioner*. “Amalgamated compounds” are those words in which the compounded elements are so closely welded together that their origins as compounds are obscured. For example, *daisy* from Old English *dQgesēage*, “day’s eye,” .

**2.8- Abbreviations and contractions :** It is a short form of a word or a phrase, such as : “ *there’s* ” which is the abbreviation of “*there is* ” and “ *www* ” stand for “ *World Wide Web* ” .

**2.5.4.1.2- Syntactic Structure :** It is grammatical analysis of sentences which has no such constrains on it . Sentences can be studied in isolation, as blocks of language, illustrating well- or ill-formed grammar . Sentences - grammarians consider questions

about the circumstances of production and reception in context as something of a distraction. For them, all that is necessary to know about “No Bicycles” is that it is a noun phrase, one which is licensed to act as a subject (No bicycles could be seen ) or as an object /complement (They sold no bicycles); what is missing from the usual sentences structure are abstract elements such as a verb phrase and (if no bicycle is the complement) a noun phrase to act as a subject. Who or what the subject is can be specified by the kind of the subject permitted by the chosen verb (e.g. clouds are inanimate, therefore cannot sell bicycles : manufactures are animate and human , therefore can sell things, etc.)This is what grammarians mean by well-formedness, as Carter & Nunan (2001:48) point out.

James & Stewig (1983:9-25) state that syntactic structure have two main parts, which are: -

- 1- **Type of Sentence** : ( simple, compound, complex, and complex compound).
- 2- **Mood of Sentence** : ( statements\*, yes-no question, wh - question , imperative , and exclamation and interjection) .

**III – Text Function** : The function of personal advertisements is to addressed to people in general who have the desire to own or buy the material which is announced about it ,such as book, car, jewelry, etc. or deal with specific people .

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\*Either affirmative or negative.

## **2.5.4.2- Steps for Writing Personal Advertisements**

Brozen ( 1974 : 223 – 230 ) suggests six important parts which are used to write a well-written advertisement .They are :-

### **1- The Headline**

The headline is the most important component of any printed advertisement . Eighty percent of the people who see advertisement will only read the headline. If the first line does not stand out from all the other pieces of communication on a printed page, and "stop the reader in his or her tracks," advertising dollars will have gone to waste. Headlines that show people how to make money and save money are naturals for accounting firms. Headlines that refer to a new tax law or a monumental tax decision also should be very effective.

## **2- The Body**

The body copy should expand on the main idea presented in the headline. It might include facts, case histories, examples and detailed descriptions of the actual accounting and consulting services that you provide to clients.

## **3- Photographs and Illustrations**

Visual images significantly increase the number of people who read advertisement, remember its content and one's name. While many names tend to use the traditional photographs of the partners in the firm's headquarters, pictures that show accountants working with clients in interesting industries or at interesting locations are apt to be more appealing and more effective. These active photographs and illustrations convey a story to the reader.

## **4- The Tone**

The tone of one's advertisement should reflect the nature of his/her target audience as well as his/her personality and orientation . For example, if one is trying to attract readers, his/her message should be written the way people think and speak. Use phrases, images, and language that comprising that field. Try to let one's advertisements speak from his /her clients' perspective. After all, they are the people to whom one is trying to promote his/her services. In brief, one want potential clients to know that one speak and understand their language.

## **5- Slogans, Logos, Type and Layout**



A unique and memorable slogan that summarizes and highlights one's special capabilities can strengthen the impact of his / her message , increase his/her name recognition. An effective slogan can also act as a powerful closer or summary statement for the advertisement . Likewise , a distinctive and active logo can help to increase the recognition and communicate something about the personality of one's advertisements. Like one's slogan and logo, the type and layout that is selected for one's advertisement should reflect his/her personality and the image one want to project to existing clients, potential clients, and the general public. In most instances, one will want to utilize a simple layout that is direct and to the point. A busy and chaotic layout can make people feel that the advertisement is poorly organized and inefficient.

## **6- An Advertisement that Works**

When advertising account executives, copywriters, or art directors see a powerful advertisement, they often say "It works!" What they are really referring to is a communication tool that is unified, in which all of the elements work together to convey an informative and complete message.

A well-written advertisement can dramatically improve the effectiveness of one's campaign. While writing a great advertisement is an art, so there are key principles are easy to understand and to write own advertisement , such as :

**1-The headline :** A compelling headline will draw the eye to one's space more effectively than anything else. The headline is the most important part of one's advertisement, so spend time getting it right. A good headline will grab the attention of one's target audience. So, one should not put his/her logo in the headline, as it stops people reading on. If one include a logo, it should be put at the end.

**1- Illustrations :** An illustration acts in much the same way as a headline. Again, it must interest one's target through the following :-

- 1- A relevant illustration can help to attract attention.
- 2- A photograph showing the product in action, with happy and attractive people, can be very effective.
- 3- A cartoon can be effective in some publications. Line drawings are good for technical products, cutaway illustrations and pictures of houses which have not yet been built.
- 4- A good photographer or illustrator can usually come up with good ideas. and can make even boring or ugly products look interesting.
- 5- If one have nothing to illustrate, illustrations should not be included just for the sake of it.
- 6- Choose who has experience about the subject, as they tend to specialist to evaluate one's advertisement .
- 7- Show the photographer or illustrator the proposed layout for one's advertisement, so that the professional can shoot (or draw)

to match.

8- A cheap, poor quality illustration will make one's product look cheap and poor quality.

9- One's advertisement should depend on his/her objectives and target market.

10- Supporting one's claims with facts, for example, explaining why the product is expensive, one may want to indicate how much it costs, to avoid time-wasting.

**3- Abbreviations :** Abbreviation is used in many kinds of advertisements. Sometimes it is because space in a newspaper is very expensive . Certain abbreviations have become standard conventions, such as :

- o.n.o. → or nearest offer
- p.w. → per week
- tel. → telephone
- CV → curriculum vitae

On the other hand, when much abbreviating is done, many types of words are eliminated, such as :

- Pronouns (he, she etc.)
- Verbs ( Whenever possessive .)
- Prepositions (of, from etc.)
- Articles ( a, the )

Other forms of abbreviations are a matter of common sense. e.g. Using a phrase with the verb (be) whenever possible , and then leaving out the verb .For example ,`*(The) Salary (is)*

*negotiable* instead of *The salary can be negotiated with the employer* (O'Driscoll ,1984:81-82).

### 2.5.4.3- Characteristics of A Good Personal Advertisement

Successful advertising , however, requires knowledge of all marketing environments and awareness of consumer learning abilities and creativity in advertising (Auteibi ,1968:395).

Coe (1972:440-443) states that a good advertisement must have the following five principles, which are :

**1-Balance :** It is a fundamental law of nature .It occurs when equal weights or forces are equidistant from references points.The weight of layout of advertisements elements is affected by both size and intensity of color or tone .

**2- Proportion :** It is closely related to balance ,since it is concerned with division of space among layout elements for a pleasing optical effect .But good proportion in an advertisement requires placing the desired emphasis in terms of size ,shape, and color in each element .

**3- Contrast For Emphasis:** Contrast ,of course,means variety . It gives life to the entire advertisement and adds emphasis to the important elements .The advertiser wants to advertising to stand out from competitive advertisements, and wants the most important elements in advertisements to attract the most attention.

Contrast comes in variety of useful forms, among them size, shapes, colors and directions.

**4-Eye Movement :** Movement is the principle of design that carries the reader's eye from element to element in the sequence desired for effective communication of advertising message just as the structuring of advertising copy the head the reader step by step from initial attention through interest ,desire, sequence in action.

**5-Unity :** Unity of harmony which is the most important design principles in the complete advertisement should be constructed so that component parts are combined as a single unified composition.

Wright etal ( 1977 : 193 – 194 ) states some of the more important considerations used to differentiate a good advertisement from another. They are:-

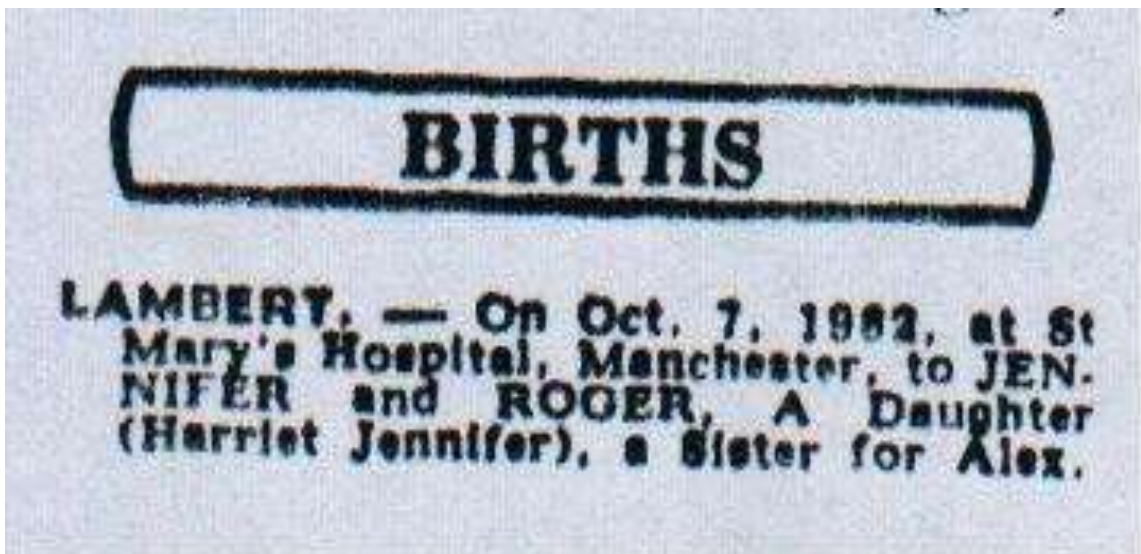
**1-Selectivity:** The ability of advertisement to reach a particular audience , is based either on the audience geographic location or on unique traits, which are traits may demographic or psychographic in nature .

**2-Coverage:** It is the size or nature of the audience can reach. More property, coverage refers to the degree with which a medium of an advertisement penetrate a market, that is ,homes in an area or persons with a specific group .

**3-Flexibility :** It means the ease or amount of time required to place an advertisement in a medium .

**4- Cost :** It means charge imposed for buying a certain amount of time or space in any medium .People sometimes find it is necessary to place advertisements in the local or even national newspapers. These advertisements (small ads) cost so much per line – to be brief and concise is financially important. The following are examples illustrating a good personal advertisement

**1- BIRTHS**



**2- MARRIAGE**





**5- THINGS YOU WANT TO BUY (WANTED).**

**6-THINGS YOU WANT TO SELL (FOR SALE).**

**Articles Wanted**

**WANTED.** Encyclopaedia Britannica, 15th edition, also children's 3rd edition. — (05086) 2839.

**WANTED TOYS.** Lego, Playpeople, large Fisher Price, toy hoover, action man and sindy dolls and accessories. Must be good condition. Tel. Crafts Hill 81363 4 850

**SECONDHAND** furniture, old-fashioned / modern / complete houses. Bought for cash. — Cooper's, 211 / 213 Newmarket Road, Cambridge. Tel: 350065.

**BINCLAIR ZX81.** preferably with 16K ram. — Ely 721516.

**Articles for Sale**

**ACCOMMODATION WANTED**

**SMALL UNFURNISHED FLAT** required for middle aged gentleman. Must be permanent. References supplied. — Telephone Torquay 63733 day, or 65463 evenings. 225x

**TWO / THREE** Bedroomed House or Flat, Ellacombe area. Business person, excellent references. — Torquay 23445. 225p

**PERMANENT FURNISHED OR UN-FURNISHED FLAT** required. 1/2 bedrooms, references available. — Mrs Bond, 20 Cambridge Street, Carlton, Notts. P

**TEMPORARY PAIGNTON HOUSE/BUNGALOW** from Sept. 30th for three adults, whilst seeking new property. — Paignton 550682.

**7- A PLACE TO LIVE (ACCOMENDATION WANTED)**

### **3.1 An Introductory Note**

The following pages present a detailed description of the procedures that are followed in order to achieve the aims and the hypotheses of the present study.

### **3.2 Population and Sample of the Study**

The population of the study consists of Iraqi university students at the departments of English, they all aim at developing their English language skills, one of which is writing. They also share the aspect of taking courses in composition writing for the first two years.

The sample of this study is limited to the EFL students at the College of Education, Ibn-Rushd, University of Baghdad majoring in the four academic stages for the academic year (2005-2006).

The total number of students population at the four stages is 686 of both sexes grouped in sixteen sections. The sample is a stratified random one representing a small proportion of each stage. As a result, four sections are randomly selected from the four academic stages to represent the sample of this study. The sample is selected according to the percentage of each stage to the total number of the students. Therefore, the sample of the first stage includes 40 students, of the second stage includes 37, of the third stage includes 40 students, and of the fourth stage



includes 43 students. So the total number of the sample subjects is 160 students (see Table 1) .

**Table 1**  
**The Population and Sample of the Present Study**

<b>No. of Students</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>Total</b>
<b>Number of students at each stage</b>	169	158	172	187	686
<b>Sample</b>	40	37	40	43	160

### **3.3 Description of the Test**

In order to achieve the aims of the study and to test its hypotheses, the instrument comprises a written test. A subjective test is constructed to measure the students` competency in writing for practical purposes.

The test sheet (see App. 1) comprises eight questions. The first two questions are designed to measure writing instructions, the third and the fourth questions are designed to measure writing notes, the fifth and the sixth questions are designed to measure writing E-mail letters, and the last two questions are designed to measure writing personal advertisements. Testees are asked to write a clear and correct answer to the aforementioned questions by using their own words.

The questions are taken from the following sources:  
Jolly (1984), Hedge (1988), White (1995), and Pfeiffer (2000),

### 3.4 Face Validity

Validity is the first aspect to be checked when constructing any type of testing. It refers to the degree to which a test assesses the particular intended skill(s). So “ when a test measures that which it is supposed to measure, and nothing else, it is valid”(Ingram, 1977:18).

Richards et al.,(1992:396) define validity as ,“ the degree to which a test measures what it is supposed to measure, or can be used successfully for the purpose for which it is intended ”.

Gipps (1994:58) defines validity as the extent to which an assessment measures what it is supposed to measure.

Davies et al., (1999:221) describe it as “ The quality which most affects the value of a test, and it acts as an indicator of an abstract concept which it claims to measure ”.

There are many types of validity. The most important kind to be considered concerning the instrument of the present study is face validity, which is “a particular kind of “validity” that concerns most test designers. This means that the test should look on the “face” of it, as if it is valid ” (Harmer, 2001:322).

Face validity is secured if the test items appear to be measuring what it is intended to be measured (Ebel, 1972:87).Face validity is proved by exposing the present test with the scoring scheme procedure to a jury of specialists. The jury for this research consists of a number of prominent figures in the fields language teaching methodology and linguistics at the universities of Baghdad, Al-Mustansiriyah, and Diyala.

The jury members are:-

- 1- **Professor Al-Ani, Ayif Habeeb, M., A./College of Education/Ibn Rushd. University of Baghdad.**
- 2- **Professor Al-Rawi, Sabah S., Ph. D./College of Languages. University of Baghdad.**
- 3- **Assistant Professor Al- Jumaili, Abdul-Latif A., Ph. D./ College of Arts. University of Baghdad.**
- 4- **Assistant Professor Drawesh, Abdul- Jabbar, Ph. D./ College of Basic Education/ University of Al-Mustansiriyah.**
- 5- **Assistant Professor Al-Dulaimi, Munthir M., Ph. D./ College of Languages. University of Baghdad.**
- 6- **Assistant Professor Al- Jumaili, Abdul-Kareem F., Ph. D./ College of Education/Ibn Rushd. University of Baghdad.**
- 7- **Assistant Professor Al-Khalidi, Ilham Namiq, Ph. D./ College of Education/ University of Diyala .**
- 8- **Assistant Professor Al- Marsoomi, Istiqlal Hassan, Ph. D./ College of Arts/ University of Al-Mustansiriyah.**
- 9- **Assistant Professor Al- Qaraghooli, Dhuha Atallah. Ph. D./ College of Basic Education/ University of Al-Mustansiriyah.**
- 10- **Assistant Professor Sa`eed, Mu`ayad M., Ph. D./ College of Education/Ibn Rushd. University of Baghdad.**
- 11- **Assistant Professor Salman , Abdullah, Ph. D./ College of Education/ University of Diyala .**

- 12- **Assistant Professor Al-Ani, Lamyā` , M. A./ College of Education/Ibn Rushd. University of Baghdad.**
- 13- **Assistant Professor Al-Joboury, Najat A., M. A./ College of Education for Women . University of Baghdad.**
- 14- **Instructor Al-Khafaji, Radhiya Mutter, Ph. D./ College of Education for Women . University of Baghdad.**
- 15- **Instructor Al- Karkhi, An`aam Yousif, Ph. D./ College of Basic Education/ University of Diyala.**
- 16- **Instructor Al- Timimi, Salam Hamid A., Ph. D. / College of Education/ Ibn Rushd. University of Baghdad.**
- 17- **Instructor Lutfi, Abbas, Ph. D. / College of Education/ Ibn Rushd. University of Baghdad.**

In the light of the jury members' views and recommendations, the following modifications are undertaken:

- 1-Two of the jurors have recommended the addition of items, but after the application of the pilot study, the average time is found out to be long. Therefore, the test remained as it is.
- 2-Some grammatical, spelling, and printing mistakes are avoided in the final form of the test.
- 3-In respect to the scoring scale, the components are listed again for correct grading and scoring .

To ensure the face validity of the test, chi-square and the percentage of agreement are both used. The computed  $\chi^2$  – value which is 13.24 is found out to be higher than the table  $\chi^2$  – value

which is 3.84, so there is a statistically significant difference on 0.05 level of significance and 1 degree of freedom (See table 2) .

**Table 2**  
**Chi-square Statistics for the Agreement of the Jury Members**

Types of practical writing	No. of jury Member	Observed frequencies	DF	Computed $\chi^2$	Table $\chi^2$
Writing Instructions	17	16	<b>1</b>	<b>13.24</b>	<b>3.84</b>
Writing Notes	17	16			
Writing E-mail letters	17	16			
Writing Advertisements	17	16			

In addition, the jurors agreed on the test as being appropriate for the aims of the study with a percentage of 94.12%.

### **3.3.2 Pilot Administration of the Test**

A group of 40 students has been selected for the sake of conducting a pilot administration of the test. This administration has been conducted in order to:

- 1-check the clarity of the test instructions ,
- 2-estimate the time allotted for answering the questions, and
- 3-compute the reliability of the test.

Thus, the pilot sample has been taken from the 1<sup>st</sup> stage (section C) at the English Department at the College of Education, Ibn- Rushd, University of Baghdad.

Consequently, the application of the pilot study show no serious ambiguity concerning the instructions of the test. The time required for the testees to work out the test is found out to range between 45-75 minutes. So the average length of time needed for answering the test is 60 minutes.

### **3.5 Reliability of the Test**

Reliability is one of the necessary characteristics of any good test. It refers to the consistency of measurement which makes validity possible and indicates the amount of confidence that can be placed in the results of a test (Oller,1979:4).

Reliability is “ the actual level of agreement between the results of one test with itself” (Davies etal., 1999:168). In practice, reliability is enhanced by making the test instruction absolutely clear, restricting the scope for variety in the answers , and making sure that the test condition remain constant (Harmer, 2001:322).

In practice, it is well known that even the same test when reconducted at a later time to the same group of testees, under the same conditions; it is unlikely to yield exactly the same scores. However, the more comparable the test scores are, the more reliable they are (Wells & Wollack, 2003:13).

To determine whether the test of the present study is reliable or not, Pearson Correlation Coefficient formula is used. The method that is used to find out the reliability of the test is the mark/remark method. Heaton (1975:155) believes that this kind

of reliability method indicates the extent to which the same marks or scores are obtained if the same test sheets are marked or corrected by two or more different examiners or by the same examiner on different occasions.

Hence, in order to compute the reliability coefficient, the researcher scored the testees' papers after a period of time pass for the first scoring. i.e. the pilot sample papers which are 40 ones are scored twice by the researcher himself. Pearson correlation formula is applied and the reliability coefficient is found out to be 0.80 which is considered an acceptable coefficient. The test reliability is acceptable if it not less than 0.50 (Hedges, 1966:22;Nunnaly).

### **3.6 Final Administration of the Test**

After achieving the test validity and reliability, the test has been administered to the selected sample from the four stages on the 5<sup>th</sup> and 6<sup>th</sup> of December 2005. The researcher has explained the aim behind the questions for the testees. The allotted time for the test is 60 minutes. Then the testees answering sheets are collected by the researcher and then scored and tabulated in order to find out the final results.

### **3.7 Scoring Scheme**

The analytical scoring scheme chosen for the research is outlined in App. 2 . The scoring scheme which includes the four

types of practical writing is approved by the jury members to be well detailed and graded.

As shown in App. 2 each component is marked separately since the test is subjective, the marks assigned as follows:

**very good 3, good 2, fair 1, weak 0.**

This scoring scheme is to give a mark for each question as follows: Question one **51** marks, Question two **51** marks, Question three **45** marks, Question four **45** marks, Question five **51** marks, Question six **51** marks, Question seven **54** marks, and Question eight **54** marks. Thus the total marks is **402**.

The scoring sheet is photocopied on small pieces of papers and attached to each test paper before scoring.

### **3.8 Statistical Methods**

The following statistical methods are used :

- 1-The percentage is used to find out the agreement of the jury members on the face validity of the test, and to calculate the final results.
- 2-Chi-square is used to find out the agreement of the jury members on the face validity of the test. The following formula is used :

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$



(Isaac & Michael, 1977:135-138)

Where O= the observed frequencies.

E= the expected or the theoretical frequencies.

3- Pearson correlation formula is used to calculate the reliability correlation coefficient between the two sets of the scores of the pilot test which are scored by the researcher on two occasions. The following formula is used :

$$r = \frac{N\sum XY - \sum X\sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

(Glass and Stanley, 1970:114)

Where: X = the first sets of scores .

Y = the second sets of scores .

N = the number of the sample

4-One way ANOVA is used to measure the difference among the four stages of college level and among the four types for practical writing at the college level.

5-Scheffe Formula is used in making multiple comparisons among the four types of the practical writing and the four college students. The formula reads as follows:

$$(\overline{X_1} - \overline{X_2}) = (FSMW \cdot (\frac{1}{n_1} + \frac{1}{n_2})) (K - 1)$$

$\overline{X_1}$  = the mean of the first group.

$\bar{X}_2$  = the mean of the second group.

F = table F- ratio

SMW= mean squares within groups

N= the number of the sample

K= the number of comparisons

(Ferguson, 1966 : 290)

6-One Sample t-test to find out the competency of the testees in writing for practical purposes.

$$t = \frac{\bar{x} - \mu}{S / \sqrt{n}}$$

Where:

$\bar{x}$  = the mean of the sample.

$\mu$  = the mean of the population.

S = Standard deviation of the sample.

n = the sample number.

(Hinkle , 1971:173)

## **4.1 An Introductory Note**

The present chapter includes the presentation of the results, and the conclusions, recommendations, suggestions for further studies. The results obtained according to the aims of the present work, which are:

- 1- assessing EFL college students' competency in writing for practical purposes.
- 2- finding out the differences among the four stages of college level in their writing competency for practical purposes.
- 3- finding out the differences among the four types of practical writing at the college level.

## **4.2 Results:**

The obtained results will be presented according to the aforementioned aims of the present study and as shown below:

### **4.2.1 Results Related to the First Aim and the Verification of the First Null Hypothesis**

In order to assess EFL college students' competency in writing for practical purposes, a test has been prepared and administered to the sample of the study as mentioned in Chapter Three. The students' scores according to the four college stages in the four types of writing for practical purposes are shown in App.3. Therefore, the mean scores and the standard deviations for each questions and the total score are calculated and then compared to the theoretical mean of each question. Then, by

using one –sample t-test, the results are found out to be as shown in Table 3.

Table 3

Results of the One Sample t-test to find out the competency of the testees in writing for practical purposes.

Q. No.	No. of the Sample	Mean	S.D.	DF	Theoretical Mean		
						Computed	Table
Q1	160	4.28	2.93	159	25.5	91.680	1.960
Q2		3.47	3.79		25.5	73.524	1.960
Q3		4.69	4.56		22.5	49.403	1.960
Q4		4.6	4.46		22.5	50.766	1.960
Q5		4.23	4.90		25.5	54.907	1.960
Q6		3.46	4.98		25.5	55.981	1.960
Q7		1.64	1.00		27	320.779	1.960
Q8		1.21	2.84		27	114.865	1.960
Total		27.58			201		

Table 3 shows that all the mean scores for the eight questions and also the total score are lower than the theoretical mean scores with a statistical significance, for the computed t-test values are higher than the table ones. This signifies that the testees' competency is very low and poor, and this proves the first stated null hypothesis.

The testees' scores are compared to the theoretical mean \*, so the results of the statistical analysis have shown that the theoretical mean for the first and second questions is 25.5. The level of students' scores for the first question signifies that 154 students' scores are less than the theoretical mean with a percentage of 96.25 % , and the students' scores which are more than the theoretical mean are 6 with a percentage of 3.75 %. The level of students' scores for the second question signifies that 158 students' scores are less than the theoretical mean with a percentage of 98.75 %, and the students' scores which are more than the theoretical mean are 2 with a percentage of 1.25 %. This points out that the level of Iraqi EFL college students in writing instructions is very low (see Table 4).

Table 4  
Level of Students' Scores in Writing Instructions

<b>Writing Instructions</b>	<b>NO.</b>	<b>No. of Scores less than theoretical mean</b>	<b>Percentage</b>	<b>No. of Scores more than theoretical mean</b>	<b>Percentage</b>
<b>First Question</b>	<b>160</b>	<b>154</b>	<b>96.25</b>	<b>6</b>	<b>3.75</b>
<b>Second Question</b>	<b>160</b>	<b>158</b>	<b>98.75</b>	<b>2</b>	<b>1.25</b>

---

\* Theoretical mean = highest score + lowest score

The theoretical mean for the third and fourth questions is 22.5, so the level of students' scores in the third question shows that 155 students' scores are less than the theoretical mean with a percentage of 96.88 %, and the students' scores which are more than the theoretical mean are 5 with a percentage of 3.12 %. The level of students' scores for the fourth question shows that 158 students' scores are less than the theoretical mean with a percentage of 98.70 % , and the students' scores which are more than the theoretical mean are 2 with a percentage of 1.25 %. This points out that the level of Iraqi EFL college students in writing notes is very low (see Table 5).

**Table 5**  
**Level of Students' Scores in Writing Notes**

<b>Writing Notes</b>	<b>No.</b>	<b>No. of Scores less than theoretical mean</b>	<b>Percentage</b>	<b>No. of Scores more than theoretical mean</b>	<b>Percentage</b>
<b>Third Question</b>	<b>160</b>	<b>155</b>	<b>96.88</b>	<b>5</b>	<b>3.12</b>
<b>Fourth Question</b>	<b>160</b>	<b>158</b>	<b>98.75</b>	<b>2</b>	<b>1.25</b>

The theoretical mean for the fifth and sixth questions is 25.5. The level of students' scores in the fifth question shows that 155 students' scores are less than the theoretical mean with a percentage of 96.88 %, and the students' scores which are more than the theoretical mean are 5 with a percentage of 3.12 %. The level of students' scores for the sixth question shows that 153 students' scores are less than the theoretical mean with a

percentage of 95.63 %, and the students' scores which are more than the theoretical mean are 7 with a percentage of 4.37 %. This points out that the level of Iraqi EFL college students in writing E-mail Letters is very low (see Table 6).

**Table 6**  
**Level of Students' Scores in Writing E-mail letters**

<b>Writing E-mail letters</b>	<b>No.</b>	<b>No. of Scores less than theoretical mean</b>	<b>Percentage</b>	<b>No. of Scores more than theoretical mean</b>	<b>Percentage</b>
<b>Fifth Question</b>	<b>160</b>	<b>155</b>	<b>96.88</b>	<b>5</b>	<b>3.12</b>
<b>Sixth Question</b>	<b>160</b>	<b>153</b>	<b>95.63</b>	<b>7</b>	<b>4.37</b>

The theoretical mean for the seventh and eighth questions is 27. The level of students' scores for the seventh question shows that all students' scores are less than the theoretical mean with a percentage of 100 %, and the students' scores which are more than the theoretical mean are zero. The level students' scores for the eighth question shows that all students' scores are less than the theoretical mean with a percentage of 100 %, and the students' scores which are more than the theoretical mean are zero. The seventh and eighth questions are concerned with writing personal advertisements and this points out that the level of Iraqi EFL college students in writing personal advertisements is very low (see Table 7). This also signifies that Iraqi EFL college students have no idea about how to write personal advertisements. Therefore, the first null hypothesis which states that "EFL college

students have no competency in writing for practical purposes” is accepted.

**Table 7**  
Level of Students' Scores in Writing Personal Advertisements

<b>Writing Personal Advertisements</b>	<b>No.</b>	<b>No. of Scores less than theoretical mean</b>	<b>Percentage</b>	<b>No. of Scores more than theoretical mean</b>	<b>Percentage</b>
<b>Seventh Question</b>	<b>160</b>	<b>160</b>	<b>% 100</b>	<b>zero</b>	<b>Zero</b>
<b>Eighth Question</b>	<b>160</b>	<b>160</b>	<b>% 100</b>	<b>zero</b>	<b>Zero</b>

It is worth mentioning that a statistical treatment is conducted, to demonstrate the level of the students' scores in practical writing at the four stages in detail, in order to achieve accurate results of the students' scores in each stage and each type of practical writing and which are described in Table 8. In addition, samples, of students' answers in the test are displayed in App.4.

**Table 8**  
Results of the students' scores according to the four college stages in four types of writing for practical purposes

<b>Writing Instructions</b>	<b>No.</b>	<b>No. of Scores less than theoretical mean</b>	<b>Percentage</b>	<b>No. of Scores more than theoretical mean</b>	<b>Percentage</b>
<b>First Stage</b>	<b>40</b>	<b>39</b>	<b>97.5</b>	<b>1</b>	<b>2.5</b>
<b>Second Stage</b>	<b>37</b>	<b>36</b>	<b>97.30</b>	<b>1</b>	<b>2.70</b>
<b>Third Stage</b>	<b>40</b>	<b>37</b>	<b>92.5</b>	<b>3</b>	<b>7.5</b>
<b>Fourth Stage</b>	<b>43</b>	<b>40</b>	<b>93.02</b>	<b>3</b>	<b>6.98</b>



<b>Writing Notes</b>	<b>No.</b>	<b>No. of Scores less than theoretical mean</b>	<b>Percentage</b>	<b>No. of Scores more than theoretical mean</b>	<b>Percentage</b>
<b>First Stage</b>	<b>40</b>	<b>39</b>	<b>97.5</b>	<b>1</b>	<b>2.5</b>
<b>Second Stage</b>	<b>37</b>	<b>37</b>	<b>100%</b>	<b>Zero</b>	<b>Zero</b>
<b>Third Stage</b>	<b>40</b>	<b>36</b>	<b>90%</b>	<b>4</b>	<b>10%</b>
<b>Fourth Stage</b>	<b>43</b>	<b>41</b>	<b>95.35</b>	<b>2</b>	<b>4.65</b>

<b>Writing E-mail letters</b>	<b>No.</b>	<b>No. of Scores less than theoretical mean</b>	<b>Percentage</b>	<b>No. of Scores more than theoretical mean</b>	<b>Percentage</b>
<b>First Stage</b>	<b>40</b>	<b>39</b>	<b>97.5</b>	<b>1</b>	<b>2.5</b>
<b>Second Stage</b>	<b>37</b>	<b>37</b>	<b>100%</b>	<b>Zero</b>	<b>Zero</b>
<b>Third Stage</b>	<b>40</b>	<b>34</b>	<b>85%</b>	<b>6</b>	<b>15%</b>
<b>Fourth Stage</b>	<b>43</b>	<b>38</b>	<b>88.37</b>	<b>5</b>	<b>11.63</b>

<b>Writing Personal Advertisements</b>	<b>No.</b>	<b>No. of Scores less than theoretical mean</b>	<b>Percentage</b>	<b>No. of Scores more than theoretical mean</b>	<b>Percentage</b>
<b>First Stage</b>	<b>40</b>	<b>40</b>	<b>100%</b>	<b>Zero</b>	<b>Zero</b>
<b>Second Stage</b>	<b>37</b>	<b>37</b>	<b>100%</b>	<b>Zero</b>	<b>Zero</b>
<b>Third Stage</b>	<b>40</b>	<b>40</b>	<b>100%</b>	<b>Zero</b>	<b>Zero</b>
<b>Fourth Stage</b>	<b>43</b>	<b>43</b>	<b>100%</b>	<b>Zero</b>	<b>Zero</b>

#### **4.2.2 Results Related to the Second Aim:**

This aim has been achieved by verifying the second null hypothesis (see 1.3) set in present the study and as explained in the following pages: -

#### 4.2.2.1 Verifying the Second Null Hypothesis

In order to find out the differences among the four stages of the college level in their writing competency for practical purposes, one way ANOVA formula is applied. Therefore, the computed F- ratio is found out to be 13.931 which is higher than the table one which is 2.604 when the level of significance is 0.05 and the degrees of freedom are 3 , 156 . This means that the second null hypothesis is rejected and an alternative hypothesis is accepted which states that there are statistically significant differences among the four stages in writing for practical purposes (see table 9).

Table 9

Results of One- way ANOVA in respect to the comparison among the four stages

Source of variance	Sum of Squares	df	Mean squares	F-ratio	
				Computed	Tabulated
Between groups	7318.71	3	2439.57	13.93	2.60
Within groups	27317.8	156	175.11		
Total	34636.6	159			

In order to check in favor of which stage the significant difference is, Scheffe Formula is applied to make the following comparisons.

### 1- 1<sup>st</sup> and 2<sup>nd</sup> Stages

The comparison shows that the computed Scheffe value 1.85, which is lower than the critical Scheffe value 23.72 at the 0.05 level of significance (see Table 10).

Table 10

Comparison of the 1<sup>st</sup> and 2<sup>nd</sup> Stages

Stages	Number of Students	Mean	Scheffe Value		Level of Significance
			Computed	Critical	
1 <sup>st</sup> stage	40	18.85	1.85	23.72	0.05
2 <sup>nd</sup> stage	37	17.4			

This indicates that there are no statistically significant differences in students' competency in writing for practical purposes between the first and second stages.

### 2- 1<sup>st</sup> and 3<sup>rd</sup> Stages

The comparison shows that the computed Scheffe value is 134.56 which is higher than the critical Scheffe value 22.81 at the 0.05 level of significance( see Table 11 ).

Table 11

Comparison of the 1<sup>st</sup> and 3<sup>rd</sup> Stages

Stages	Number of Students	Mean	Scheffe Value		Level of Significance
			Computed	Critical	
1 <sup>st</sup> stage	40	18.85	134.56	22.81	0.05
3 <sup>rd</sup> stage	40	30.45			

This indicates that there are statistically significant differences in students' competency in writing for practical purposes between these two stages, and the difference is in favour of the 3<sup>rd</sup> stage.

### **1<sup>st</sup> and 4<sup>th</sup> Stages**

The comparison shows that the computed Scheffe value is 191.103, which is higher than the critical Scheffe value 21.895 at the 0.05 level of significance (see Table 12).

Table 12  
Comparison of the 1<sup>st</sup> and 4<sup>th</sup> Stages.

Stages	Number of Students	Mean	Scheffe Value		Level of Significance
			Computed	Critical	
1 <sup>st</sup> stage	40	18.85	191.103	21.895	0.05
4 <sup>th</sup> stage	43	32.67			

This indicates that there are statistically significant differences in students' competency in writing for practical purposes between these two stages, and the difference is in favor of the 4<sup>th</sup> stage.

### **3- 2<sup>nd</sup> and 3<sup>rd</sup> Stages**

The comparison shows that the computed Scheffe value is 168.07, which is higher than the critical Scheffe value 23.72 at the 0.05 level of significance (see Table 13). This indicates that there are statistically significant differences in students'

Table 13  
Comparison of the 2<sup>nd</sup> and 3<sup>rd</sup> Stages .

Stages	Number of Students	Mean	Scheffe Value		Level of Significance
			Computed	Critical	
2 <sup>nd</sup> stage	37	17.49	168.07	23.72	0.05
3 <sup>rd</sup> stage	40	30.45			

competency in writing for practical purposes between these two stages, and the difference is in favor of the 3<sup>rd</sup> stage.

#### 4- 2<sup>nd</sup> and 4<sup>th</sup> Stages

The comparison shows that the computed Scheffe value is 230.68, which is higher than the critical Scheffe value 22.81 at the 0.05 level of significance (see Table 14).

Table 14  
Comparison of the 2<sup>nd</sup> and 4<sup>th</sup> Stages .

Stages	Number of Students	Mean	Scheffe Value		Level of Significance
			Computed	Critical	
2 <sup>nd</sup> stage	37	17.49	230.68	22.81	0.05
4 <sup>th</sup> stage	43	32.674			

This indicates that there are statistically significant differences in students' competency in writing for practical purposes between these two stages, and the difference is in favor of the 4<sup>th</sup> stage.

#### 5- 3<sup>rd</sup> and 4<sup>th</sup> Stages

The comparison shows that the computed Scheffe value is 4.95, which is lower than the critical Scheffe value 21.90 at the 0.05 level is significance (See table 15). This indicates that there

Table 15  
Comparison of the 3<sup>rd</sup> and 4<sup>th</sup> Stages .

Stages	Number of Students	Mean	Scheffe Value		Level of Significance
			Computed	Critical	
3 <sup>rd</sup> stage	40	30.45	4.95	21.90	0.05
4 <sup>th</sup> stage	43	32.674			

are no statistically significant differences in students' competency in writing for practical purposes between these two stages.

### **4.2.3 Results related to the Third Aim:**

This aim has been achieved by verifying the third null hypothesis (see 1.3) set in present study and as explained in the following pages:-

#### **4.2.3.1 Verifying the Third Null Hypothesis.**

In order to find out the differences among the four types of practical writing at the college level, one-way ANOVA Formula is applied. Therefore, the computed F-ratio is found out to be 152.874 which is higher than the table one which is 2.605 when the level of significance is 0.05 and the degrees of freedom

are 3, 636. This means that the third null hypothesis is rejected and an alternative hypothesis is accepted which states that there are statistically significant differences among the four stages in their writing competency for practical purposes (see Table 16).

Table 16

Results of One- Way ANOVA of the Four Types of Practical Writing

Source of variance	Sum of Squares	df	Mean squares	F-ratio	
				Computed	Table
Between groups	2767.78	3	9225.93	152.874	2.605
Within groups	38385.02	636	60.35		
Total	41152.80	639			

In order to check in favor of which type the significant difference is, Scheffe Formula is applied to make the following comparisons.

### 1- Writing Instructions and Writing Notes

The comparison shows that the computed Scheffe value is 2.37, which is higher than the critical Scheffe value 1.965 at the 0.05 level of significance( see Table 17).

Table 17

Comparison of the Writing Instructions and Writing Notes

Type of Practical Writing	Number of Students	Mean	Scheffe Value		Level of Significance
			Computed	Critical	
Writing Instructions	160	6.99	2.37	1.965	0.05
Writing Notes	160	8.53			

This indicates that there are statistically significant differences in students' competency in writing for practical purposes between these two types of practical writing and the difference is in favor of writing notes.

## 2- Writing Instructions and Writing Email Letters

The comparison shows that the computed Scheffe value is 0.04, which is lower than the critical Scheffe value 1.965 at the 0.05 level of significance (see Table 18).

Table 18

### Comparison of Writing Instructions and Writing E-mail Letters

Type of Practical Writing	Number of Students	Mean	Scheffe Value		Level of Significance
			Computed	Critical	
Writing Instructions	160	6.99	0.04	1.965	0.05
Writing E-mail Letters	160	6.79			

This indicates that there are no statistically significant differences in students' competency in writing for practical purposes between these two types of practical writing .



### 3- Writing Instructions and Writing personal Advertisements

The comparison shows that the computed Scheffe value is 16.81, which is higher than the critical Scheffe value 1.965 at the 0.05 level of significance (see Table 19).

Table 19  
Comparison of Writing Instructions and Writing Personal Advertisements

Type of Practical Writing	Number of Students	Mean	Scheffe Value		Level of Significance
			Computed	Critical	
Writing Instructions	160	6.99	16.81	1.965	0.05
Writing Personal Advertisements	160	2.89			

This indicates that there are statistically significant differences in students' competency in writing for practical purposes between these two types of practical writing and the difference is in favor of writing instructions.

### 4- Writing Notes and Writing Email Letters

The comparison shows that the computed Scheffe value is 3.025, which is higher than the critical Scheffe value 1.965 at the 0.05 level (see Table 20).

Table 20  
Comparison of Writing Notes and Writing E-mail Letters.

Types of	Number of		Scheffe Value	Level of
----------	-----------	--	---------------	----------

Practical Writing	Students	Mean	Computed	Critical	Significance
Writing Notes	160	8.53	3.025	1.965	0.05
Writing E-mail Letters	160	6.79			

This indicates that there are statistically significant differences in students' competency in writing for practical purposes between these two types of practical writing and the difference is in favor of the writing notes.

### 5- Writing Notes and Writing Personal Advertisements

The comparison shows that the computed Scheffe value is 13.81, which is higher than the critical Scheffe value 1.965 at the 0.05 level of significance (See table 21).

Table 21

#### Comparison of Writing Notes and Writing Personal Advertisements

Types of Practical Writing	Number of Students	Mean	Scheffe Value		Level of Significance
			Computed	Critical	
Writing Notes	160	8.53	13.81	1.965	0.05
Writing Personal Advertisements	160	2.89			

This indicates that there are statistically significant differences in students' competency in writing for practical purposes between these two types of practical writing and the difference is in favor of writing notes.

## 6- Writing E-mail Letters and Writing Personal Advertisements

The comparison shows that the computed Scheffe value is 15.21, which is higher than the critical Scheffe value 1.965 at the 0.05 level of significance (see Table 22).

Table 22

Comparison of Writing E-mail Letters and Writing Personal Advertisements

Type of Practical Writing	Number of Students	Mean	Scheffe Value		Level of Significance
			Computed	Critical	
Writing E-mail Letters	160	6.79	15.21	1.965	0.05
Writing Personal Advertisements	160	2.89			

This indicates that there are statistically significant differences in students' competency in writing for practical purposes between these two types of practical writing and the difference is in favor of writing E-mail letters.

### 4.3 Conclusions

From the results of the present study, the following conclusions can be drawn:

- 1- EFL college students have no competency in writing for practical purposes.
- 2- The students' scores at the third stage and fourth stage are better than those at the other two stages.

- 3- The students' scores in writing notes are better than the other types of practical writing, also there is no difference between writing instructions and writing E-mail letters in students' scores, while their scores in writing personal advertisements are zero.
- 4- It is clear that practical writing is completely ignored, and there is a deficiency or weakness in the prescribed textbooks of composition writing courses at the college level.

#### **4.4 Recommendations**

Based on the results and conclusions arrived at in this study, the following recommendations are put forward:

- 1-Reviewing the available textbooks of the departments of English at the university level in order to add a course in writing for practical purposes or support the currently taught course with new procedures and tasks since to teaching practical writing is very necessary.
- 2- EFL college students must have some ideas in expressing their needs in practical situations, and writing for the normal purposes of writing, and this can be done through practicing the types of practical writing at real life situations.
- 3- The task of practical writing can be used as an activity to enhance both the reading and writing abilities in EFL classrooms; therefore, it should receive more care and attention by both college instructors and students.

4- Technology enhances students' motivation and learning through participation. College instructors and textbooks designers should allow students to make connections to the real world, which is seen throughout students' daily life such as writing or sending E-mail letters.

#### **4.5 Suggestions for Further Studies**

In connection with this work, a number of studies can be suggested, all focusing on EFL college students' use of practical writing:

- 1- A contrastive study could be done to find out EFL college students' competency in writing for practical purposes both in Arabic and English.
- 2- A study using the same procedures can be conducted in other colleges.
- 3- A study using the same procedures can be conducted in the secondary schools.
- 4- A study is suggested to find out whether there are statistically significant differences between male and female students at the college level in writing for practical purposes.
- 5- A study is proposed to find out the progress achieved after applying a programme or certain procedures to enhance practical writing.

**An Assessment of EFL College Students'  
Competency in Writing for Practical  
Purposes**

**A Thesis  
Submitted to the Council of the College of  
Education/Ibn Rushd-University of Baghdad in Partial  
Fulfillment for the Requirements of the Degree of  
Master in Education  
(Methods of Teaching English)**

**By**

**Ghazwan Adnan Muhammad**

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**Fatin Khairy Al-Rifa'i, Ph.D.**

**2006 A.D.**

**1427 A.H.**

## الخلاصة

أن الكتابة لأغراض عملية هي النوع الذي يُعنى بكل المعاملات التي يؤديها الناس في حياتهم اليومية . وتشمل أنواعا مثل الرسالة القصيرة ، الدعوات، الملاحظات، المذكرات، التعليمات، الرسائل الإلكترونية، البرقيات، الإعلانات، الخ. والهدف من الكتابة لأغراض عملية هو التعبير عن حاجات الطلبة في مواقف الحياة الواقعية. ولأجل الدراسة الحالية أُختيرت أربعة أنواع للكتابة العملية وهي كتابة التعليمات، والملاحظات، والرسائل الإلكترونية، والإعلانات الشخصية. لذا فقد هدفت الدراسة الحالية إلى :

١- تقييم كفاية طلبة الجامعة الدارسين للغة الإنكليزية في الكتابة لأغراض عملية.

٢- معرفة الفرق بين المراحل الأربعة على مستوى الكلية في كفاية كتابتهم لأغراض عملية.

٣- معرفة الفرق بين الأنواع الأربعة للكتابة العملية على مستوى الكلية.

ولغرض تحقيق الأهداف أعلاه تم وضع ثلاث فرضيات وكما يلي :

١- طلبة الجامعة الدارسين للغة الإنكليزية لغة أجنبية ليس لديهم كفاية في الكتابة لأغراض عملية.

٢- لا يوجد فرق ذو دلالة إحصائية بين المراحل الأربعة لطلبة الكلية في كفاية كتاباتهم لأغراض عملية.

٣- لا يوجد فرق ذو دلالة إحصائية بين الأنواع الأربعة للكتابة العملية على مستوى الكلية.

شملت عينة البحث ( ١٦٠ ) طالب وطالبة من المراحل الأربعة في قسم

اللغة الإنكليزية- كلية التربية- ابن رشد- جامعة بغداد للعام الدراسي ٢٠٠٥-

٢٠٠٦. وقد اختيرت العينة بصورة عشوائية .

ولتحقيق أهداف الدراسة واختبار فرضياتها صمم الباحث اختباراً مقالياً

لقياس كفاية الطلبة في الكتابة لأغراض عملية. ويتكوّن الاختبار من ثمانية أسئلة ،

صمم السؤالين الأول والثاني لقياس كتابة التعليمات، أما السؤالين الثالث والرابع فقد

صمما لقياس كتابة الملاحظات ، وصُمم السؤالين الخامس والسادس لقياس كتابة الرسائل الإلكترونية ، وصمم السؤالين السابع والثامن لقياس كتابة الإعلانات الشخصية . وقد عرض الباحث الاختبار على مجموعة من الأساتذة المختصين كلجنة تحكيمية لغرض إثبات الصدق الظاهري . وتم استعمال طريقة التصحيح - وإعادة التصحيح لتحقيق ثبات الاختبار والذي كان ٠،٨٠ .

وأظهرت النتائج ما يأتي :-

١- ليس لدى طلبة الجامعة الدارسين للغة الإنكليزية لغة أجنبية كافية في الكتابة لأغراض عملية.

٢- مستوى طلبة المرحلة الثالثة والرابعة افضل من مستوى طلبة المرحلة الأولى والمرحلة الثانية.

٣- مستوى الطلبة في كتابة الملاحظات افضل من باقي أنواع الكتابة العملية وكذلك لا يوجد فرق بين مستوى الطلبة في كتابة التعليمات وكتابة الرسائل الإلكترونية ، أما مستواهم في كتابة الإعلانات الشخصية فقد كان الأدنى.

٤- من الواضح إن الكتابة العملية مهملة كلياً ، وهناك قصور أو ضعف في المناهج المقررة لتعليم كتابة الإنشاء على مستوى الكلية .

وفي ضوء تحليل النتائج المستخلصة من خلال إجراءات هذه الدراسة أوصى الباحث بعدة توصيات ذات العلاقة والتي تخص مصممي المناهج والمدرسين والمتعلمين أيضاً. كما وُضعت مقترحات حول إجراء دراسات مستقبلية لإثراء هذا المجال من البحث.



## **Appendix 1**

### **The Test**

**University of Baghdad  
College of Education  
Ibn Rushd  
Department of Educational  
And Psychological Sciences  
Higher Studies.**

### **A Letter to Jury Members**

**Dear Sir / Madam**

The researcher intends to conduct a study entitled “An Assessment of EFL-College Students’ Competency in Writing for Practical Purposes ”. The aim of this study is to assess EFL college students’ competency in writing for practical purposes i.e.(writing instructions , writing notes , writing advertisements and writing E-mail letters. ). To achieve this aim, a test is designed to be administered to the fourth stages in the English Department at the college of Education, Ibn-Rushd, at the University of Baghdad, As a specialist in the field of teaching English, I would be grateful if you could advise me on the SUITABILITY of the test as a tool to achieve the above mentioned aim. Needless to say that all your comments including any modifications of the items suggested will be greatly regarded. Thank you in advance for your kind assistance and cooperation.

**Yours**

**Ghazwan Adnan  
M.A. Candidate**

## **Give a suitable answer to each of the following:**

**1- Perhaps you don't like English-made coffee very much. You know how to make coffee. Write out clear instructions for a friend or acquaintance telling him / her how you make it .**

**2-You want to copy some pages from a book. Write a set of instructions to a copyist telling him / her which pages to copy, and which not to copy.**

**3- Your English teacher has set some important homework, but your friend has missed the class. Write a note to him / her explaining what the homework is, why it is important, and when it has to be handled.**

**4- You have some important information to give to your friend, but when you go to his/ her apartment, he / she isn't home. Leave a note telling him /her the information.**

**5- Send an E-mail to your uncle in order to thank him for the gifts which have been sent to you on your birthday.**

**6-Send an E-mail to your former English teacher asking him what books you should study and the things you should do in order to go on improving your English.**

**7- You want to advertise about your marriage state where and when.**

**8- You want to sell your car. Write a short advertisement to be placed in a local newspaper. (cost / type / condition).**

## Appendix 2

### The Scoring Scheme of the Test .

The researcher intends to follow the analytical scheme of marking in which each component of the four types in practical writing is to be graded separately. A scale of (very good, good, fair, weak) is to be used as follows:

### Writing Instructions

<b>Components</b>	<b>V. good (3 marks)</b>	<b>Good (2 marks)</b>	<b>Fair (1 mark)</b>	<b>Weak (0 mark)</b>
<b><u>Forms of instruction verbs.</u></b> (Such as dictionary form verbs , strong instruction verbs , means , reasons , sequences and expected events or outcomes).				
<b><u>Forms of reader level .</u></b> State exactly who is going to read your instructions(such as friends , students , managers or general users ).				
<b><u>Functions.</u></b> (Such as giving written directions, advice, technical terms, warnings, recipes ... etc).				
<b><u>Providing an introductory information.</u></b> Instructions should follow the ABC format (Abstract / Body /Conclusion).				
<b><u>Emphasis, Caution, Warning and Danger.</u></b> Put these notes at the start of instructions, or before the list item to which they refer and under task heading.				

<b><u>Start each action with a verb.</u></b>				
<b><u>Place one action in a step.</u></b>				
<b><u>Numbering the steps.</u></b> To help the readers to follow the correct procedures quickly.				
<b><u>Vocabulary accuracy and range.</u></b> Choosing the right words is an important part of appropriacy; so avoid words with multiple interpretation (frequently, seldom, etc.) Also state an average length of fewer than 10 words.				
<b><u>Logical ordering.</u></b> The instructions should be written logically in order to avoid any mistakes (such as chronological order, spatial order and order of importance.).				
<b><u>Clarity and completeness.</u></b> To write clear instructions, you must pay attention to (readers, sentence structure, diction, organization, transitions, choice of example) and include all of the information in the instructions.				
<b><u>Grammatical relations.</u></b> Such as (subject-verb and pronoun agreement, adverbs ...etc).				
<b><u>Illustrations.</u></b> Such as (maps, word-pictures, graphics, diagrams) used when instructions are quite complicated or with poor readers who are in a hurry.				
<b><u>Spelling accuracy.</u></b>				

<b><u>Punctuation.</u></b>				
<b><u>Relevance of ideas.</u></b>				
<b><u>Conciseness.</u></b>				
<b>Total mark.</b>	<b>51</b>			

### **Writing Notes**

<b>Components</b>	<b>V. good (3 marks)</b>	<b>Good (2 marks)</b>	<b>Fair (1 mark)</b>	<b>Weak (0 mark)</b>
<b><u>Forms of notes.</u></b> (Such as formal and informal notes . )				
<b><u>Forms of reader level .</u></b> State exactly who is going to read your notes (such as friends, students, managers or general users).				
<b><u>Functions.</u></b> (such as writing explanation note, arrangements, inquiries and requests ,birthday, wedding , apologies and explanations ).				
<b><u>Providing an introductory information</u></b> Writing notes should follow the ABC format (Abstract / Body /Conclusion).				
<b><u>Vocabulary accuracy and range.</u></b> Choosing the right words is an important part of appropriacy; so avoid words with multiple interpretation (frequently, seldom, etc.) Also state an average length.				

<b><u>Logical ordering.</u></b> The information should be written logically in order to avoid any mistakes such as (chronological order, spatial order and order of importance.)				
<b><u>Clarity and completeness.</u></b> To write clear notes, you must pay attention to (readers, sentence structure, diction, organization, transitions, choice of example and include all of the information in the notes).				
<b><u>Conversational tone .</u></b>				
<b><u>Grammatical relations .</u></b> Such as (subject-verb and pronoun agreement , adverbs ...etc )				
<b><u>Abbreviations.</u></b> Such as (titles, days, months, addresses words, name of states, companies.)				
<b><u>Name and signature.</u></b>				
<b><u>Spelling accuracy.</u></b>				
<b><u>Punctuation.</u></b>				
<b><u>Relevance of ideas.</u></b>				
<b><u>Conciseness.</u></b>				
<b>Total mark.</b>	<b>45</b>			

## Writing an E-mail letter

Components	V. good (3 marks)	Good (2 marks)	Fair (1 mark)	Weak (0 mark)
<p><b><u>Forms.</u></b> (Such as personal and business letters.)</p>				
<p><b><u>Forms of reader level.</u></b> State exactly who is going to read your letters (such as friends, students, managers or general users).</p>				
<p><b><u>Standard format.</u></b> The letter should contain an indication of the date, to, from, and subject information.</p>				
<p><b><u>Functions.</u></b> (Such as writing letter of invitation, arrangements, making requests, asking information, congratulation and commiseration, thank-you, apologies and explanations requesting goods, services, and applications).</p>				
<p><b><u>Providing an introductory information.</u></b> An E-mail letter should follow the ABC format (Abstract / Body / Conclusion).</p>				
<p><b><u>Vocabulary accuracy and range.</u></b> Choosing the right words is an important part of appropriacy; so avoid words with multiple interpretation (frequently, seldom, etc.). Also state an average length.</p>				

<p><b><u>Logical ordering .</u></b>  The information should be written logically in order to avoid any mistakes (such as chronological order, spatial order and order of importance).</p>				
<p><b><u>Name and signature.</u></b></p>				
<p><b><u>Clarity and completeness.</u></b>  To send a clear E-mail letter, you must pay attention to (readers, sentence structure, diction, organization, transitions, choice of example) and include all of the information.</p>				
<p><b><u>Conversational style.</u></b>  Adopt a style of sentence fragments and slang is acceptable, as long as they contribute to you objectives.</p>				
<p><b><u>Grammatical relations.</u></b>  Such as (subject-verb and pronoun agreement, adverbs ...etc.).</p>				
<p><b><u>Abbreviations.</u></b>  Such as (titles, days, months, addresses words, name of states, companies.)</p>				
<p><b><u>Making mailing lists.</u></b>  As a member you can post a letter to mailing lists in order to send to other members and receive all messages that other members post to the lists.</p>				
<p><b><u>Spelling accuracy.</u></b></p>				
<p><b><u>Punctuation.</u></b></p>				
<p><b><u>Relevance of ideas.</u></b></p>				



<b><u>Conciseness.</u></b>				
<b>Total mark .</b>	<b>51</b>			

### **Writing Personal Advertisements**

<b>Components</b>	<b>V. good (3 marks)</b>	<b>Good (2 marks)</b>	<b>Fair (1 mark)</b>	<b>Weak (0 mark)</b>
<b><u>Forms .</u></b> (Such as personal and commercial advertisements).				
<b><u>Forms of reader level.</u></b> State exactly who is going to read your advertisements (such as friends, students, managers or general users).				
<b><u>Functions.</u></b> Like birth , death , marriage, memorials ,things to buy or for sale , a place to live, a job you need.				
<b><u>Providing an introductory information.</u></b> Personal advertisements should follow the ABC format (Abstract / Body/ Conclusion).				
<b><u>Vocabulary accuracy and range.</u></b> Choose common words, often with some emotional as well as literal value. Also state an average length.				
<b><u>Logical ordering.</u></b> The information should be				

<p>written logically in order to Avoid any mistakes (such as chronological order, spatial order and order of importance).</p>				
<p><b><u>Clarity and completeness.</u></b> To write a clear advertisement, you must pay attention to (readers, sentence structure, diction, organization, transitions, choice of example) and include all of the information.</p>				
<p><b><u>Conversational style.</u></b> Adopt a style of sentence fragments and slang is acceptable, as long as they contribute to you objectives.</p>				
<p><b><u>The layout .</u></b> It should pay attention to arrangement of illustration.</p>				
<p><b><u>Grammatical relations.</u></b> Such as (subject-verb and pronoun agreement, adverbs ...etc).</p>				
<p><b><u>Abbreviations.</u></b> Such as (titles, days, months, addresses words, name of states, companies).</p>				
<p><b><u>Omission.</u></b> In writing personal ads one can leave out the following words (articles, verb be, some, any, possessive pronouns, and prepositions.</p>				
<p><b><u>Lexical features.</u></b> (Figures of speech and word formation).</p>				
<p><b><u>Syntactic structure.</u></b> Type and mood of sentence.</p>				

<b><u>Spelling accuracy.</u></b>				
<b><u>Punctuation.</u></b>				
<b><u>Relevance of ideas.</u></b>				
<b><u>Conciseness.</u></b>				
<b>Total mark.</b>	54			

### Appendix 3

## Students` Scores According to the Four College Stages in the Four Types of Writing for Practical Purposes

<b>- First Stage -</b>								
No. of Students	Writing Instructions		Writing Notes		Writing E-mail Letters		Writing Personal Advertisements	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1-	0	0	4	0	0	0	0	0
2-	2	0	4	1	1	5	0	0
3-	1	1	0	0	0	0	0	0
4-	2	2	0	0	0	0	0	0
5-	1	2	0	0	0	0	0	0
6-	1	0	0	0	0	0	0	0
7-	4	8	0	0	4	7	0	0
8-	5	2	2	5	4	3	2	0
9-	2	1	6	6	0	6	1	6
10-	6	3	8	8	0	0	1	5
11-	0	1	0	0	5	1	3	3
12-	0	0	4	0	0	0	1	3
13-	0	0	5	0	0	2	3	0
14-	0	0	5	0	0	0	0	0
15-	0	0	4	0	0	0	0	0
16-	0	0	7	0	0	8	0	0
17-	2	1	3	2	0	3	0	0
18-	7	9	13	13	5	19	10	16
19-	0	1	0	0	0	0	0	0
20-	2	3	0	0	0	0	0	0
21-	2	0	0	0	4	0	8	2
22-	2	0	5	0	8	0	0	0
23-	2	0	19	19	10	2	0	7
24-	7	0	9	0	13	0	0	0
25-	2	1	18	2	0	0	0	10

26-	0	0	3	3	9	0	8	8
27-	0	0	0	0	0	11	0	7
28-	0	1	0	0	8	8	7	7
29-	0	0	0	0	0	0	0	0
30-	6	0	11	0	0	0	4	4
31-	26	12	12	0	0	0	0	0
32-	8	1	0	0	0	0	3	1
33-	0	0	0	0	5	7	0	0
34-	0	2	9	9	4	4	0	0
35-	3	3	9	9	0	0	9	0
36-	3	3	1	1	0	0	0	0
37-	12	4	7	6	8	5	0	8
38-	2	2	5	4	1	7	0	0
39-	1	0	3	6	0	0	0	0
40-	1	0	1	1	0	0	0	0

**- Second Stage -**

No. of Students	Writing Instructions		Writing Notes		Writing E-mail Letters		Writing Personal Advertisements	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1-	1	0	7	6	5	0	0	0
2-	2	1	0	0	2	3	0	0
3-	2	3	4	2	3	3	4	4
4-	0	0	7	2	0	3	0	0
5-	2	0	4	10	7	8	0	0
6-	1	0	3	1	1	0	0	0
7-	2	4	4	3	5	6	5	0
8-	2	0	11	4	0	0	8	0
9-	0	0	0	0	0	0	0	0
10-	6	1	7	10	7	0	8	8
11-	0	0	0	0	0	2	0	0
12-	1	1	3	8	1	0	0	0
13-	1	1	0	0	0	2	0	0
14-	3	1	11	13	11	11	5	0
15-	1	0	0	2	0	0	0	0
16-	0	0	1	5	0	0	7	7

17-	1	0	0	0	0	0	0	0
18-	5	0	5	9	6	6	0	6
19-	0	1	0	0	0	0	0	0
20-	0	0	0	0	0	0	0	0
21-	2	0	5	4	9	6	4	3
22-	0	0	13	4	6	4	0	0
23-	2	1	11	11	0	0	6	0
24-	1	1	3	2	0	5	0	0
25-	0	0	7	4	0	9	0	0
26-	0	0	9	8	0	0	0	0
27-	2	1	2	0	0	0	0	6
28-	0	0	0	2	0	0	0	0
29-	1	0	3	0	8	0	0	0
30-	25	3	12	13	8	8	6	6
31-	0	0	2	0	7	6	0	0
32-	1	5	0	0	0	0	0	0
33-	6	5	0	0	12	13	2	3
34-	4	1	0	0	0	0	0	0
35-	0	0	8	9	6	6	0	0
36-	2	6	0	0	8	1	0	0
37-	9	0	6	1	7	2	7	0

**- Third Stage -**

No. of Students	Writing Instructions		Writing Notes		Writing E-mail Letters		Writing Personal Advertisements	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1-	5	1	1	4	8	0	0	0
2-	6	5	17	15	13	8	9	9
3-	0	0	0	0	0	0	0	0
4-	9	1	5	1	3	0	0	0
5-	8	2	4	6	4	2	5	0
6-	3	2	2	2	8	5	3	0
7-	4	4	2	2	8	5	10	0
8-	1	0	4	6	1	1	0	0
9-	0	0	7	5	9	9	2	0
10-	5	3	2	3	0	0	5	0

11-	0	0	0	0	18	0	0	0
12-	0	0	0	0	1	0	0	0
13-	9	5	17	17	13	18	0	0
14-	30	21	18	18	20	20	10	10
15-	2	3	6	2	4	1	0	0
16-	0	0	0	9	6	8	0	0
17-	4	1	6	6	6	6	0	0
18-	0	0	6	2	6	6	0	0
19-	3	6	13	13	6	6	0	0
20-	0	0	9	3	0	1	0	0
21-	0	0	9	9	1	7	6	0
22-	0	0	0	5	7	3	0	0
23-	2	7	11	11	9	9	0	0
24-	0	0	2	5	4	0	6	0
25-	0	0	7	3	3	0	0	0
26-	1	4	8	7	8	8	0	0
27-	1	8	8	3	6	5	0	0
28-	0	0	2	3	7	0	0	9
29-	13	14	5	5	8	7	4	0
30-	0	2	7	12	0	0	3	0
31-	4	6	1	3	7	0	0	0
32-	9	5	1	6	7	0	0	0
33-	15	15	0	5	9	15	0	0
34-	0	2	3	1	0	0	0	0
35-	17	8	4	4	19	19	8	8
36-	21	18	4	5	0	2	0	0
37-	7	6	0	9	7	0	0	0
38-	0	0	1	8	0	8	0	0
39-	5	3	9	0	4	0	0	0
40-	0	0	0	9	0	0	0	0

<b>- Fourth Stage -</b>								
No. of Students	Writing Instructions		Writing Notes		Writing E-mail Letters		Writing Personal Advertisements	
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1-	4	3	3	0	0	0	0	0
2-	2	0	5	4	12	11	0	0
3-	5	5	7	5	9	1	0	0
4-	6	0	6	3	0	0	8	0
5-	10	11	4	12	6	4	5	0
6-	1	2	5	5	10	10	0	0
7-	13	13	7	7	11	11	0	0
8-	6	6	10	9	0	0	7	0
9-	5	4	16	15	12	0	0	0
10-	4	3	8	9	0	0	5	5
11-	8	4	9	9	18	18	8	8
12-	13	13	9	8	16	19	9	9
13-	22	9	15	15	3	6	3	0
14-	10	8	7	10	1	1	0	0
15-	1	1	0	0	4	1	0	0
16-	2	2	0	0	0	0	0	0
17-	12	3	8	7	9	6	0	0
18-	2	2	5	10	10	9	0	0
19-	0	0	1	1	0	0	0	0
20-	6	3	19	3	6	1	0	0
21-	4	6	5	2	0	9	0	0
22-	24	22	1	19	9	18	0	0
23-	7	5	3	2	0	5	0	0
24-	4	1	6	6	1	1	0	0
25-	1	0	0	0	0	0	0	0
26-	3	3	12	10	19	0	8	0
27-	5	0	0	0	0	0	0	0
28-	8	1	0	3	0	0	0	0
29-	1	1	0	0	0	0	0	0
30-	2	2	10	8	3	0	8	1
31-	24	24	0	7	0	0	0	0
32-	12	4	7	7	11	11	0	0

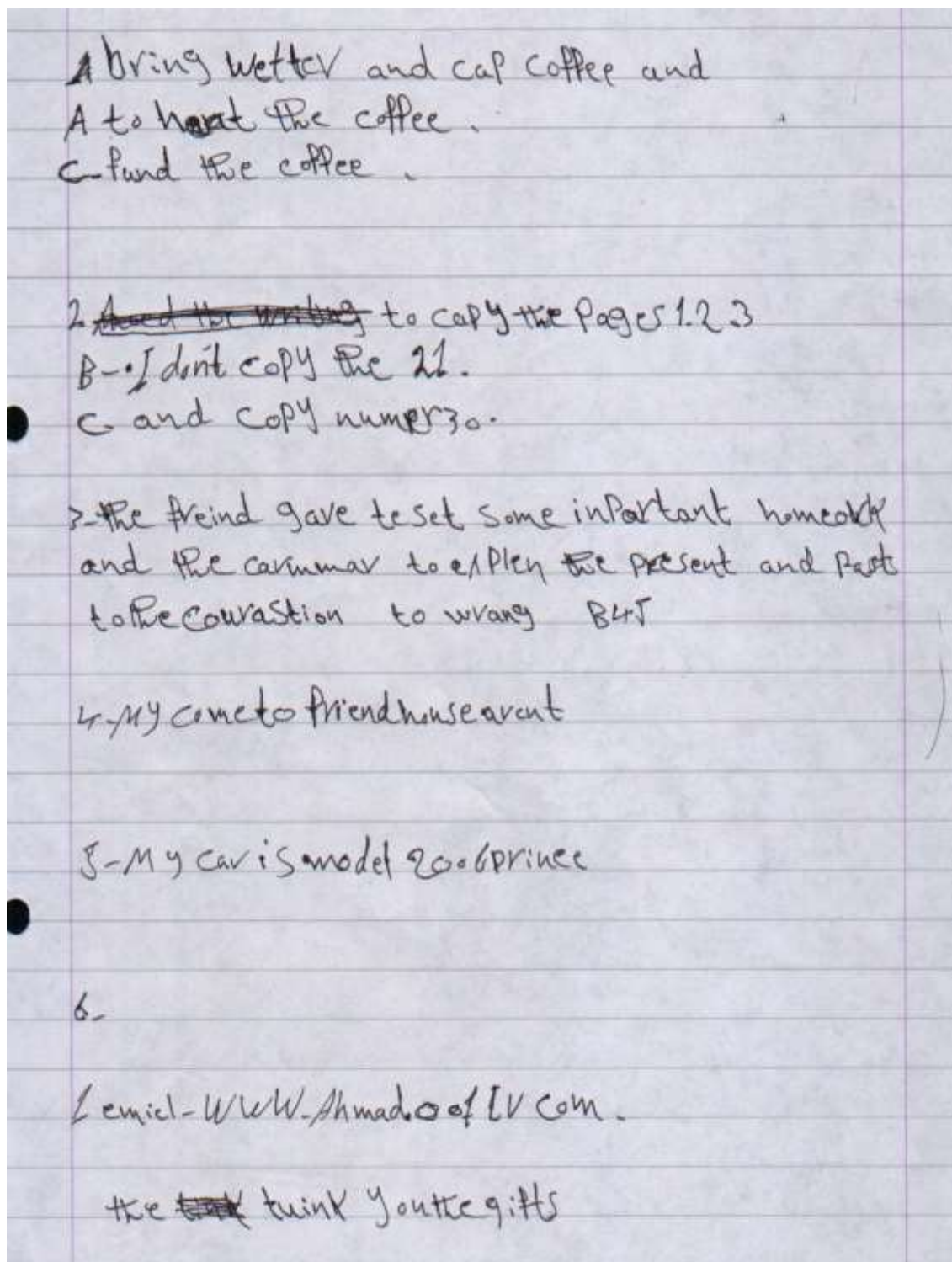


<b>33-</b>	<b>9</b>	<b>10</b>	<b>4</b>	<b>7</b>	<b>17</b>	<b>10</b>	<b>0</b>	<b>0</b>
<b>34-</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>
<b>35-</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>9</b>	<b>6</b>	<b>0</b>
<b>36-</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>37-</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>38-</b>	<b>7</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>0</b>	<b>0</b>
<b>39-</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>40-</b>	<b>18</b>	<b>17</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>41-</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>2</b>	<b>5</b>	<b>2</b>
<b>42-</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>43-</b>	<b>8</b>	<b>2</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>

## Appendix 4

### Samples of Students' Answers in the Test.

#### 1- Students' Answers at the First Stage



1

2- please I need copy some pages a book

3- they studied phonetics and all time  
the cardin

4- I said for my friend (I miss you and  
hope you are happy)

6- I want married and need came all  
my friend

## 2- Students' Answers at the Second Stage

① The water put in ~~the~~ hot and add the coffee powder and sugar before it become ready put in cup and drink it.

② Show to the person about which pages want to copy it and write with pen high the paper.

③ I tell my friend about homework and help her to study it.

④ I write some note but summary "I come for you but I don't find you" call me.

⑤ I talk in a person nearby and who any person and gain a place which car's sold.

⑥ I make a card invitation ~~on~~ all my friends and any person love me.

⑦ I answer and thank the person.

⑧ In the beginning ~~that~~ I thank him to lessen me and after that ~~that~~ tell my question.



2- we must boil the water and then we put to the water the sugar and one or two spoon of the coffee we boil ~~of~~ all to gather and then we put it in the cup.

2- ~~Excuse me~~ Excuse me I want to copy this pages of my book the page start of 1-13 and 16-20 without the Introduction

3- Dear Coler, we have in the lecture two unit of the book and our teacher limited ~~examination~~ + quiz

4- Hello Mary, please ~~when you go home~~ tomorrow to the class ~~bring~~ bring to me my book (Phonetic)

5- type  $\Rightarrow$  ~~alpha~~ alpha - omega.

cash 25 \$

Condition 2- the push cash.

7- Thank you for this gifts - and I like it very much.

8- please I want to ask you about ~~the book~~ which book we study it in this course I'm in the second stage - University of Baghdad.

## 3- Students' Answers at the Third Stage .

1 a) Cup of water.  
 b) two spoons of coffee.  
 c) Spoon of sugar.

1 put plenty of water on the fire and let it boil.  
 2 put the powder on the water and let it boil together.

2 excuse me, can you copy five pages.  
 b) ok, copy the pag 11, 12, 13, 14, 15.

3 Dear Muna (our home wrote today) (The first page in the drama) (we have examination in the novel tomorrow)

4 I want to tell you about the important material in the examination if you want to know telephone at 5276348

5 (Car for selling)  
 BMW is colour is silver its cost 5 millions

6 The state marriage will hold on the AL Kader whole next week and it start in 3:00 o'clock.

7 Ahmed @ yahoo. com  
 Thank you very much for the things that you send me and I wish to see you near time.

8 Ahmed @ yahoo. com  
 I am reading your books that I borrow from the public library and I wish to get another plenty of it.

1) All but the ~~water~~ coffee in the ~~pot~~ heat of water then  
All wait the coffee to boil and then we put it in the Cub

2) ~~please~~ Could you copy these pages for me, please  
Its begin from 5page to 16page -  
and try to make it look better than its Copist-

3) All went to her home and I tell her about our  
home work

4) Hello, I came to your home to told you some  
information but you were out so I ~~did not~~ left  
this information to you in this paper that I left.

5) There is anew pretty care in it cost 2thousand dolar,  
Opel type and without any condition.

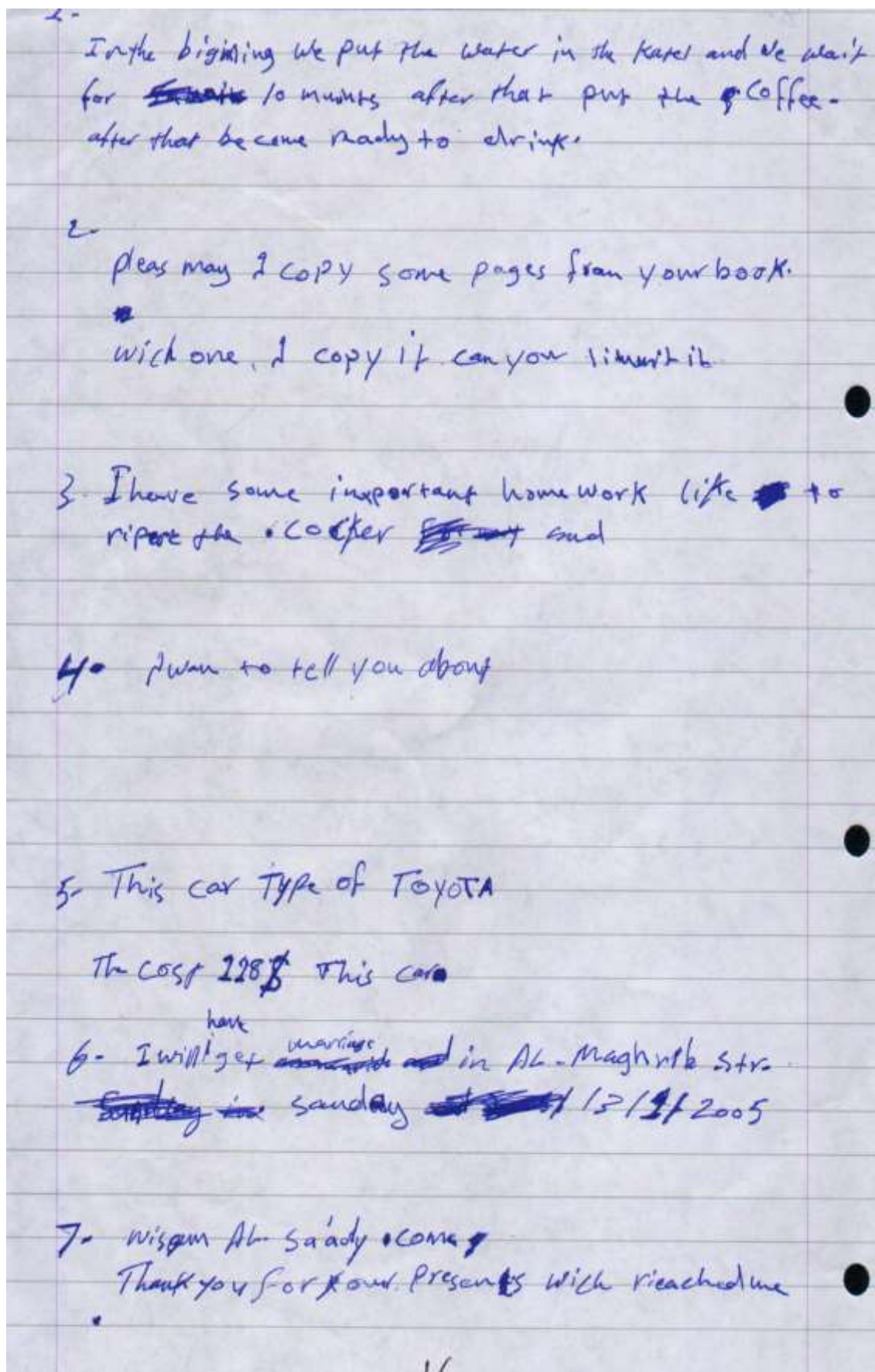
6) There is a good tall pretty person live in ALDora  
City want to marry alady.

7) Oh, how I miss and thanks to you my better person  
after my father, thank you for every things that you  
send for me.

8) Good evening my teacher I want to ask you about  
any book I'll study and the thing that I should do in oda  
-38-



## 4- Students' Answers at the Fourth Stage.





- ① when you want to make coffee we put the water in the kettle and make it boil on the gas and we ~~also~~ put two or three spoon coffee and some sugar and make it boils and than I introduce it in the cups coffee.
- ② please can you copy this paper.
- ③ Dear ~~me~~ Ali,
- ④ Dear Ali,
- ⑤ There is a car model 2005 800 for some I ~~will~~ want to sell it in 30,000 ~~chapas~~
- ⑥ I will be very happy about your ~~adventron~~ to your marriage state in 7 November at 8 o'clock
- ⑦ hi uncle Ali,  
How are you. I want to see you I will send my email to you [www.HADEEL.com](http://www.HADEEL.com)
- ⑧ - ٤٧ -