A Suggested Program for Tackling Letter Writing Deficiencies Among 11th Graders in The Middle Governorate

Submitted by
Nasser Abdullah Sdoudi

Supervised by
Dr. Awad Soliman Keshta

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master Degree of Education

2011
(And say: Work (righteousness): Soon will Allah observe your work, and His Messenger, and the Believers: Soon will ye be brought back to the knower of what is hidden and what is open: then will He show you the truth of all that ye did.) (Ali, 2001)
Dedication

- To the soul of my father …

- To the soul of my son martyr Abdullah…

- To my mother whose absolute encouragement and extreme support all the time of my education.

- To my wife, sons and daughters whose love, continual support, and patience encouraged me to reach my goal.

- To my adorable brothers and sisters who continued in supporting me until the finish of this research.

- To my friends who continued to be my support, help and strength.
ACKNOWLEDGEMENTS

In the name of Allah, The Most Gracious, The Most Merciful.

Praise and thanks to Almighty God, who is always there providing me with his blessing and guidance for accomplishing this work. Then,

I would like to express my truly gratitude and thanks to those whom without their help, this study would not be successfully finished. Especially, my supervisor Dr. Awad Keshta who guided me in this work armed well with experience and valuable suggestions.

Many thanks go to the referee panel for their fruitful comments. Also, I would like to express my deep appreciation to Dr. Mohammad Atyia and Mr. Kamal Abu Shamla for their advice and valuable support during the stages of the study. In particular, a sincere note of thanks goes to Dr. Osama Sdoudi who helped me a lot through peer editing the thesis.

In addition, I am grateful to the sample of the study, the secondary school English teachers for their cooperation and kind welcome.

A word of thanks goes to the Islamic University, Al- Qattan Center and Directorate of Education in Middle Area Governorate for their help to finish this study.

Lastly, I would like to thank my family members, mother, brothers, sons, daughters and my faithful and patient wife.
Abstract

A suggested Program for Tackling Letter Writing Deficiencies Among 11th Graders in The Middle Governorate

This study aimed to investigate the effectiveness of a suggested program for tackling letter writing deficiencies among the 11th graders in the Middle Governorate. The sample of the study consisted of (68) 11th graders, (34) each group. The experimental group contained (17) male students and (17) female students; and the same for the control group. The researcher used a pre-test and a post-test, the pre-test showed the equitation of the experimental group and the control group. Moreover, it located the deficiencies that the students counterpart. The suggested program was based on the "writing process approach" and was applied on the experimental groups in (12) lesson sessions along (6) weeks. The results of the post-test showed the statistically significant differences between the control group (male and female 11th graders) and the experimental group (male and female 11th graders) in letter writing performance after applying the suggested program. The results of the post test showed that the experimental group achieved a better performance which was computed as statistically differences in T-test values between the experimental group and the control group. In the layout domain (3.866** significant at 0.01), the punctuation domain (3.754** significant at 0.01), the sentences domain (2.541* significant at 0.05), the language domain (3.103** significant at 0.01), and the total post-test scores (3.637** significant at 0.01). The statically differences in the results proved to be in favor of the experimental group. These results agree with many researchers whose studies were built on suggested programs based on the stages of the writing process like: Cumber Worth

The researcher recommended that the suggested program should be used for tackling the letter writing deficiencies among the 11th graders due to the proved effectiveness of the application of the program of the participating students.
ملخص الدراسة

برنامج مقترح لمعالجة عيب كتابة الرسائل لدى طلبة الصف الحادي عشر في محافظة الوسطى

هدف هذه الدراسة إلى التحقق من فاعلية برنامج مقترح لمعالجة عيب كتابة الرسائل باللغة الإنجليزية لدى طلبة الصف الحادي عشر في محافظة الوسطى. تكوّنت عينة الدراسة من 68 طالباً وطالبة، كل مجموعة 34 من الصف الحادي عشر، تكوّنت المجموعة التجريبية من 17 طالباً و17 طالبة، وكذلك المجموعة الضابطة.

استخدم الباحث اختبار دقيق واختباراً بعدياً. أما الاختبار القبلي فقد أُثبتت تساوي المجموعتين (التجريبية والضابطة) إضافة إلى تحديد عيب كتابة الرسائل لدى طلبة الصف الحادي عشر. تم تصميم البرنامج المُقترح والذي تم تنفيذه على المجموعة التجريبية في 12 درساً على مدى 6 أسابيع على أساس "نهج عملية الكتابة".

أظهرت نتائج الاختبار البعد الفروق الدالة إحصائياً بين أداء المجموعة التجريبية (ذكور وإناث) ومجموعة الضابطة (ذكور وإناث) في كتابة الرسائل بعد تنفيذ البرنامج المُقترح. أوضحت نتائج الاختبار البعد أداء أفضل من المجموعة التجريبية في مقابل أداء المجموعة الضابطة وهذه الفروق تم حسابها إحصائياً عند مستوى دلالة قيم "الإحصائية. فهي محور الإخراج كانت الفروق (3.660 دالة إحصائياً عند مستوى دلالة 0.01)، أما محور علامات الترتيب (3.750 دالة إحصائياً عند مستوى دلالة 0.01) ومحور بناء الجمل (2.541 دالة إحصائياً عند مستوى دلالة 0.01) ومحور بناء اللغة (1.030 دالة إحصائياً عند مستوى دلالة 0.01) وأخيراً فروق درجات الاختبار البعد الفروق الكلية (3.637 دالة إحصائياً عند مستوى دلالة 0.01). كل هذه الفروق كانت لصالح المجموعة التجريبية. وقد توافقت نتائج هذه الدراسة مع نتائج كثيرة من دراسات الباحثين الذين صمموا دراسات على أساس منهج عملية الكتابة مثل: كمبر وورث و هنت (1998)، مارك (1998)، مارك (2001)، دويل (2001)، كوالوسكي (2002) و هويكنز (2002) و براودي (2008).

وقد أوصى الباحث باستخدام البرنامج المُقترح لعلاج عيب كتابة الرسائل لدى طلبة الصف الحادي عشر لما أثبتته من فاعلية في تحسين إداء الطلبة في كتابة الرسائل.
# Table of Contents

Holly Quran ........................................................................................................ I
Dedication ........................................................................................................... II
Acknowledgments ............................................................................................. III
Abstract .............................................................................................................. IV
Abstract in Arabic ............................................................................................. VI
Table of Contents ............................................................................................. VII
List of tables ....................................................................................................... XII
List of figures ..................................................................................................... XIV
List of appendixes ............................................................................................ XV

## Chapter I

Background .......................................................................................................... 2
1.1 Introduction .................................................................................................. 2
1.2 Need for the study ....................................................................................... 7
1.3 Purpose of the study .................................................................................... 8
1.4 Statement of the problem ........................................................................... 8
1.5 Research questions ..................................................................................... 9
1.6 Research hypotheses .................................................................................. 9
1.7 Definitions of Variables and Terms of the study ....................................... 10
1.8 Significance of the Study .......................................................................... 12
1.9 List of Abbreviations ............................................................................... 13
1.10 Limitations of the Study .......................................................................... 14
Chapter II

Literature Review

Part One: Theoretical Frame Work

2.1 Introduction

2.2 Writing

2.3.1 Writing as a skill

2.3.2 Why teaching writing?

2.3.3 Teaching Writing

2.4 Writing as a Process Approach

2.4.1 Process approach focuses on the following

2.4.2 Merits of the process writing approach

2.4.3 Why Process Writing Works

2.4.4 Techniques of The Writing Process

2.4.5 Writing Process Stages

2.5 Types of writing

2.6 Purposes For Teaching Writing

2.6.1 Writing for language practice

2.6.2 Writing for rhetorical practice

2.6.3 Writing for communication

2.6.4 Writing as a discovery and cognitive process

2.7 Approaches of Writing

2.7.1 Product-Based Approaches

2.7.2 Process-Based Approaches

2.7.3 Genre-Based Approach
2.8 Strategies for Teaching Writing ........................................ 43
2.8.1 Prewriting ........................................................................ 43
2.8.2 Drafting ........................................................................... 44
2.8.3 Revising ........................................................................... 45
2.8.4 Editing .............................................................................. 45
2.9 Why writing is difficult ....................................................... 46
2.10 The Role of The Teacher in Lessons of Writing ................. 46
2.11 Letter writing ..................................................................... 49
2.11.1 Strategies of letter writing .............................................. 49
2.12 Writing a paragraph .......................................................... 52
2.12.1 Organizing the plan of writing ........................................ 53
2.12.2 The qualities of a good paragraph ................................... 54
2.13 Approaches to Writing Instruction ..................................... 55
2.14 Stages of Writing Practice ................................................ 57
2.14.1 Controlled Writing ........................................................ 57
2.14.2 Guided Writing ............................................................. 58
2.14.3 Free writing .................................................................... 61
2.15 Writing: Assessment and Evaluation ................................. 61
2.16 Methods of Correcting Writing .......................................... 64
2.17 Approaches to Scoring ....................................................... 65
2.18 General Comments on Part One ........................................ 66

Part Two Previous studies ....................................................... 67
2.19 Introduction ....................................................................... 67
2.20 A-Studies with emphasis on strategies of writing .............. 67
2.21 B-Studies with emphasis on Writing Process Approach ....... 74
Chapter III
Methodology

3.1 Introduction ................................................................. 83
3.2 Research Procedures ...................................................... 83
3.3 Sample of the study ....................................................... 83
3.4 The Instrumentations ..................................................... 84
3.4.1 Diagnostic Test for Letter Writing Deficiencies – 11th Grade .......... 84
3.4.2 Groups Equivalence ..................................................... 90
3.4.3 The suggested program ............................................... 93
3.4.4 Reflection of the participants ...................................... 105
3.4.5 Reflection of the teachers .......................................... 107
3.5 Research Procedures ..................................................... 108
3.6 Statistical styles .......................................................... 109
3.7 Summary ..................................................................... 110

Chapter IV
Results of Research

4.1 Answer of the first question .......................................... 112
4.2 Answer of the second question ...................................... 115
4.3 Answer of the third question .......................................... 116
4.4 Answer of the first sub-question .................................... 119
4.5 Answer of the second sub-question ........................................ 120
4.6 Answer of the third sub-question ........................................... 122
4.7 Answer of the fourth sub-question ......................................... 125
4.8 Summary ............................................................................... 127

Chapter V

Discussion, conclusion, recommendations and implementations

5.1 Introduction ........................................................................ 130
5.2 Findings ............................................................................ 130
5.3 Discussion .......................................................................... 132
5.4 Conclusion .......................................................................... 141
5.5 Pedagogical Implications .................................................... 143
5.6 Recommendations ............................................................. 144
5.7 Recommendations for further studies .................................. 147

Resources ................................................................................ 148
<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Correlations between checklist items with the domains, and the overall score</td>
<td>87</td>
</tr>
<tr>
<td>2</td>
<td>Correlations between checklist domains with the overall score</td>
<td>87</td>
</tr>
<tr>
<td>3</td>
<td>Reliability Through Time &amp; Person for the checklist</td>
<td>89</td>
</tr>
<tr>
<td>4</td>
<td>T-test between the control and the experimental groups in the students English scores</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>Mann-Whitney test between the males in the control and the experimental groups in the students English scores</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>Mann-Whitney test between the females in the control and the experimental groups in the students English scores</td>
<td>91</td>
</tr>
<tr>
<td>7</td>
<td>T-test between the control and the experimental groups in the diagnostic test.</td>
<td>92</td>
</tr>
<tr>
<td>8</td>
<td>Mann-Whitney Test between males in control and the experimental groups.</td>
<td>92</td>
</tr>
<tr>
<td>9</td>
<td>Mann-Whitney Test between females in control and the experimental groups.</td>
<td>93</td>
</tr>
<tr>
<td>10</td>
<td>Content of the Suggested Program</td>
<td>99</td>
</tr>
<tr>
<td>11</td>
<td>Program Time Plan</td>
<td>101</td>
</tr>
<tr>
<td>12</td>
<td>Internal Consistency Validity of the Participants' Reflection</td>
<td>106</td>
</tr>
<tr>
<td>13</td>
<td>The results of students' performance in the diagnostic test</td>
<td>114</td>
</tr>
<tr>
<td>14</td>
<td>The effectiveness of the suggested program:</td>
<td>117</td>
</tr>
<tr>
<td>15</td>
<td>The significant differences (t-test) between the experimental group and the control group in letter writing performance.</td>
<td>118</td>
</tr>
<tr>
<td>16</td>
<td>The significant differences (Mann-Whitney) between the experimental male group and the control male group in letter writing performance.</td>
<td>119</td>
</tr>
<tr>
<td>17</td>
<td>Size Effect Critical Values for (z)</td>
<td>120</td>
</tr>
<tr>
<td>18</td>
<td>The significant differences (Mann-Whitney) between the experimental female group and the control female group in letter writing performance.</td>
<td>121</td>
</tr>
</tbody>
</table>
19- Size Effect Critical Values for T-value ($\eta^2$)

20- The significant differences (Mann-Whitney) between the experimental male group and the experimental female group in letter writing performance.

21- The participant students' reflection on the program
## List of Figures

<table>
<thead>
<tr>
<th>Figure No</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td>Continuum of Writing Activities</td>
<td>5</td>
</tr>
<tr>
<td>Figure 2</td>
<td>The Writing Process</td>
<td>25</td>
</tr>
<tr>
<td>Figure 3</td>
<td>The writing process</td>
<td>29</td>
</tr>
<tr>
<td>Figure 4</td>
<td>Writing main stages</td>
<td>29</td>
</tr>
<tr>
<td>Figure 5</td>
<td>Stages of writing</td>
<td>30</td>
</tr>
<tr>
<td>Figure 6</td>
<td>Subject matter</td>
<td>35</td>
</tr>
<tr>
<td>Figure 7</td>
<td>Model Business Letters</td>
<td>52</td>
</tr>
</tbody>
</table>
## Appendixes

<table>
<thead>
<tr>
<th>Appendix No.</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix (1) Teacher's Guide</td>
<td>158</td>
</tr>
<tr>
<td>Appendix (II) Student's Book</td>
<td>233</td>
</tr>
<tr>
<td>Appendix (III) Power Point Presentation</td>
<td>259</td>
</tr>
<tr>
<td>Appendix (IV) Letter Writing Diagnostic Test – 11th grade</td>
<td>306</td>
</tr>
<tr>
<td>Appendix (V) Letter Writing Post test– 11th grade</td>
<td>311</td>
</tr>
<tr>
<td>Appendix (VI) Reflection of the English language teacher at Sabra and Shatella Secondary School on the Suggested Program</td>
<td>316</td>
</tr>
<tr>
<td>Appendix (VII) Reflection of the English language teacher at Ain El-Helwa Secondary School on the Suggested Program</td>
<td>318</td>
</tr>
<tr>
<td>Appendix (VIII) Attendance of participants at Sabra &amp; Shatella Secondary School (April &amp; May 2011)</td>
<td>320</td>
</tr>
<tr>
<td>Appendix (IX) Attendance of participants at Ain El-Helwa Secondary School (April &amp; May 2011)</td>
<td>321</td>
</tr>
<tr>
<td>Appendix (X) Student's Reflection on the Program</td>
<td>322</td>
</tr>
<tr>
<td>Appendix (XI) Referee Committee for Study Tools</td>
<td>323</td>
</tr>
<tr>
<td>Curriculum Vitae</td>
<td>325</td>
</tr>
</tbody>
</table>
Chapter I

Background
Chapter I

Background

1.1 Introduction:

It is highly essential to know that English is the language for communication. English is an international language that is spoken by 6.5 billion people in many countries all over the world. It is estimated that 322 million speak English as a first language (The Summer Institute for Linguistics (SIL) Ethnologue Survey, 1999) and 150 million speak English as a second language (Weber, 1997). Therefore, it seems that English would be the second or third most spoken language in the world and a vast majority of the remaining part need English language as a foreign language.

It is the language of technology, science, medicine, tourism, airlines, computer, literature and commerce. In using English language as a means of communication, people communicate either in speaking or in writing. But for the Arab communities, English is used as a foreign language through writing more than speaking, especially by those who use English for educational purposes. "Writing can do everything that language in general can do" (Smith, 1994:16). Thus, writing is the prominent skill learnt in schools and universities. Also, writing is one of the four skills that is required to be mastered well to communicate with others.

"The most obvious function of writing is that it greatly enlarges the range of communication and, consequently, power. The communicative range of speech is severely limited. A message can be conveyed reliably only to those within earshot. The unaided human voice does not carry very far; more people than can gather in the market place, but of a hamlet cannot usually be reached."

( Coulmas, F, 2003:7 )

Moreover, writing is a productive skill and an active means of communication. It is equated with speech because both of them are used for conveying ideas, notions,
and information. Writing is an important language activity and a major classroom procedure. It is an effective technique for reinforcing the oral language material. It is important for providing evidence of our students' achievements.

"It is a communicative skill to send, store and retrieve messages with the help of written symbols. Writing can be expressive, poetic, informative and persuasive. Depending on the type of writing, the writer concentrates either on the subject matter of the written piece, on the reader, or on one's own feelings and thoughts." (Millrood, 2001, p.134).

Furthermore, writing is an important matter in education as it is the means of all the students in reinforcing the subjects they learned, doing exercises, and writing research papers. So, writing has been a fundamental objective to educators from the early beginnings of the educational process. Even in the information age, writing is of an increased importance because it is needed on both paper and screen. The National Commission on Writing in America's Schools and Colleges affirms:

"Developing fluency in writing has always been a functional aim of education, even if the promise has never been fully realized. In today's complex, high-technology world, the importance of writing as a fundamental organizing objective of education is no less valid or practical. Writing, properly understood, is thought on paper. Increasingly, in the information age, it is also thought on screen, a richly elaborated, logically connected amalgam of ideas, words, themes, images, and multimedia designs. Whether on paper or on screen, writing is an overlooked key to transforming learning in the United States."( College Board: Report of The National Commission on Writing in America's Schools and Colleges, April, 2003)
The English language in general and writing skill in specific are considered problematic to a wide range of learners, especially the Arab learners, because English and Arabic are different from each other and are not cognate.

- They have different alphabets. The English alphabet has 26 letters while the Arabic alphabet has 28 letters.
- English is written/read from left to right while Arabic is written/read from right to left.
- Some Arabic letters/sounds are not found in English: ح خ ص ض ط ع ؽ ق
- The English sounds /p/ and /v/ are not found in Arabic.
- The Arabic sentence may not contain a verb.
- The usual word order in English is SVO (subject, verb, object), while the usual word order in Arabic is VSO (verb, subject, object).
- Most words in Arabic have different forms for male/female and singular/plural.

The National Governors Association in the National Commission on Writing for America’s Families, Schools, and Colleges, (2005, p. 3) states that:

"A survey of state human resources divisions by the National Governors Association concludes that writing is considered an even more important job requirement for the states’ nearly 2.7 million employees than it is for the private-sector employees studied in the Commission’s previous survey of leading U.S. businesses. Still, despite the high value that state employers put on writing skills, a significant number of their employees do not meet states’ expectations".

Writing can be easy and successful if students are knowledgeable in; English alphabets, word formation, sentence structures, building up paragraphs, letters, compositions, essays, reports, formal and informal writing, cultural differences, some
writing strategies and the four main elements of the writing process (planning, drafting, editing-reflecting, revising and final version) (Harmer, 2004, p.5). In the writing lesson, the most important thing is that the teacher and the students should understand the process of writing. In addition, teaching writing happens in three phases: presentation, drilling and free practice. Teachers may use the strategy of "think aloud" for instructing writing activities in the class room through the continuum from modeled writing, shared writing, interactive writing, guided writing and independent writing.

**Figure 1.** Continuum of Writing Activities:

"This approach allows students to hear the thinking that accompanies the process of writing. Those thoughts may address choosing a topic, organizing your ideas, using a plan to write your rough draft, removing repetitive information, or proofreading to fix grammar or spelling mistakes, to name just a few." (Teaching as Leadership, 2011)

Teachers play an essential role in the teaching process as they can affect students greatly and if the teachers want their students to write well, they have to be good writers. "They can shape and influence the hearts and minds of their pupils by what they say, what they do and how they do it" (Wright, 2005, p.1). However, researches stress that the definition of the ideal teacher lacks clear objective standards of performance that could be consistently applied to all teachers and that could be used to train future teachers through service training (Borich, 1992, p.2).
It is notable to mention that the learners of a second or a foreign language try to use some auto strategies to overcome their deficiencies either in spoken or written performance, especially when the two languages – mother tongue and target language – are not cognate. Radwan, in his thesis (1988, p.62) explained that learners when they use the target language utilize strategies like: transfer of structures and patterns from L1 (mother language) to L2 (second language), overgeneralization, approximation strategy and avoidance strategy.

"The various strategies adopted by L2 learners when they attempt to communicate with L1 native speakers or non-natives or when they utilize their linguistic potential, with the aim of learning target language system or some aspects of it. Naturally, L2 learners make hypotheses about the target language rules and very often test them. As expected, the learner's performance in L2 will be typically indicative of the strategies he has used and the hypotheses he has tried out." (Radwan, 1988:61).

Another viewpoint says that writing is a process which needs design and which has stages or steps. Sharples (1999) suggested that writing can be seen as a process of "design", a skill that is grounded in the way we use our intelligence to create and share things in the world. Crucial to this view is a recognition of a set of internal and external constraints. These constraints are not restrictions on writing. Instead, they are a means of focusing attention and channeling mental recourses.

Whereas, Leonisa Mojica handled the matter of writing throughout the writer's view towards the process writing approach, the productive approach and the expected relation between both of them in the area of writing instruction. She quoted Kamimura saying that:
"Kamimura's (2000) attempt to investigate what the processing tasks are considered by EFL writers before writing, during writing, and after writing, supports the roles played by two content areas of knowledge discussed above. Such study tried to test if there is a close link between process and product approaches to EFL writing instruction, an integration that cannot be denied by those who have had exposures to these approaches. Learners, too, can be led to develop awareness of their use of grammar, vocabulary, verb tense, articles, determiners, prepositions, verb-subject agreement, correct spelling, capitalization, punctuation – language points that are usually missed by students – and which other scholars have noted too: Chen (2002), when looked at Taiwanese students' writing difficulties; and Ashwell (2000), when he studied his students' written work and the pattern of the teacher's response to it." (Leonisa Mojica, 2010, p.27)

As stated above, it is clear that communicating in English is a problematic area; in both speaking and writing, to all second or foreign language learners in general and to Arab learners in particular. "Arab learners of English encounter problems in both speaking and writing. This fact has been clearly stated by many researchers, e.g. Abdul Haq (1982), Harrison, Prator and Tucker (1975), Abbad (1988)." (Ghaleb Rabab'ah, 2003, p.181).

Therefore, the researcher in this study focused on letter writing deficiencies in the study and tried to do his best to help learners of the English language to overcome the deficiencies of their letter writing and to help teachers of the English language with how to teach letter writing skill properly by applying and using the suggested program for tackling letter writing deficiencies.

1.2 Need for The Study:

The researcher has served as a teacher of English language for fourteen years at variant schools and levels in Gaza Strip as well as a school principal for eight years. The researcher could neither close his eyes to the students' results in English language exams
nor close his ears to the complaints of both the parents and the teachers concerning the deficiencies of the students' performance in English language in general and in writing in particular. Hence, there was a great need to find a solution to the above mentioned problematic area. Letter writing is considered a part of the curriculum, one of the basic activities that students practice at school and it is used as a measure to evaluate the students' writing performance. It is a fundamental exam question in most of the school grades, especially the 11th and 12th grades. So, the researcher believes that it is very important to tackle this problematic part of the writing skill.

1.3 Purpose of The Study:

The study aims to achieve the following objectives:

1. Identifying the letter writing deficiencies that 11th graders suffer from.
2. Helping the students to overcome their writing deficiencies in letter writing.
3. Helping teachers of English language for 11th grade, how to modify their students' performance in letter writing skill.
4. Designing a suggested program for treating letter writing deficiencies among 11th graders.

1.4 Statement of the problem:

To achieve the purpose of the study, the researcher will address the following questions:

1. What letter writing deficiencies do 11th graders face?
2. What suggested program can be beneficial for treating the students' deficiencies?
3. What is the effectiveness of a suggested program for tackling letter writing deficiencies among 11th graders (male and female) in the Middle Governorate?
1.5 Research Questions:

To answer the third question of the problem, the researcher has to answer the following sub questions:

1- Are there statistically significant differences between the control male group and the experimental male group in letter writing performance after applying the suggested program?

2- Are there statistically significant differences between the control female group and the experimental female group in letter writing performance after applying the suggested program?

3- Are there statistically significant differences between the control group (male and female 11th graders) and the experimental group (male and female 11th graders) in letter writing performance after applying the suggested program?

4- Are there statistically significant differences between the experimental male group and experimental female group in letter writing performance after applying the suggested program?

1.6 Research Hypotheses:

1. There are no statistically significant differences at (α ≤0.05) between the experimental male group and control male group in letter writing performance after applying the suggested program.

2. There are no statistically significant differences at (α ≤0.05) between the experimental female group and control female group in letter writing performance after applying the suggested program.
3. There are no statistically significant differences at (\( \alpha \leq 0.05 \)) between control group (male and female 11\(^{th}\) graders) and experimental group (male and female 11\(^{th}\) graders) in letter writing performance after applying the suggested program.

4. There are statistically significant differences at (\( \alpha \leq 0.05 \)) between the experimental male group and experimental female group in letter writing performance after applying the suggested program?

### 1.7 Definitions of Variables and Terms of the study:

**Program:** "An ordered list of events to take place or procedures to be followed; a schedule: a program of physical therapy for a convalescent." (The Free Dictionary, 2011).

In this study, it means a set of organized educational techniques, procedures, strategies, activities and experiences that may help students to overcome their writing deficiencies.

**Deficiency:** "The state of needing something that is absent or unavailable." (The Free Dictionary, 2011).

In this study, it points to techniques, activities, strategies and practice that the 11\(^{th}\) graders lack.

**Writing:** Writing refers to "the domain of language proficiency that encompasses how students engage in written communication in a variety of forms for a variety of purposes and audiences." (WIDA Glossary, 2005).
Writing process:

Heald-Taylor (1986) was cited by Jarvis describing her method of the process writing in the following way:

"Process of Writing is an approach which encourages ESL youngsters to communicate their own written messages while simultaneously developing their literacy skills in speaking and reading rather than delaying involvement in the writing process, as advocated in the past, until students have perfected their abilities in handwriting, reading, phonetics, spelling, grammar, and punctuation. In Process Writing the communication of the message is paramount and therefore the developing, but inaccurate, attempts at handwriting, spelling, and grammar are accepted, know that within the process of regular writing opportunities students will gain control of these sub-skills. These skills are further developed in individual and small group conference interviews."(cited by Jarvis, 2002).

The Writing Process:

"The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. Effective writers cycle through these stages until they are satisfied that the writing achieves its purpose." (District school Board Ontario North East, 2010).

In the study, writing process refers to the steps and strategies that the learner uses forwards and backwards to get his written task as good as he can.

Personal Letter:

"A personal letter is a type of letter which provides communication between a small number of people, usually two. There are many types of personal letters and they are written for a wide variety of reasons:

One person wishes to attain information from an individual or a business.

One person wishes to tell somebody about themselves, as in pen pals.
One person wishes to present to an individual or a business a social note, such as a thank-you or a congratulation.

One person wishes to communicate with an acquaintance - friend or family, for example - news of themselves in order to maintain and reinforce the bond between them" (Reference.com)

**Tackling:**

"make determined efforts to deal with (a problem or difficult task)." (Oxford University Press, 2011).

In this study it means to treat or find solution to the deficiencies that make the students of grade 11 unable to write in the expected level.

**Strategy:**

"(1) : the science and art of employing the political, economic, psychological, and military forces of a nation or group of nations to afford the maximum support to adopted policies in peace or war (2) : the science and art of military command exercised to meet the enemy in combat under advantageous conditions." (Merriam- Webster).

In this research, it refers to the technique of activities and practice that the researcher suggests to treat the writing deficiencies of the students.

**1.8 Significance of The Study:**

The study will be important for the following reasons:

1. The study may help secondary school 11th grade students to improve their letter writing skills.
2. The study may help the teachers of English language to get benefit from the suggested program when teaching letter writing.

3. This study sheds light on the importance of writing skills, and this may evoke educational supervisors to make more efforts for treating letter writing deficiencies among other graders.

4. The study may help the educational institutions when designing training courses for the teachers, especially when planning for tackling letter writing abilities of the learners.

5. The study may attract the syllabus designers to give more emphasis on the letter writing skill, since the Palestinian students learn English as a foreign language and for educational purposes.

1.9 List of Abbreviations:

C/G/S ↔ the technique of getting the students repeat or do something; the whole class then in groups and after that individual students

Ss ↔ the students

EFL ↔ English as a foreign language

ESL ↔ English as a second language

T ↔ teacher

LCD ↔ Liquid Crystal Display

T- s ↔ Teacher to student and vice versa technique

N.B ↔ important note

Etc. ↔ etcetera (and other similar things)

A.R.R.R. ↔ adding, rearranging, removing, and replacing
1.10 **Limitations of the Study:**

1. The study will be limited to the students of the 11th grade (males and females) in the Middle Governorate in Gaza Strip.
2. The study will focus on tackling letter writing deficiencies and its impact on improving the students' writing skill.
3. The results of the study will be limited to the scholastic year 2010 – 2011.

1.11 **Summary:**

In this chapter, the researcher handled the main issues of chapter one: an introduction to the study, the need for the study, the purpose of the study, a statement of the problem, the hypotheses of the study, definitions of the variables and terms of the study, the significance of the study, and the list of abbreviation. In chapter two, the researcher will discuss the review of literature and some related studies.
Chapter II

Literature Review
Chapter II
Review of Literature and Related Studies

Part One
Theoretical Frame Work

2.1 Introduction:

This part of chapter two handles subtitles like: writing, writing as a skill, why teaching writing, teaching writing, writing as a process approach, why process writing works, techniques of the writing process, writing process stages, types of writing, purposes of teaching writing, approaches of writing, strategies for teaching writing, why writing is difficult, the role of the teacher in lessons of writing, writing a letter, writing a paragraph, approaches to writing instruction, stages of writing practice, writing assessment and evaluation, methods of correction, and approaches to scoring writing.

2.2 Writing:

The most widely known definition of writing was given by Aristotle. When he began to give some basic explanations about, things, concepts and signs, and before discussing nouns and verbs as parts of sentences that can be true or false, Aristotle discussed how these linguistic entities relate to ideas and things of the material world:

"Words spoken are symbols of affections or impressions of the soul; written words are symbols of words spoken. And just as letters are not the same for all men, sounds are not the same either, although the affections directly expressed by these indications are the same for everyone, as are the things of which these impressions are images." (Coulumas, 2003, p.2)
Whereas, Lamb and Jonson (2000) defined writing in English functionally as:

"Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen." (Lamb & Johnson, 2000)

It is obvious that Aristotle emphasizes the function of writing as conveying the spoken words in written symbols for expressing affections or impressions. In the same context, Lamb and Johnson went further than Aristotle, they clarify that language as a whole is expressed in the form of written symbols. Hence, all of them consider the function of writing as a way of communication between people.

2.3.1 Writing as a skill:

Archibald (2001, pp.153-160) says that "writing is a skill that needs knowledge and proficiency in many areas. It is a multidimensional skill. It is a complex skill that results from the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task". Orwig (1999, p.2) gives a definition of writing as a skill saying that: "It is a productive skill that is more complicated than it seems at first, and often seems to be the most difficult of the skills since it has a number of micro skills such as: using orthography correctly, spelling and punctuation conventions, using vocabulary in a correct way and using the appropriate style". Bello (1997, p.5) explains that "writing is a continuous process of discovering how to find the most effective language for communicating one's feelings and thoughts". He adds: "Writing is challenging, whether it in one's native language or in a second language".
The researcher suggests that writing is a process that needs plan, tools, strategies and cognitive demands. These components support the sub-skills of writing such as mechanics of writing and text organizers. Thus, the writer will be able to write productively.

2.3.2 Why teaching writing?

Harmer (2001, pp.79-84) explains four reasons for teaching writing to students of English as a foreign language. They are: reinforcement, language development, learning style and writing as a skill.

- **Reinforcement**: some students acquire languages in an oral/aural way, others get benefit from seeing the language written down. The visual demonstration of language construction is invaluable for both understanding and memory. It is useful for students to write the new language shortly after studying it.

- **Language development**: the process of writing is different from the process of speaking, the former helps us to learn as we go along. The mental activity of constructing proper written texts is part of the ongoing learning experiences.

- **Learning style**: some students are quick at acquiring language just by looking and listening, others may take longer time. Time spent in producing language can help in selecting the learning style i.e. Slow learners are slow language producers when they are taught only in a verbal way. So, writing is more appropriate for those learners to learn language.

- **Writing as a skill**: the most essential reason for teaching writing is that, it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays and reports and how to use writing conventions.
2.3.3 Teaching Writing:

Archibald (2004, p.5) cites Cumming: "although proficiency in writing is somewhat related to overall language proficiency". Whereas, he adds: "improvements in general language proficiency do not necessarily affect a student’s proficiency in writing in their L2. However, writing instruction can be effective in raising proficiency in a number of areas. Recent approaches to instruction have recognized that, while weak areas can and should be specifically addressed, writing must always be seen as culturally and socially situated". In addition, Cumming (2002, pp.123-134) cautions writing teachers to be wary of exercises that attempt to break writing down into component skills as such exercises often eliminate portions of the task that are important to the personal and cultural significance of the writing.

Learners’ needs are different at various stages in their learning and that teachers must develop tasks to accommodate this. Grabe and Kaplan (2001, pp. 39-57) give a detailed discussion of teaching approaches at beginning, intermediate and advanced levels of proficiency. At lower levels frequent, short writing activities can help to build familiarity and develop a useful, productive vocabulary. The variety and length of tasks can be extended for intermediate level students - developing more complex themes and building a repertoire of strategies for effective writing. Advanced level students need to develop a greater understanding of genres and the place of writing in particular discourse communities. They also need to develop their strategies and establish their own voice in the second language. Additionally, Monaghan (2007, p.4) notes that teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basis of grammar,
syntax through various pedagogical methods. Ultimately, teaching writing means guiding students toward achieving the highest ability in communicating in words.

2.4 Writing as a Process Approach:

The process approach came as a reaction to the restraints posed by the product approach. It focuses on the composing processes writers use and so assigns much importance to meaning rather than form.

"I think that process approach to teaching writing should be a process including several stages, namely prewriting or invention activities (brainstorming, group discussion, assessing ideas,); drafting; seeking feedback from peers or the instructor; revising on the whole-text level (looking at the overall focus, reconsidering organization, deciding whether there is enough evidence, etc.); followed by revising at the paragraph or sentence level, proofreading, and “publishing” the final text. In essence, process approach to teaching writing focuses on the writing process rather than the final product.” (Sun, 2009, p.150).

Equally important, the approach emphasizes the principle of learner–centeredness thus it encourages individuals to assume responsibility for their own learning by means of discussion, tasks, feedback, revision and informed choices (Jordan 1997, pp.167-168). Scane et al (1991, p.7) add that the process approach also accords with the principles of cooperative learning.

Min and Li (2007, p.42) in their study write, "Process writing is learning how to write by writing." This current emphasis on writing instruction focuses on the process of creating writing rather than the end product. The basic premise of process writing is that all learners can write and the focus here is on creating quality content and learning the genres of writing.
Chastain (1988, p.252) thinks the classical traditional approach to teaching writing created in students an unproductive and inappropriate orientation about composition due to the reasons stated below:

a) The feedback students received centered on incorrect forms.
b) Students inclined to writing cared for grammar rather than the message they wished to convey; all writing was directed to teacher, and little interest or importance was attached to the content that was written .
c) Teachers led students to believe that there exists a perfect model to emulate.

2.4.1 Process approach focuses on the following:

(Shih, 1986 cited in Brown 1994, p.320) "1. The process of writing leading to the ultimate product; 2. Helping student- writers understand their own composing process; 3. Helping them build repertoires of strategies for pre- writing, drafting and re-writing; 4. Giving students time to write and re-write; 5. Assigning central significance on the revision process; 6. Letting students discover what they want to say as they write; 7. Providing feedback to students throughout the composing process to consider as they try to bring their expression nearer and nearer to intention; 8. Encouraging feedback from instructors and peers; 9. Include individual conferences between the teacher and the student during the composing process."

2.4.2 Merits of the process writing approach:

1- The process approach is advantageous because it draws attention to the constant need to draft and revise. So, it encourages students to shoulder responsibility for making improvements themselves.
2- The approach considers writing as creative and the teacher's task as being to involve students in this creative process (Jordan, 1997, p.168).

3- White and Arndt (1996, p.3) state that the process approach is an enabling one which aims at nourishing the skill with which writers work out their own solutions to the problems they set themselves with which they can transform their material into a coherent message.

4- "It develops the importance of cyclical and recursive nature of writing, assumed and implemented by the native writers where pre writing, writing, and re-writing are often seen to be going on concurrently" (Clinton, 2007, p.2). Also, recursive and flexible features in the writing process to shift forward and backward between the stages of the writing process is confirmed by Tribble "at any point in the preparation of a text, writers can loop backwards or forwards to whichever of the activities involved in text composition they may find useful". (Tribble, 1996, p. 59).

5- The process approach appears to be nearer to answering the needs of English for Academic Purposes: teacher, subject tutor, and student. More important, if EAP aims to develop a non-native student's comprehension of the actual processes involved in composition, then one can discount the product approach because the processes cannot be deduced from the product, (Ibid, p.2).

6- "Teaching writing as a process is recommended to address writing apprehension in the writing classes." (Masse & Popvich, 2003, p.342) and Scane et al (1991, p.9) added that:

- Process writing is student centered.
- It adopts the principles of cooperative learning.
- It is an enjoyable social experience.
7- Teachers incorporating attention to process writing have the opportunity to intervene in students' writing process at any stage. This is advantageous because effective intervention results in better papers (Trupe, 2001, p.1).

8- The process writing approach is beneficial because it unifies the aims of both the teacher and the student (Murray, 1980, p.3).

2.4.3 Why Process Writing Works:

A large number of the students at any school are hesitant to write, they feel the writing task to be the most difficult task among the tasks given at school. A part of the students do not enjoy writing because they feel defeated by their inability to do the writing task, this will result in a strong belief that if they cannot do it correctly the first time then they will never get it. Another part of the students lack training, practice and time. So, the process writing approach is an answer to this problem because it gives the learners training through practicing drafting and redrafting, moreover, when the learners practice writing within the stages of the writing process, they take enough time and overcome their fear of inability to do it.

"The key to learning to write is feeling confident in your abilities. Many students do not enjoy writing because they feel that if they cannot do it correctly the first time then they will never get it. Learning to write like learning to do many things requires practice and time. All students are capable to becoming excellent writers given enough practice and time. The Process Writing method values the talents and growth of individual writers and makes them want to continue writing because they feel good about their abilities. The Process Writing method is an approach that has helped me develop many youngsters and adults into wonderful writers." (Jarvis, 2002)

A third part wants to write but they feel the writing task as a huge thing which is difficult to overcome because they look at it as a whole. They forget that any work is like building a house which needs a plan, stages of application and each stage comes
after the other. The process writing contains the stages which simplify the writing task and help the writer to judge his own work.

"Writing is a process. Writing is not an activity accomplished in one setting. Just as a house is built in stages-drafting the design. Putting up the framework, adding decorative features- a paper is generated through different steps." (Robinson & Timothy, 1986, p. xi)

Children usually hold pencils without being aware of what they want to write and the students at schools feel of themselves unable to start writing any task. The writing process answers their needs to overcome their problem through using the stages of the writing process.

"Small children reach for a pencil before they have any idea what they want to write. Older students may sit in class for days complaining that they can’t get started. The Writing Process gives inexperienced writers a simple, dependable structure they can follow, a foolproof plan of attack that will always yield results. By helping students with the process of writing, we free them up to put more effort into the execution of their ideas."(Peha, 1995-2002)

Kamehameha Schools (2007) in the Research and Evaluation Report concluded that teaching writing in the United States moved to the holistic approach as teachers found that teaching by using the holistic approaches responded to the need for innovative instruction and pedagogies, The writer is taught to review and revise several drafts, which enables and encourages new ideas. Grammatical changes and conventional editing occur during the revision or editing stage (Ballator, Farnum, & Kaplan, 1999; Flower & Hayes, 1980). Furthermore, since grammar and conventions are not the focus of writing, the writing process may be adapted for use even with young writers in kindergarten (Sealey, Sealey, & Millmore, 1979).

"Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to writing and that these stages are fluid and
overlapping (Bereiter & Scardamalia, 1983; Flower & Hayes, 1980; Murray, 1982). However, researchers and educators have identified several logical steps that most writers go through, displayed in Figure 1". (Kamehameha Schools, 2007)

Figure 2. The Writing Process:

2.4.4 Techniques of The Writing Process:

Elbow (1998, PP.13-19) points out several techniques for mastering the writing process, the researcher will focus on four, believing that they are suitable for the secondary school level.

2.4.4.1- Free writing:

Free writing is the best and the easiest way to get words or ideas on paper. It can be done by asking students to force themselves to write without stopping for ten minutes. Sometimes they produce good writing, but that is not the point. Sometimes they produce bad writing, but that is not the goal either. The key point is to keep writing. There are lots of benefits for free writing:

- Free writing makes writing easier by helping learners with the root psychological or existential difficulty in writing.
- It is the best way to learn in practice
- It is a good way to warm up when learners sit down to write about the topic they like.
- It is a useful and quick outlet.
- It helps learners to learn to write when they do not feel like writing, when they take charge of themselves and learn gradually how to get benefit from the special energy that sometimes comes when they work fast under pressure.
- Free writing helps learners to think of the topics to write about. Keeping writing enables them to get ideas, experiences, feelings or people that they are asked to write about.

Finally, the most important benefit of free writing is that it improves learner's writing and leads to powerful writing.

2.4.4.2- The direct writing process for getting words on paper

The direct writing process is useful and suitable if learners do not have enough time or if they have lots of things to say about the topic. "It is a kind of let's –get-this-thing-over-with writing process." (Elbow, 1998). Learners can think of it for tasks like reports, letters or essays where they do not want to spend much time in thinking. It is a good way for inexperienced writers or those who are nervous about writing because it is simple and does not make as much of a mess as the other ways of getting words on paper. In this process, learners can follow these steps:

- They can divide their available time in half. The first half is for quick writing without worrying about organization and language. The second half is for revising.
- They bring to mind the audience and the purpose of writing.
- They write down as fast as they can everything they can think of that pertain to their topic.
- Learners should not be worried about the order of words or sentences.
- When the time of writing is half finished, they stop and revise.

- The direct writing process is helpful when learners do not have difficulty with material or when they have an especially hard time writing. (ibid: 1998, pp. 25-31)

2.4.4.3- The open-ended writing process:

It is a technique for thinking and feeling new things. There are some main steps in the open-ended writing process:

- Students are asked to write for fifteen to twenty minutes without stopping, start with whatever comes to their mind or a particular topic they want.

- Students focus on the main point and write it down in a meaningful sentence.

- Students use the central sentence for nonstop writing then pause, focus and write the focusing sentence.

- Students keep up this circle until they get to the piece of writing.

- Students find a way to write it, they may need to begin with a draft or make an outline or plan before they start writing a draft. (ibid: 1998, p. 50)

2.4.4.4- The loop writing process:

The loop writing process is a way of getting the best of both worlds: control and creativity. It lets students steer where they are going and also it expands their points of view. Moreover, it generates new thinking. It is a useful technique if students cannot think of much to write or stuck with a topic that they are not interested in. The loop writing process takes students longer than the direct process. Peter Elbow (1998, pp. 59-73) suggests thirteen procedures for loop writing. They are:

1- First thoughts: it is a good procedure to start with students putting down as fast as they can all the thoughts and feelings they have about the topic.

2- Prejudices: it is a procedure to begin with too, even before reading, thinking or researching the topic. (what are learners’ biases or preferences in the idea of the topic.)
3- Instant version

4- Dialogues: they are useful if students have trouble writing analytically.

5- Narrative thinking: this step is used when the topic is confusing to students and their minds are shifting from one thought to another and giving different opinions.

6- Stories: stories are the best way to write a letter of recommendation or an evaluation of a person. It can be done by letting stories and events come to mind and jotting them down briefly.

7- Scones: students focus on individual moments, what places, sounds, moods that come to their minds in connection with a certain event, for instance.

8- Portraits: students think about the topic and see what people come to mind, write the qualities or characteristics of these people that stick in mind.

9- Vary the audience: if the audience is sophisticated, try writing to someone who is not sophisticated. If the audience is unknown, write to a close friend. If the audience has a certain point of view about the topic, write to someone with the opposite view and so on.

10- Vary the writer: students are asked to write to someone whose view on the topic is different from theirs.

11- Vary the time: students write as if they were living in the past or in the future.

12- Students write down things that are true or trying to be true.

13- Lies: students write down the odd or crazy things they can come up with.

"The loop writing process is generally helpful in bringing life to conceptual writing and it is especially helpful if you feel bored or unconnected to your topic." (ibid:1998, p.77)

The researcher sees these techniques are useful and beneficial if teachers conduct them properly in their classes, especially the first one which is the easiest and limited in time.
2.4.5 Writing Process Stages:

Writing is not an easy task as it needs skills and high thinking abilities. It is worth mentioning that this productive skill has important stages which should be focused on during teaching writing. White and Arndt (1991, p.5) assert, writing serves as cyclical process. This means that when students are revising their writing, they might return to the prewriting phase so as to expand their ideas. They show the nature of the writing stages as in the following diagram.

Figure 3. The writing process (White and Arndt, 1991)

Writing stages

The diagram below proposed by Clifford (1991) shows the three main stages of writing.

Figure 4. Writing main stages (Clifford, 1991, p.41)
Clifford points out the circle on the left refers to the initial stage of writing which is to generate the ideas, the message and the content. The second circle on the right refers to the organization of the ideas that suit the writer's purpose. The third circle, at the bottom, refers to the tools used to convey the message such as: the punctuation marks, vocabulary, spelling, syntax and morphology. These three circles (stages) overlap to give a sense of the dynamic nature of the process of writing.

Whereas, Harmer (2004, pp.4-6) divided the writing process into four stages a writer may go through so as to produce a piece of writing. He suggests four main elements: Planning, the writer has to think about three issues (purpose, audience and content structure.) Drafting, is the first version of a piece of writing. Editing (reflecting and revision) and finally the final version.

He represents these stages in the following way:

**Figure 5. Stages of writing**

Moreover, Oshima and Houghu (1981, pp.4-15) identify four stages of the writing process: (prewriting, planning, writing and revising drafts and the final copy).

**Stage 1: prewriting:** two steps should be focused on: choosing and narrowing a topic and brainstorming.

Prewriting (step 1) choosing and narrowing a topic:

When students are given a choice to write about a topic they like, they must narrow the topic to a particular aspect of that general topic. This means, the topic should...
not be too broad to write in one paragraph because it is impossible to cover a topic like "environment" in only one paragraph.

Prewriting (step 2) brainstorming:

Brainstorming means generating ideas that help students write more quickly on the topic they are interested in using three techniques: listing, free writing and clustering. Teachers should help students learn how to use each of them and decide which is the most productive one.

**Stage 2: planning:** students are asked to organize the ideas they generated by brainstorming.

**Stage 3: writing and revising drafts:** students are asked to write a draft or more till they produce a final copy. This can be done by: writing the first draft, revising content and organization, proofreading the second draft for grammar, spelling and punctuation marks.

**Stage 4: writing the final copy:** after making the needed corrections, students can write the final copy.

But, Timothy (1980, pp.15-22) discusses three stages of writing process. They are: rehearsing, drafting and revising. These stages blend and overlap, but there are significant things happen within them. They require skills on the student's and teacher's part.

**Rehearsal:** It is a preparation stage for writing.

**Drafting:** It is the central stage of the writing process since it implies the tentative nature of written experiments in meaning.

**Revising:** The writer tries to help the writing say what it intends to say.
Furthermore, Gardner and Johnson (1997, p.4) describes the stages of the writing process and gave a brief description to each of them. They say:

"Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. Young writers, however, benefit from the structure and security of following the writing process in their writing."

**Prewriting**: students generate ideas for their writing using techniques such as: brainstorming, creating life map, developing word banks and deciding on form, audience and purpose. All of the above techniques can be done by the teacher's motivation and reinforcement.

**Rough draft**: during this phase students write without worry about conventions of writing.

**Reread**: students read their writing aloud for sensibility.

**Share with a peer reviser**: students share and make suggestions for improvement, asking questions about unclear ideas and talking about how to make a better writing.

**Revise**: students have to improve their work by writing additions or dropping unnecessary information.

**Editing**: students edit their draft for spelling, grammar, punctuation and sentence structure errors.

**Final draft**: students make their final copy to discuss with the teacher.

**Publishing**: students publish their written work, reading it aloud or making articles and books.

Moreover, Lindsay and Knight (2006, pp.85-86) break down the writing process into three stages:

- preparation-think about the reader, consider why we are writing, think about the content, decide the appropriate layout and style.
• draft- put our ideas together in a draft form. This is probably all we need for things like shopping lists and memos.

• editing and rewriting- we need to write several times so that the text is coherent and clear.

Additionally, Hale (2006, p.7) shares the same point of view as well. He says:

When learners are asked to write an essay or a composition they go through difficult stages. These stages are divided by most researchers into three: prewriting, writing and revision. In prewriting, a learner thinks about the topic and organizes his/her ideas on the paper. It is the stage of generating ideas for writing the subject. In the writing stage, a learner writes down his/her thoughts. He/she writes down a brief introduction, the body and the conclusion. After finishing writing, a learner should revise what has been written. Revising is the most important and (difficult) part of the writing process. To revise means to evaluate and make changes in order to improve your writing. In revising a learner checks these points: (the main idea, organizing the paragraphs, transitions, introduction, conclusion and sentences). According to Hale, mechanical and grammatical errors should be avoided in this stage.

Moreover, Millrood (2001, p.147) describes three –phase frame work of teaching to write:

• **Pre-writing** (schemata-the previous knowledge a person already has- activation, motivation for writing, preparation for the writing, familiarization with the format of the text.).

• **While-writing** (thesis development, writing from notes, proceeding from a given beginning phrase and following a plan).
Post-writing (reflection on spelling and grammar errors, sharing the writing with other students-redrafting, peer editing).

Shin-Chien (2007, pp.25-31) in his study differentiates between two kinds of strategies in the writing process. Cognitive and metacognitive strategies. The first involves strategies for using knowledge to solve problems, the second concerns monitoring, controlling, and understanding one's strategies. Sometimes they overlap with each other. He adds, writing consists of three main cognitive process/strategies: planning, translating and reviewing. Planning is divided into three sub-strategies: generating ideas, organizing and goal-setting. Translating is done when writers put their ideas into visible language. Finally, reading and editing are the sub-strategies of reviewing.

Lindsay and Knight (2006, pp.94-95) suggest that teachers should divide writing activities into three stages:

- Pre-writing stage-the teacher sets the task, learners prepare for what they will write.
- writing stage- the learners do the task, for example, writing a report, a story, a letter.
- post- writing- feedback and follow-up work.

2.5 Types of writing:

Millrood (2001, pp.134-142) gives a brief description to the types of writing in his book. He says that writing can be expressive, poetic, informative and persuasive. Depending on the type of writing, the writer concentrates either on the subject matter of the written piece of writing, or on the reader, or on one's own feelings and thoughts. The triangle of the "subject matter", "writer" and "reader" is shown below.
In expressive writing an emphasis is made on the writer him/herself expressing one's own thoughts as in a diary. In poetic writing the emphasis is made on the language, as the choice of language creates the necessary poetic effect. In informative writing the emphasis is on the subject matter. In persuasive writing emphasis is on the reader who is in the focus of the writer's attention and whose train of thought the writer is intending to change. It is useful for teachers to know the purposes of writing.

Writing can be done with the purpose of description, narration, exposition, persuasion and reasoning. Description presents typical features of a living being, an object or an abstract image to make it recognizable. Narration tells of events in succession. Exposition describes circumstances. Persuasion makes people change their behavior or chain of thought. Reasoning invites the reader to follow the logic of the author and to producing ideas.

### 2.6 Purposes For Teaching Writing:

Teachers of English often choose writing tasks from text books to help students improve their writing ability. The writing tasks that teachers select from text books and assign them to students can help them become confident writers and independent thinkers. Foong (1999, pp.30-47) points out four purposes for teaching writing:
2.6.1 - Writing for language practice.

Writing can be taught for practicing language forms to develop accuracy and correctness. It is basically for reinforcement, training and imitation of language forms. In language-based writing tasks, students would be given writing exercises that would reinforce language structures that have been taught through the manipulation of grammatical patterns. For example, students would be given a paragraph and asked to perform substitutions, transformations, expansions or completion exercises.

2.6.2 - Writing for rhetorical practice.

In writing tasks that teach rhetorical forms, teachers would provide the content and use model essays as stimuli for writing. Students will imitate the rhetorical and syntactic forms by following the chosen model passage. Examples of such tasks are: writing guided compositions in which the content and organization are given by the teacher, reading a passage and writing a composition with parallel organization, and reading an essay and analyzing its organizational pattern and writing a similar essay on a related topic.

2.6.3 - Writing for communication.

Teaching writing began to shift its emphasis from accuracy and patterns to the ability to understand and convey information content. Completing a communicative writing tasks would require greater awareness of writer's purpose, audience and the context of writing. Here, writing has a social function. Such communicative writing tasks stimulate real life situations where a writer will write to convey some information to a reader.
2.6.4- Writing as a discovery and cognitive process.

Writing tasks in the classroom have begun to shift their focus to the process of writing which has been influenced by the humanistic and cognitive approaches. The process approach has two main schools of thought: the expressive and the cognitive. The expressive school of thought stresses the importance of self-development. Writing is viewed as an expressive mode through which student writers use writing as a means to explore or discover meaning by themselves and develop their own voice. According to the cognitive school, writing researchers begin to study the mental processes during the act of composing. They find that good writers do not have only a large repertoire of strategies, but also they have sufficient self-awareness of their own process.

In addition to the previous purposes of writing, Foong (1999) recommends some classroom practices for teaching writing to the teachers to follow in their schools. They are:

- Allow students to generate their ideas through pre-writing strategies and by writing the topics that are related to the students' world experiences for writing to be meaningful.
- Create opportunities for students to select their own topics.
- Provide feedback on drafts that stimulates and encourages students to rethink and revise ideas instead of focusing on form and accuracy.
- Conference with students to help them gain insights and understanding of their writing process and to provide them with support.
- Promote collaborative rather than competitive learning in the classroom.

Moreover, Flower and Hayes (1981) theorize that writing as a cognitive process consists of four interactive components: task, environment, the writer's long-term memory, and the composing processes themselves. The task environment consists of writing topic, the audience, the degree of the urgency of the task, and the text produced.
so far. The writer's long-term memory retains definitions of the topic, the identity of the audience, and possible writing plan. The writing processes include planning, translating and reviewing.

Planning involves generating ideas, goals, and procedures. Translating involves expressing ideas and goals in verbal forms, and reviewing includes evaluating and revising (cited in Conner, 1996, p.75).

Additionally, Tang (2006, pp.52-53) proposes some principles for developing writing skills and how they can be applied in a Chinese ESL classroom. The principles applied in teaching writing are:

- **Raise students' awareness**: Students should be helped to see the role of writing in language learning.

- **Students have ideas**: "It is not only the exposition of ideas, but also the working out of ideas". It is teachers' responsibility to help students analyze their own ideas through teaching.

- **Read to write**: writing does not exist alone. Before a learner starts to write, he/she needs to read so as to learn the language and get familiar with certain patterns or rhetorical structures.

- **Teach process writing**: Process writing is characterized by the awareness of the writer of the writing process and the intervention of a teacher, or peers at any time during the process of writing to improve writing skills instead of fixing mistakes. This approach aims at enabling students to share information, make personal choices about reading and writing, take the responsibility of their own learning task, take writing as process, and develop cooperation.

- **Create a learner-centered classroom in active communication**: Basically, writing is a verbal communication. The view that writing is a verbal communication finds the
strongest support in Bakhtin's dialogic theory of language. It implies the interactive nature of writing.

The researcher suggests that these principles have a great importance due to their values and advise teachers to take them into account in teaching writing lessons.

2.7 Approaches of Writing:

Writing is considered as the most difficult skill because it requires writers to have not only a great deal of lexical and syntactic knowledge but also principles of organization and mechanics of writing in L2 to produce a good writing. Tangpermpoon (2008, pp.1-9) focuses on three writing approaches and points out the benefits and the drawbacks of them:

2.7.1 - Product-Based Approaches:

Product-based writing approaches have been called by some names: the controlled-to-free approach, the text-based approach and the guided composition. Basically, writing in product-based approaches has served to reinforce L2 writing in terms of grammatical and syntactical forms. There is a variety of activities in product-based writing such as: The use of model paragraphs, sentence-combining and rhetorical pattern exercises. The first two activities are suitable for lower English proficiency level students. While the rhetorical patterns in the product-based writing provide freedom to English major students to create compositions. The pattern –product writing approach is accepted among writing teachers owing to the following advantages:

- Learners learn how to write a composition systematically from using the pattern-product techniques such as: narration, description and persuasion.
- They learn how to use vocabulary and sentence structures.
- This approach helps in raising students' awareness in grammatical structures.

However, there are some disadvantages:

- This approach gives little attention to audience and the writing purpose because learners emphasize grammar, syntax and mechanics.

- There is a lack of motivation in learning and students are under high pressure in producing their writing tasks.

- Teachers mostly focus on the accuracy of the language structures. Especially, in correcting students' compositions.

In a similar vein, Silveira (1999, pp.109-127) comments on this approach and says that writing is a secondary activity, it is a means of practicing vocabulary and structures. Therefore, the context for writing is the classroom and the audience is the teacher. This approach focuses on form and accuracy.

2.7.2 - Process-Based Approaches:

Process-based writing is viewed as the way writers actually work on their writing tasks from the beginning stage to the end of the written product. During the writing process, teachers help learners to explore their ideas and develop their writing by using the steps of the writing process (pre-writing, first draft composing, feedback, second draft writing and proofreading.). Process-based approaches are well-known tools to writing instructors to teach L2 writing because they have a number of benefits:

- Learners can learn how to compose writing in L2 when process-based writing is compared with other writing approaches.

- They can improve their writing step by step by giving them feedback and enough time to write the topic.
- Teacher's feedback allows students to reflect upon their previous writing and to consider the possible existence of other viewpoints.

Despite those benefits, process-based writing has some drawbacks:

- Learners have to spend a long time to complete one piece of writing in the classroom.
- Learners have no clear understanding about the characteristics of writing and are provided with insufficient linguistic inputs to write in L2 successfully in a certain text type.

Tangpermpoon (2008, p.5) thinks that in order to overcome the previous limitations, some steps should be taken into consideration like:

- Teachers should provide students with some examples that they have to write to get a clear idea about the writing type.
- Teachers should not spend too much time on one piece of writing because this may decrease students' learning motivation.
- Teachers should train students to develop a concept of audience by taking turns in giving comments on their classmates' writing.

Moreover, Silva (1990, p.15) observes that the process approach is used to enlarge the context and the audience of writing. It focuses on writers and the process they undergo during writing. According to this approach, "writing is a complex, recursive and creative process". This approach aims at developing students' composing process in a holistic way. So, students should acquire experiences in writing for many purposes, in various contexts, and addressing different audiences.

**2.7.3 - Genre-Based Approach.**

This approach is defined as the way to language and literacy education that combines an understanding of genre and genre teaching together in the writing class. It
has also been called by "English for academic purposes approach" or the "English for specific purposes approach". According to this approach, writing is regarded as an extension of the product-oriented approach because learners have an opportunity to study a wide variety of writing patterns. Like other writing approaches, this approach has some strengths and weaknesses.

Strengths:

- Writing aims to integrate the knowledge of a particular genre and its communicative purposes.
- It is a way to help students come up with appropriate actual writing in their life outside the classroom.
- It increases learners' awareness of such writing conventions as organization, arrangement, form and genre.
- It reflects a specific purpose of a social situation and allows students to acquire writing skills by imitation and analysis of each writing genre.

Weaknesses:

- Learners may not have enough knowledge of appropriate language or vocabulary to express what they intend to communicate to a specific audience.
- This approach undervalues the writing process which students need to produce a written product.
- It ignores the writing abilities that learners have in other areas (ibid:2008, p.9)

Myhill and Amer (2005, pp.1-10) describe in their study that the process based paradigm of writing focuses on writing processes "teaches' strategies and techniques for invention and discovery, considers audience, purpose and context of writing and emphasizes recursiveness in the writing process. By contrast, the product-based paradigm stresses expository writing, makes style the most important element in writing,
and maintains that the writing process is linear, determined by writers before they start to write”.

2.8 Strategies for Teaching Writing:

2.8.1 Prewriting.

The prewriting stage is considered the threshold of the process of writing because the right start is half of the work. Urquhart and McIver (2005, pp.76-120) explain some strategies which can be used in our classrooms during teaching writing, especially in the planning phase.

(a) Prewriting Guide. Questioning (strategy 1)

During the prewriting phase, writers use questions to determine what they know and what they need to learn more about. These questions help writers discover the depth of their knowledge. This strategy gives students to jump-start their discovery mode. The student writer can ask as much as possible about the topic he wants to write about, then answer the questions. Those questions and answers can be the main ideas of the intended written work.

Prewriting guide: use the following questions to guide your thinking.

- Why am I writing about this topic?
- Why is this important to me?
- What do I really want to say about……?
- What details will help me communicate a clear message?
- What models can I use to guide the organization of my document?
- What will my final product have in common with my models?
(b) Prewriting Think Sheet (strategy 2)

This sheet is used to elicit information through a variety of questions focused on a particular topic. It helps students to choose through the knowledge they have about a specific topic and it helps them see connections with their knowledge. To interrelate between the answers of the questions is a good way to thinking strategy and this may help to keep the written piece coherent.

2.8.2 Drafting:

Drafting is the second phase of the writing process in which students are asked to write the first draft about the topic they like, they use the ideas generated in the first stage to write the first draft, they have to train on writing in this stage for ten to twenty minutes without a stop, just to focus their ideas about the topic they are writing about. Here is a strategy which can be used in this phase:

**Focusing your thoughts:**

When students are asked to write, they need to focus their thoughts on the most important message. They try to include everything, so students need to narrow the focus of their writing. (ibid:2005,p.88)

Moreover, Santi V. Buscemi & Donald Pharr (2005) in their book "Writing Today" advised writers not to write the first draft and depend on it to be the final draft, because simply the advanced writers need to rewrite their drafts more and more:

"At this point, you have organized your ideas and are ready to begin a first draft- but don't expect it to be your final draft. No one is able to write a perfect first draft; even people who tend to write very strong first draft essays realize the need for revision and redrafting. An essay gets stronger as the drafting process continues. As the essay evolves and develops, the writer also gets more and more invested in the process and its outcome." (Buscemi & Pharr, 2005, p.43)
2.8.3 **Revising:**

- **Rewording strategy.**

The revising stage is the heart of the writing process. When students revise their written work, they often rely on a dictionary or other word banks. This helps them make their writing more effective. When students decide to substitute a new word because it sounds better, they may alter the intended meaning of a sentence or make an inappropriate substitution. This strategy provides students with an opportunity to clarify the meaning of chosen words and then to determine if the substitution enhances or supports the message or distracts it from its intended message (ibid:2005, p.104). While revising the ideas or the words, you may modify, change, remove or add, this will improve your writing. Use the approach of A.R.R.R. (Adding, Rearranging, Removing, Replacing). By this approach, you can add, remove, rearrange or replace words, phrases, sentences or paragraphs.

2.8.4 **Editing.**

- **Partnership Editing.**

Buscemi and Pharr (2005,p.115) state that by good training, students can make capable editing partners. By allowing students to review their peers' written work for proper grammar, correct spelling, and appropriate punctuation, the teacher can increase the amount of time available to work in other aspects of the writing process. He also can use this extra time to focus on content-area instruction. In addition, students often make successful editing partners because it is easier to find the errors in the work of others than it is to find them in their own writing.
2.9 Why writing is difficult:

According to Byrne (1997) in his book "Teaching Writing Skills" Writing is considered difficult even in the mother tongue because of three factors; psychological, linguistic and cognitive.

From the psychological side, when we write, we write on our own selves because it is a solitary activity so we have to write without possible interaction or feedback, so in itself it is considered difficult.

On the other hand, regarding the linguistic problem we have to compensate for the absence of the features of speaking, we have to keep the channel of communication open through our own efforts and ensure both the choice of sentence structure and the way of how our sentences are linked together and sequenced. So the produced text can be interpreted on its own.

With regard to the cognitive problem, we learn to write through a process of instruction: to do so we have to master the written form of the language and to learn the structures of writing which are not used in speaking, we also have to learn how to organize our ideas in a way by which a reader can absorb it without being present or knowing the writer.

2.10 The Role of The Teacher in Lessons of Writing:

To help students become better writers, teachers have a number of tasks to perform. Harmer (2004, pp.41-42) discusses five tasks a teacher can do before, during and after student writing. They are:

1- Demonstrating: students should be aware of writing conventions and genre constraints in specific kinds of writing, so teachers have to be able to put these features into their consideration.
2- Motivating and provoking: teachers should motivate, help and provoke students to get ideas, enthuse them with the value of the task and persuade them what fun it can be.

3-Supporting: teachers need to be supportive in writing lessons and help students to overcome difficulties that students face in writing.

4-Responding: teachers should react to the content and construction of a piece of writing supportively and make suggestions for its improvement.

5-Evaluating: when evaluating students' writing, teachers can indicate the positive points, the mistakes that students made and may award grades.

Borich (1992, p.2) mentioned the role of the teacher in the classroom, he sees, the teacher should be organized, disciplined, authoritative, dedicated and insightful.

And also, Yalden (1987, p.57) concentrates on the teacher's role in finding a fertile environment. He notes that the teacher must be concerned with providing an environment that will provide the appropriate sort of joy and in which the learner can share in creative interaction. He adds, new strategies and proper development can only help teachers to create such environment.

Chandra (1996, pp.204-243) says that "teaching is not a light task and it is not something that anyone can do without any kind of training. To create an effective teaching it is essential that the educator must have education of the highest level accompanied by training techniques and principles of teaching that help him/her perform the task properly. Here are the needed principles of teaching: principles of motivation, thinking with the life, interest, selection, planning, creativity and entertainment, individual differences and principle of democratic behavior".
Moreover, teachers should be aware of the modern strategies used in teaching – learning process to enhance interaction with students. Teachers should be facilitators, feedback providers, guides and organizers of the teaching – learning process.

From psychologists' viewpoints, writing anxiety should be reduced in schools and universities. Harrison (2006, pp.10-12) in his study explains:

"writing apprehension is a problem in writing classes because it has consequences for students' learning experience, and for the decisions they make about engaging in productive, fulfilling writing projects."

Furthermore, he says, teachers should value students' feelings, opinions and accept individual differences.

Zhan (2007, p.121) sees L2 writing teachers use the process approach to help students work through their composing process-getting started, drafting, revising and editing. The teacher functioned as an ideas generator, encourager, coach and collaborator. A writing teacher could do a good job by giving assignments, marking papers, and providing readings and by recognizing the complexity of composing.

Siew-Rong (2003, p.1) believes that the teacher plays an important role as facilitator and guide in learning process, especially in collaborative learning which is beneficial in facilitating learning because through active participation, students can engage deeply in their knowledge construction as they integrate the new knowledge into their own schema and present it in a meaningful way.
2.11 Letter writing:

To write a letter as a means of written communication between two persons or sides for friendly purpose or business purpose needs to be clear, concise, correct, courteous, conversational, convincing, and complete. To do so, many letter writers counterpart difficulties. Letter writing has its own principles in addition to the general writing principles like: the arrangement of the address, the date and its position, the greetings and the addressee, the body of the letter and its purpose, the closing paragraph and the writers' expectation from the addressee, the complementary phrase and the signature. There are strategies that help the writer to write the letter within the intended features.

2.11.1 Strategies of letter writing

Writing a letter is not an easy task, it is like any written work; it has a message to convey and an audience to be addressed. The process writing approach is a general approach to follow while writing any written work, but to have your letter written well there are some strategies to use while writing your letter. Shaun Fawcett (2005) presents a few practical letter-writing tips and strategies to help you when writing the letter:

1. Keep It Short And To The Point

Letters involving business (personal or corporate) should be concise, factual, and focused. Try to never exceed one page or you will be at risk of losing your reader. A typical letter page will hold 350 to 450 words. If you can't get your point across with that many words you probably haven't done enough preparatory work.
2. Make It Clear, Concise, And Logical

Before sitting down to write, make a brief point-form outline of the matters you need to cover in the letter. Organize those points into a logical progression that you can use as your guide as you write the letter. The logical blocks of the letter should be: introduction/purpose, background/explanation, summary/conclusion, action required statement. Use this outline process to organize your approach and your thoughts, and to eliminate any unnecessary repetition or redundancy.

3. Focus On The Recipient's Needs

While writing the letter, focus on the information requirements of your audience, the intended addressee. If you can, in your "mind's eye", imagine the intended recipient seated across a desk or boardroom table from you while you are explaining the subject of the letter. What essential information does that person need to know through this communication? What will be their expectations when they open the letter? Have you addressed all these issues.

4. Use Simple And Appropriate Language

Your letter should use simple straightforward language, for clarity and precision. Use short sentences and don't let paragraphs exceed three or four sentences. As much as possible, use language and terminology familiar to the intended recipient. Do not use technical terms and acronyms without explaining them, unless you are certain that the addressee is familiar with them.

5. Use Short Sentences And Paragraphs

Keep your sentences as short as possible, and break the text up into brief paragraphs. Ideally, a paragraph should not exceed two to three sentences. This will make the letter more easily readable, which will entice the recipient to read it sooner, rather than later.
6. Review And Revise It

Do a first draft, and then carefully review and revise it. Put yourself in the place of the addressee. Imagine yourself receiving the letter. How would you react to it? Would it answer all of your questions? Does it deal with all of the key issues? Are the language and tone appropriate? Sometimes reading it out loud to one's self can help. When you actually "hear" the words it is easy to tell if it "sounds" right or not.

7. Double Check Spelling And Grammar

A letter is a direct reflection of the person sending it, and by extension, the organization that person works for. When the final content of the letter is settled, make sure that you run it through a spelling and grammar checker. To send a letter with obvious spelling and grammatical errors is sloppy and unprofessional. In such cases, the recipient can't really be blamed for seeing this as an indication as to how you (and/or your organization) probably do most other things.

Another educator looks at forming strategies for letter writing from another angle, he advises letter writers to train by using visual diagrams of letters to follow them while writing the letter, also, the writer can read model letters and imitate them, moreover, he can use the "Think Sheet" as a guide to write a good letter. The above three components form what Jeanine Movalli (2000,p.32), calls a successful writing strategy.

"Visual diagrams, model letters and a "Think Sheet" are the key ingredients in this successful writing strategy. Through their use, students are able to visualize the letter they have to write, are able to rely on model letters for sentence structure and tone, and are able to construct content form formulating answers to the questions from the "Think Sheet" These default strategies made writing business letters a manageable task for my struggling writers".

51
2.12 Writing a paragraph:

Maclin in her book (1996, p.227) offers a brief description of a paragraph. She states that "a paragraph is a unit of thought that has several or many sentences in it". The length of a paragraph varies according to the purpose of writing. Academic writing, business writing, journalism, and scientific and technical writing have different purposes. They may require paragraphs of different lengths. In academic writing a
developing or body paragraph is often 75 to 125 word long. Sometimes it is much longer. *The organization* of a paragraph depends on the purpose of writing. In a short paper, each major point in an outline may be developed into a paragraph. In a very long paper, several paragraphs may be necessary to develop one point. Arrange your ideas clearly in order to make your topic suitable as far as possible. *The topic sentence* of a paragraph tells what the paragraph is about and how the ideas are developed. A topic sentence can be put in any place in the paragraph, but putting it at the beginning guides the development. *The appearance* of a paragraph is important. In handwriting, indent the first line of each paragraph. *Do not indent every time you begin a new sentence.* Leave margins on both sides of the paper. Use blue or black ink on white paper. Three kinds of paragraphs make up every formal composition. *An introductory paragraph* begins the paper, stating what the paper is going to be about in the form of a thesis statement. Body paragraphs develop the thesis statement. A *concluding paragraph* restates the thesis, usually in different words, and shows briefly how the development relates to it. Sometimes short transitional paragraphs join the ideas in the body paragraphs, but many writers include transitional elements in the body paragraphs.

2.12.1 Organizing the plan of writing:

Hajjaj (1996,p.262) clarifies that when you write a paragraph or a complete essay you need to express your ideas clearly and effectively in sentences in sequence. In order to do that, it is important to put in mind the following things:

- **Purpose**: why you are writing.
- **Subject-matter** or content of writing.
- **The reader** or to whom you are writing.
- **Choice of words, phrases, idioms and expressions.**
- Grammar: sentence structure, verbs, nouns, pronouns, articles, agreement and sequence of tenses.
- Stylistic variations such as formal or informal, narrative, descriptive, comparative or argumentative writing.
- Organization into paragraphs, their internal structure and the relation between them.

He adds, when planning the paragraph, learners should know every paragraph consists of a sequence of more than one sentence. One sentence, but usually not always, is the topic sentence and the remaining sentences support that topic sentence. Whether the paragraph is intended for its own (for example an answer to a question, a summary or a short report.) or as the beginning of an essay, a part of the body or the conclusion of an essay, it often maintains the above mentioned structure.

2.12.2 The qualities of a good paragraph:
Khailani and Muqattash (1996, p.164) say that a good paragraph has the following qualities:

1- **Unity**: This means that all the sentences in it are connected in meaning and contained one main thought or idea.

2- **Clarity**: This means that the central thought or idea in the paragraph is developed clearly and logically. One sentence leads naturally to the next sentence within the paragraph.

3- **Related to the whole**: This means that, while each paragraph is unified in itself, it is nevertheless a part of a larger composition, and as of a larger whole, each paragraph must clearly, naturally, and smoothly develop form the paragraph before it and lead to the paragraph after it.
2.13 Approaches to Writing Instruction:

Khailani and Muqattash (1996, pp.125-128) mention five pedagogical purposes for teaching writing, they are: reinforcement, training, imitation, communication and fluency.

1- Writing for reinforcement.

One of the pedagogical purpose is to reinforce an understanding on the part of the students that their purpose as authors is to demonstrate accuracy to the teacher. So teachers ask their students to write in order to reinforce something that they have learned or so as to reinforce a grammatical concept that has been introduced. They ask students, for instance, to copy sentences or short passages, or they assign sentences to drill grammatical concepts.

2- Writing for training.

Writing for training is another purpose for teaching writing. Writing used for the purpose of training initially presents students with patterns of linguistic and rhetorical forms that might be new to them. Students are given practice in using and manipulating these new patterns. When they do this kind of writing, they work with units of discourse longer than the sentence. The aim of the training is on the manipulating of rhetorical and grammatical structures, especially through use or transformations, students may be asked to change a general statement like Thermometers measure temperature into a definition: Thermometers are instruments which measure temperature. Or students can be given groups of sentences in random order and asked to put them into the best order for an English paragraph.
3- Writing for imitation.

Here teachers want their students to become familiar with rhetorical and syntactic forms by following carefully chosen models. For example,

- Students listen to a passage read aloud and write it down (dictation) or paraphrase it (dicto-comp).
- Students write a composition according to given guidelines about content and organization.
- Students study a passage that is outlined or analyzed, and write a piece with parallel organization.
- Students read an essay, such as one classifying attitudes toward money, analyze its organizational pattern, and write a similarly organized essay on a related topic, such as a classification of attitudes toward work or travel. In the above examples, the writing of the students is judged not on the ideas the students present but on how closely they follow the given guidelines. (ibid:1996, p.126)

4- Writing for communication.

In writing for communication, the emphasis is placed on meeting students' needs both in gaining control over the conventions of written English and in obtaining opportunities for self expression.

5- Writing for fluency.

Accuracy is a necessary condition for fluency, and both need to be emphasized by the language teacher. At the early stages of writing skill the teacher needs to design writing activities, e.g. sentence completion, sentence joining, dictation and writing a paragraph based on a model to reinforce work on structure and vocabulary. That is
accuracy in writing. On the other hand, as students progress, the teacher should design tasks to develop the students' ability (fluency) to write continuous text (e.g. a report, a dialogue, a letter or a composition). The teacher should assign tasks that generate fluency and enable students to become more confident with writing (ibid:1996, p.128)

2.14 Stages of Writing Practice:

Khailani and Muqattash (1996, pp.131-150) divide writing into three main stages: controlled writing, guided writing and free writing. And each stage has its own procedures and techniques.

2.14.1- Controlled Writing.

This kind of writing is completely under the teacher's control. The main aim of this kind is to teach students the mechanics of writing accurately and readiness for further writing activities. Controlled writing includes handwriting, copying, dictation and spelling.

❖ Handwriting:

It is the first step of a writing activity. It is a form of imitative writing in which students learn how to write the alphabet and other familiar words of specific significance.

❖ Copying:

This phase of the writing skill is practiced after students can write the letters and the combinations of the letters easily. The material that is given to students should be familiar to them because the aim of this activity is to reinforce previously learned words and patterns, and develop students consciousness of spelling and to fix the correct written forms in their minds.
Dictation:

This kind of writing skill is a necessary activity for development of spelling consciousness in learners. Dictation is more difficult than copying because English spelling does not always correspond with the sound. The material of dictation should be brief, familiar and not beyond the students' range of comprehension.

2.14.2- Guided Writing:

The seconded stage of teaching writing consists of two graded steps of composition writing, controlled composition and guided composition.

1.A-Controlled Composition:

In controlled writing, students are given the needed words and expressions or a model and then the students are asked to rewrite it. The purpose of this is to ensure that what students write is grammatically correct. This activity may take any of the following forms:

- Missing Words: Students are given a passage with some deleted words and are asked to supply the missing words.
- Word Ordering: Students are given a group of words in disorderly fashion and are asked to rearrange them to make a complete sentence.
- Re-arrangement of sentences: A group of unordered sentences is given. Students are asked to re-arrange them logically to build up a complete paragraph.
- Imitation of specific patterns: In this activity, the teacher presents the class with a model sentence and a group of substitutes which are to be patterned after that model.
- Parallel paragraph: In this activity students are given a model paragraph with directions for rewriting it by employing specific language manipulations. Students
substitute some words in the model paragraph for others to get a new paragraph grammatically parallel to the given one.

- **Sentence expansion:** In this exercise, students are given a model paragraph with numbers permeating its sentence. Some modifiers are also provided. Then, students are asked to rewrite the paragraph by inserting a suitable modifier in place of each of the numbers.

- **Sentence completion:** In this exercise a part of a sentence of phrase is omitted and the students are required to supply the missing part. The teacher gives students some guidance for writing and the students add the correct form.

- **Guided writing using pictures:** In this writing activity, the teacher shows the class a large picture. He/she gives the necessary vocabulary or structures. Students are asked to write about it to form a composition.

- **Dicto-comp:** In this activity, the teacher reads to the class a passage of one or more paragraphs. Then the students give it back as accurately as they can, using the identical words and construction as far as they can and filling in with their own words only when their memory of the dicto-comp falters. To the extent that they reproduce the original passage, the students are writing a dictation. To the extent that they must use their own words to fill memory gaps, they are writing something akin to a composition.

- **Dictation with cloze materials:**

  In this exercise, the teacher reads the passage several times at a normal speed. Then the passage is given to the students in its "cloze" form, with words omitted randomly.

  Dictation exercises are valuable for both practice and testing in reading and listening comprehension. Students are required to guess at the correct word from the text and fill in the exact word.
• **Summary making:** The purpose of making a summary is to express something in a shorter way. It is not merely to reduce a passage to a minimum, but to provide as much essential information as the word limit required may allow. Generally speaking, there are three main processes of reducing the length of any written passage: (generalization, selecting and rejecting facts, word compression.)

• **Sentence-combining exercises:** Students are provided with a group of simple sentences and are asked to combine them into complex ones to form a paragraph.

**B- Semi-controlled composition:**

The second type of guided writing is the semi-controlled composition which is an important step in improving from controlled to free composition. The content or form of what students should write are given to them. At this stage students can use exercises such as:

- **Written interviews, real or imaginary:** In this activity, students can pretend they are interviewing famous people, football players, and the like. Students are given some key words, directions and a few lines which can stimulate them to develop the dialogue.

- **Pictorial exercise:** The teacher presents the class with a series of pictures or films. The students are asked to write about the content or the sequence of events in these pictorial, guided by the teacher's questions or discussion.

- **Narrative exercises:** In this activity, the teacher reads a story or an event. He/she writes some leading questions on the board. The students' task is to retell, in a written form, the same story or to summarize it.

- **Short story completion:** In this activity, students are asked to write an ending to a story by using their imagination, or to complete a dialogue.

- **Letter writing:** In this exercise the teacher shows students the method of writing letters (address, beginning, body and conclusion), give them some key words or
expressions and the theme of the letter. Students write a letter on the basis of the
information given.

- **Cued dialogue:** The teacher writes on the board some brief cues for a dialogue.
  Students write out the complete conversational exchange.

- **Cloze exercise:** The teacher gives students a passage in which some words are
  omitted. The students fill in the missing words.

- **Changing spoken to written English:** The teacher gives students a transcript of
  spoken English and asks them to change it into a piece of formal writing.

- **Changing a narrative to a dialogue, or a dialogue to a narrative.**
- **Writing an account or a report on a written article or a book.**
- **Writing a summary or an outline of material which students have read.**

### 2.14.3- Free writing:

This activity requires some preparation. So, the teacher must instruct students
with the mechanics of free writing composition such as: indentation and clear hand-
writing. The teacher must teach them the qualities of a good paragraph such as: unity,
coherence, cohesion, mechanics of writing. Concerning the topic, the teacher has to
present the class with a subject that is interesting to them. Additionally, Ebeedat and
Thweqan (1984, p.38) states that in free writing composition students should be
provided with some topics and are free to choose any one to write about. Students are
free to express themselves and select the words and ideas they want.

### 2.15 Writing: Assessment and Evaluation.

Davison and Dowson (1998, pp.140-144) discuss three kinds of writing
evaluation: self-evaluation, peer evaluation and teacher assessment of writing.
- **Peer evaluation:** This kind of evaluation can be guided by prompt questions established by the teacher, or in negotiation, which draw attention to matters such the total impression a piece of writing is intended to make on readers, and the effect it has, specific strengths in relation to matters such as its use of genre, its selection of content, its appropriateness for its audience and its technical accuracy, general points which the writer could address in redrafting or revising the text. It is useful if the teacher can intervene in peer evaluation processes respond to self evaluations before the writer takes action, both to provide further advice and to monitor the responses which are being made to writing. Students' comments can be important and informative about the development of their writing.

- **Self-evaluation:** It is particularly valuable when students produce especially sensitive or personal writing, or when they use genres such as poetry. Writers who are asked to discuss what they were trying to achieve, and to indicate the source of their ideas, can provide a teacher with very important guidance as to what kind of response is appropriate. "The self–evaluation forms a kind of objectification of the personal, and the teacher needs to pay attention not only to the quality of the work, but also the extent to which the writer is able to distance him or her from the content, in deciding how to respond".

- **Teacher assessment:** Teacher assessment of writing should also draw attention to the issues indicated for peer and self-evaluation. Many teachers begin their responses to writing with comments which indicate their reaction to the way in which the piece has made meaning, and may include emotional responses as well as analytical ones. Positive achievements should always be identified and the teacher should then target a limited and manageable number of areas for further development. The formative assessment and evaluation of writing should take the form of a developmental dialogue between the
teacher and students and among groups of students. And also Richards (2003, pp.212-225) says that "The assessment refers to the variety of ways used to collect information on a learner's language ability or achievement. It is therefore an umbrella term which includes such diverse practices as once-only class tests, short essays, report writing portfolios or large-scale standardized examinations". In the classroom, any assessment can be formative or summative. A formative assessment is designed to identify a learners strengths and weaknesses to affect remedial action. Summative is concerned with "summing up" how much a student has learned at the end of the course. Richard also points out five reasons for evaluating learners:

1- **Placement**: To provide information that will help allocate students to appropriate classes. These tests may also serve a diagnostic function.

2- **Diagnostic**: To identify students' writing strengths and weaknesses. This kind of test can also identify areas where remedial action is needed as a course progress, helping teachers plan and adjust the course and inform learners of their progress.

3- **Achievement**: To enable learners to demonstrate the writing progress they have made in their course. These assessments are based on a clear indication of what has been taught, testing the genre that has been the focus of the course. These results are often used to make decisions for course improvements.

4- **Performance**: To give information about students' ability to perform particular writing tasks, usually associated with known academic or workplace requirements.

5- **proficiency**: To assess a student's general level of competence, usually to provide certification for employment, university study, and so on. These tests seek to give an overall picture of ability. Often standardized for global use such as TOEFL.
2.16 Methods of Correcting Writing:

Alkhuli (1983, pp.96-97) gives four methods of correcting students’ writing. He says, "When actual writing comes to an end, the teacher collects copybooks for correction. which may take one of the following forms":

1- Error hunting. The teacher may correct all mistakes made by the student. However, this method of correction may cause some negative side effects. A student who sees that almost every word he/she has written has been red-marked by the teacher becomes quite frustrated and forms a conclusion that he/she will never write correctly. Such a conclusion usually ends up with despair or losing the motivation for learning or progress.

2- Selective correction. In this method, the teacher does not correct all the mistakes. He/she only selects some of them and especially those big ones. This method saves the teacher's time and effort and may motivates students better.

3- Symbolized correction. The first two methods deal with the quantity of mistakes to be corrected. On the other hand, this method deals with how to correct regardless of quantity. In symbolized correction, the teacher underlines the mistake without writing the correct alternative. He/she only writes a symbol such as I, P, G, S, or V. which tells the student that he/she has made a mistake in indentation, punctuation, grammar, spelling, or vocabulary. The student himself/herself is expected to discover the correct alternative with the teacher's guidance.

4- Detailed correction. In detailed correction, the teacher underlines the mistake and writes down the correct alternative in detail.
2.17 Approaches to Scoring:

Richards (2003, pp.226- 244) clarifies that writing scoring falls into three main categories: holistic, analytical, and trait based.

**Holistic scoring:** It offers a general impression of a piece of writing. It is based on a single, integrated score of writing behavior. This method aims to rate a writer's overall proficiency through an individual impression of the quality of a writing sample. The global approach to the text reflects the idea that writing is a single entity which is best captured by a single scale that integrates the inherent qualities of the writing. Holistic scoring method, has some advantages such as: Global impression not a single ability, emphasis on achievement not deficiencies, weight can be assigned to certain criteria, encourages rater discussion and agreement. There are some disadvantages for this method such as: It provides no diagnostic information, it is difficult to interpret composite score, raters may overlook sub skills, longer essays may get higher scores, one score reduce reliability, it may confuse writing ability with language proficiency.

**Analytic scoring methods:** It is based on separate scales of overall writing features. Analytic scoring procedures requires readers to judge a text according a set of criteria seen as important to good writing. The fact that raters must give a score for each category helps ensure features are not collapsed into one and so provides more information than a single holistic score. Analytic scoring more clearly defines the features to be assessed by separating, and sometimes weighting, individual components and is therefore more effective in discriminating between weaker texts. Widely used rubrics have separate scales for content, organization and grammar, with vocabulary and mechanics sometimes added separately, and assigned a numerical value(ibid:2003,p.30)

**Trait-based scoring methods:** trait-based approaches differ from holistic and analytic methods in that they are context-sensitive. Rather than presupposing that the quality of a
text can be based on a priori views of "good writing", trait-based instruments are designed to define the specific topic and genre features of the task being judged. The goal is to create criteria for writing that are unique to each prompt and the writing produced in response to it, using either primary-trait or multi-trait systems.

**Primary-trait scoring** represents a sharpening and narrowing of criteria intended for holistic scoring as it involves rating a piece of writing by just one feature relevant to the task. The primary trait is defined by the task designers and allows teachers and students to focus on a critical feature of the task, such as appropriate text staging, creative response, effective argument, reference to sources, audience design, and so on.

**Multi-trait scoring** requires raters to provide separate scores for different writing features, as in analytic scoring, while ensuring that these are relevant to the specific assessment task. Multi-trait scoring treats writing as a multifaceted construct which is situated in particular contexts and purposes, so scoring rubrics can address traits that do not occur in more general analytic scales. This method is flexible as each task can be related to its own scale with scoring adapted to the context, purpose, and genre of the elicited writing. It also encourages raters to attend to relative strengths and weaknesses in an essay and provides opportunities for detailed feedback to students. It also provides rich data that can inform decisions about remedial action and course content.

### 2.18 General Comments on Part One:

Writing as a means of graphic communication is equated to speaking as a sound communication, moreover, writing is considered a difficult skill as it is a productive skill not only to foreign students but also, to native speakers. Our students suffer when they are asked to write. The researcher chose to tackle letter writing deficiencies by utilizing the writing process approach, students should be given the chance to practice writing using the writing process stages: prewriting, drafting, revising, editing and
publishing. Teachers of English language should be trained on using the writing process stages in their classes for its great importance in helping students to overcome the obstacles that face them in writing lessons.

**Part Two**

**Previous studies:**

**Introduction:**

It is wrathful before going forward in the research methodology to survey a number of the previous studies that handled similar problematic areas which may lighten the road for this research. It will be of great benefit to the researcher as a background for the study. Hence, the researcher will present the purpose, the population, the sample, the tools, data analysis, the results and recommendations of the following studies which will be classified within three parts.

**A-Studies with emphasis on strategies of writing:**

**Bataineh (2010)**

This study examined and explored the effect of the internet on improving university students' writing performance. The population of the study consisted of all students in the English Language Department at Al-Isra' University who were enrolled in (Writing One), in the first semester of the academic year 2006/2007. The purposeful sample of the study consisted of 62 students. They were divided into two sections: Section One which comprised the experimental group was supported by a web-based software while, Section Two, which was regarded as the control group, created their articles via paper and pencil. A web page was designed with a useful link and learning materials were
included, and an e-mail address for the course teacher was determined. Statistical analyses were used to analyze data from the pre-test and post test scores. The results showed that students who worked with the internet had significant gains in their writing performance compared with the control group. Additionally, the students who worked with the internet were more motivated to write than the other group. In the light of the above findings, it is recommended that the internet should be incorporated in the teaching of writing and other language skills.

**McMullen (2009)**

This study investigates the use of language learning strategies (LLSs) by Saudi EFL (English as a Foreign Language) students inside the Kingdom of Saudi Arabia. The study determines if gender and academic major have any effect on that use and reveals the potential benefits for Saudi students in the area of strategy instruction. Data was collected during the academic year 2007–2008 from three sample universities in Saudi Arabia using Rebecca Oxford’s Strategy Inventory for Language Learning (SILL), a self-report questionnaire, as the instrument. Participants in the study (N = 165) were all enrolled in similar Freshman English composition courses and totaled 71 male students and 94 female students. The results of ANOVA (analysis of variance) tests showed that female students used slightly more LLSs than male students, and Computer Science students used slightly more LLSs than Management Information Systems students. In response to these findings, a program for direct strategy instruction was piloted with an English writing class at one of the sample universities. Encouraging results from this trial program suggest new avenues for approaching the teaching of writing inside the Kingdom.
Naeem (2007)

The study aimed at investigating the effect of a suggested CALL (Computer-Assisted Language Learning) program on developing EFL learner's mechanics of writing in English. The researcher chose the sample randomly. The sample consisted of eighty fourth-year students (2006-2007) of the English Department at the Faculty of Education in Kafer El-Sheikh. Forty students have been chosen to the experimental group to study mechanics of writing via the CALL program and the other forty students have been chosen for the control group.

The researcher used a pilot study, an achievement test, the CALL program, a lecturer's guide, a student's guide and a questionnaire to collect the data and carry out the experiment. The experiment of the study has lasted for ten weeks.

The researcher used the One Way ANOVA and the t-test to analyze the data statistically.

The findings of the study showed that the suggested CALL program developed EFL college learners' components of writing mechanics (Punctuation marks, Capitalization and Spelling).

Bitchener, Stuart & Cameron (2005)

This study aimed to find out the effect of corrective feedback on the targeted linguistic forms under different treatment conditions in improving the students' accuracy of new written pieces. The researchers divided the sample into three groups, the three groups received the same amount of instruction in grammar and writing skills; the first group received direct written corrective feedback and five minutes researcher conference after each written piece. The second group received written corrective feedback only. The third group received no corrective feedback, but it was given feedback on the organization and quality of the content. The combination of written
feedback and one –to-one researcher conference helped the students to improve accuracy to correct the past simple tense and the definite article better than the case in prepositions.

The study findings showed that direct oral feedback accompanied by written feedback had more impact than direct written feedback alone in improving the student' accuracy. Also, the combined feedback option facilitates the improvement in "the more treatable" rule governed features, the past simple tense and the definite article than "the less treatable" feature prepositions. The researchers recommended that second language teachers should provide their students with both oral and written feedback on the more treatable types on linguistic errors on regular basis.

Li, Xiuping (2004)

This study was set out to investigate Chinese EFL learners’ beliefs about the role of rote learning (RL) in vocabulary learning strategies. The focus of the study is Chinese EFL learners’ culturally-influenced beliefs about their preference for RL strategies as opposed to other memory strategies (MSs).

The study had four main aims: (1) to promote a concrete understanding of the concept of RL in the literature; (2) to explore Chinese EFL learners’ culturally based beliefs about their preference for RL strategies; (3) to offer a challenge to widely-held beliefs that Confucian culture is a negative influence on learning; (4) to offer guidance to EFL teachers/researchers who are interested in Chinese EFL learners’ memory strategy choice and use.

The researcher used three instruments---questionnaires, interviews and an English vocabulary test. The subjects were 100 Chinese learners in the English Department at a large University in the Northeast area of China.
The findings of the study indicated that Chinese EFL learners generally hold highly positive beliefs about RL in EFL vocabulary learning because they believe that this form of RL has an integration of repetition, memorization, practice, including reviewing and understanding. The results also showed that there is significant difference between the learners who hold positive beliefs and those hold negative beliefs about RL. The responses from teacher questionnaire ascertained the generalisability of the findings. The study indicated that Confucian heritage learners’ use of RL actually involves far more complex processes than have been supposed to be the case.

Thus, the researcher suggested a new term “Active Confucian-based MSs” to distinguish these strategies from passive RL. The subjects’ beliefs also suggested that they believe RL is an effective way of learning EFL vocabulary, but not the best way. However, the findings suggested that their belief that RL is consistent with Chinese culture and values tends to override other considerations.

**Kari (2003)**

This study aimed at providing information for improving organizational skills in writing through the use of graphic organizers. The population of the study consisted of second, third and fifth grade students from two schools in suburban community. School (A) had 440 students enrolled. School (B) had 550 students enrolled. Both schools had traditional curriculum. The various types of data were collected through the following tools: observation checklists, students’ surveys, anecdotal records which included note-taking and reflections, and writing rubrics. The collected data revealed that the problem related to inconsistency of teaching methods used in writing institution and teachers. There is lack of students motivation in writing. The researchers suggested some strategies like: offered assistance in creative writing, vocabulary development, portfolios, instructional approaches and graphic organizers. The result of the study
indicated an improvement in the use of organizational skills during the writing skills. Students also had growth in the area of transferring the skills into other subjects. The researchers recommended more emphasis should be given to teaching grammar and usage.

**Doyle (2001)**

The purpose of the study was to help students improve their writing skills and their self-confidence as writers. The population of the study was third graders in suburban Chicago, Illinois elementary school. The study was conducted in one public elementary school. The school had 539 students. The project implemented writing strategies during the period September 1, 2000 to December 15, 2000, for 12 weeks. The sample of the study was the third graders in the school. The need for the study resulted of teacher observation, evaluation of student writing and the scores of Achievement Test. The achievement test showed that students were unable to communicate effectively through written language. The results also showed that many teachers lack adequate training in teaching the writing skill. The study suggested the following points:

- Teachers training should be offered to help staff become skillful in teaching writing.
- A variety of strategies should be applied into the writing program to improve students writing.

After implementing the project, the result of the study revealed that there is progress in the students’ writing skills, most students became able to write organized essays independently within less than four months.

**Bartscher, Lawler, Ramirez and Schinault (2001)**

The study aimed at describing a program for students in the grades four, seventh and eighth who suffered from low achievement in writing. This low achievement affected students` behavior, attitudes and interaction. The tools of the study were writing
check lists, interviews and writing rubrics. The population of the study was 1483 students distributed into two sites. School site (A) contained 283 students. school site (B) served approximately 1,200 students. The researchers said that the lack of writing skills has been resulted from the lack of feedback from teacher to students.

The study suggested that using cooperative learning, creative writing and journalizing can improve students’ level in writing. The journalizing strategy will serve two purposes: First, the journal is an indicator of writing skills improvement. Secondly, the journal serves as a tool to improve writing skills. The results of the study showed an improvement in writing skills.

Harrington, Holik and Hurt (1998)

The study aimed at describing a program for increasing student skills in writing. The population of the study consisted of fifth grade talented, regular students in a middle class. The study took place in western suburb of a Midwestern city.

The tools of the study were teachers surveys, student surveys, writing samples, local assessments and checklists. The collected data revealed that teachers report student frustration, lack of "seeing real life" connection and poor writing skills. The teacher also reported that limited time, previous failure and lack of modeling fostered poor writing skills.

The study suggested four major categories of intervention:

- goal setting conferences.
- cooperative learning.
- graphic organizers.
- use of rubrics.
The results of the study revealed that students showed increased enjoyment of writing, students developed their habits of goal setting and the students became proficient at peer editing.

**B-Studies with emphasis on the Writing Process Approach**

**Baroudy (2008)**

The study aimed to discover the writing strategies of the successful and unsuccessful student-writers. The researcher designed a questionnaire of domains—which were rehearsing, drafting, revising, student-writer's role, and the role of instructional material—to locate the types of writing behaviors. Then, he analyzed the findings and found category to the successful and unsuccessful writing strategies.

The scores obtained from the independent raters, a few student–writers were seen to have been categorically rendered competent writers even, they used: brainstorming, revising, multiple drafting, recursive thinking, seeking meaning, quick writing, feedback anticipating, detecting audience, verbalizing content, keeping journals, attending conferences, carrying portfolios, and free topic selecting.

The researcher concluded that, most successful student-writers were almost consciously or unconsciously use process writing approach. They were deliberately or none deliberately in favor of free writing using self-selected topics. They used to brainstorm to provoke dormant knowledge in their pre-writing stages. On the other hand, they ignored grammatical accuracy and discarded aiming at correctness as ultimate goal. They did not submit themselves to inhibited writing by focusing on local rather than global aspects of language. They wrote meaningful contexts. They also, fought writing with observing a non-linear movement rather than getting fascinated by a forward and a non-backward linear path.
Al- Hazmi and Scholfield (2007)

The researchers conducted this study to investigate the effect of enforced revision with checklist and peer feedback on a group of 51 male English majors in the third year at King Khalid University. The sample represented the university population of Saudi Arabia.

The researcher asked whether self revision or peer revision of drafts lead to: (1) greater changes? And of what sort? (2) Greater improvement between drafts? And in what aspects? (3) Better final drafts and whether final drafts improve over without the intervention? Does writing improve in exams without having checklist, no redrafting forced on them, and no peers available?

To answer these questions, the sample was divided into two groups, the participants were trained to use revision checklist, peer revision, whereas the other group used only lonely revision. The researchers used; (1) Jacobs composition profile to measure key aspects of writing quality (2) writing revision checklist (3) an interview for 15 minutes after the last intervention session with the participants to elicit their reactions to peer and self revision.

The findings showed that final drafts during the intervention were on average slightly (not significant) better than the baseline on grammar, vocabulary, organization, and content, slightly worse on mechanics, weakly supporting the effectiveness of the drafting and checklist regime in shifting attention to higher level of revision with consequent improvements there. The interview showed that there was evidence that neither peers nor the emphasis of checklist on higher level concerns managed to direct participants' attention toward organization and content which count.
The researchers attributed these results to the participants’ unreediness to abandon the traditional surface error besides the limited time of the experiment which lasted for eleven weeks.

Min and Li-juan (2007)

The study aimed to investigate the role of the implicit part of the writing process as unfortunately, many people only recognize the explicit part in the process writing which consists of activities, such as prewriting, drafting, revising, rewriting, but neglect its implicit part in which the meaning in the writer’s mind develops from the writer-based text to the reader-based text. This paper is to expatiate on this implicit process, especially in academic English writing, with the hope of offering useful ideas to our learners for their writing activities. In our writing, we should not only pay attention to the writing product, but also to the process of writing. And the writing process is that of exploring meaning, discovering meaning and creating meaning. This process is the linchpin in the process writing. Process writing brings people into the writing process successfully, while because of short of the awareness of the implicit part of process writing in which the writing meaning is from the author to the reader, then to the files, many old problems are still under research. As writing teachers, we need to encourage our students to consider their audience and rhetorical norms of English while developing their paper. The purpose of emphasizing the development of writing significance in academic writing is to help people to master the process writing perfectly, beginning with the purpose and meaning of writing, to settle those issues existing in our teaching and to improve the effect of writing teaching.
Hopkins (2002)

The study was applied and developed to assist low-achieving tenth grade students’ essay writing skills. The study was implemented in Bethel High School in Virginia. The school had 966 male students and 984 female students. The population of tenth graders was 504 students (255 male students and 249 female students). The study lasted for six weeks, 18 intervention were implemented to assist low achieving students with their ability to improve essay writing skills.

According to first term examinations in the scholastic year 2002, many students were not performing on their grade level in regards to the writing process. The goal was to help students write successfully and understand the elements of the five-paragraph essay. The objective of the study was to help students write successfully and understand with 70% accuracy in (prewriting – drafting, revision, and finalization of essay writing, this was done by pre / post tests.

The researcher improved the stages of the writing process such as: prewriting, drafting, revision, proofing and publishing of the five-part essay. To reach and achieve the objectives the researcher used graphic organizers for clustering diagrams, charts, revision charts, peer editing and scoring rubrics. The researcher recommended that the time spent on peer editing clustering methods and writing portfolios be increased and rubrics be used to help students in essay writing.

Kowalewski (2002)

This study described a program for instructing students in the writing process in order to improve their writing skills. The population of the study consisted of fourth and fifth grade students in a middle class community in northern Illinois. The total population of the school was 566 students. The sample of the study consisted of 76 students distributed into three sites.
Site (A) 24 students, site (B) 26 students, site (C) 26 students. The collected data showed lack of use of progress writing skills because there was a lack of skills related to organization and revision in the writing process. And also a lack of teacher modeling, reflection and the time given for student writing. The study suggested some strategies for treating the problem such as: increasing the time allowed for writing, more teacher modeled demonstrations of writing techniques like (organization, ideas, word choice, sentence fluency, voice and conventions). The results of the study showed a marked improvement in students writing. The students showed greater ability to communicate more effectively through their writing at the end of the program.

**Cumberworth and Hunt (1998)**

The study aimed at describing a program for improving middle school writing skills and their attitudes toward writing. The population of the study consisted of seventh and eighth graders in western Illinois. The program was implemented at a middle school in the Quad City metropolitan area. The school had 1,100 students in grades five to eight. The program lasted for 18 weeks. The tools of the study were the teacher's observation, student surveys, writing samples and a writing checklist was used to assess students' samples. Through these tools the researcher observed the weak writing skills, ineffective use of the writing process and students' poor attitudes toward writing. When the researcher analyzed the collected data, it showed that students were unmotivated to use the writing process and there was a lack in a cognitive awareness of the purpose of the writing process. They revealed little emphasis on revision skills and also students have no "real world" purpose for writing. The study suggested three major categories of intervention:

- providing real world purposes for writing.
- implementing a change in the amount of strategies related to the writing process.
- Emphasizing metacognitive strategies related to the writing process.

The results of the study showed there was a positive increase in students' attitudes toward writing and the use of the writing process was improved, revision in particular.

C-Studies with emphasis on difficulties:


Good English writing competence is widely recognized as an important skill for educational, business and personal reasons. English writing instruction is thus assuming an increasing role in foreign language education. The study seeks to explore EFL learners’ major writing difficulties by analyzing the nature and distribution of their writing errors. The participants were 95 second year non-English majors of Kun Shan University. The error analysis revealed that the top four most commonly made errors were word choice, verb form, missing subject and verb tense. The major causes of these errors were attributable to limited vocabulary size, poor grammar knowledge and interference from first language. Six appropriate instructional strategies were suggested so that teachers can adopt a more effective approach to enhance students’ writing proficiency.

Masanjila (2005)

This study aimed to identify and discuss writing problems in Kiswahili in Tanzanian secondary schools. The researcher chose two schools to be his samples. The study admitted that writing is a skill that had to be taught and failure to consider the difference between speaking and writing leads to communicative writing problems.
The study revealed the following writing problems: capitalization, punctuation, inexplicitness, poor organization, spelling mistakes and grammar errors. The researcher related these problems to pedagogical causes because all of them are found in other schools and not only the sample two schools. The researcher recommended that these problems can be minimized if the students are taught by professional Kiswahili language teachers.

**Mourtaga (2004)**

The researcher conducted his study to investigate the errors among the Palestinian students in the English writing classes and to what extent the students and their teachers are aware of these errors and their frequency throughout identifying, analyzing, and classifying the written errors. The researcher took a sample which consisted of 35 male and 35 female freshman students who were in the second semester 2004 at the Islamic University. The researcher used two questionnaires; one was applied on the students and the other on the teachers.

The results showed that, the students made 484 errors in verbs (23%), 313 punctuation errors (14.9%), 270 article errors (12.8%), 226 nouns (10.79%), capitalization errors (9.8%), preposition errors 96 (4.5%), conjunctions errors (4%), adjectives errors 66 (3.1%), adverbs errors 33 (1.5%). On the other hand, the instructors confirmed that the students make many errors in writing English and find difficulties in writing grammatically correct sentences. Both, the instructors and the students were aware of the errors made by the students when they write in English and counterpart difficulty to write grammatically correct sentences. But, both sides were not aware or the real count (frequency) of the errors made by the students.
Summary:

It is clear that most of the above studies sought to modify the participants' writing performance. So, the researchers used terms like (increasing- developing-improving- describing) with writing skill/ performance variables. Half of the above studies introduced programs as a solution for improving the writing performance of the participants for example, Cumberworth and Hunt (1998), Mark (1998), Mark (2001), Kowalewski, E. (2002), Al – Hazmi & Schofi (2007), Naeem (2007), McMullen, M. G. (2009). Only three of the studies aimed to investigate things related to writing skill such as the role of implicit part of the process writing in producing a better written work, the use of learning strategies by the Saudi EFL students inside the kingdom, where the study determines if gender and academic major have any effect on language performance. Also, two studies were concerned with the computer and the internet as a means of developing learners' writing mechanics and performance Naeem (2007) and Bataina (2010).


Finally, the researcher has benefited a lot throughout reviewing the above studies as they and other studies will be of great help in constructing the research thesis.
Chapter III
Methodology
Chapter III

Methodology

3.1 Introduction:

After surveying the above mentioned previous studies, the researcher is curious to solve the problem of the students' letter writing deficiencies in the 11th grade through identifying the letter writing deficiencies that 11th graders suffer from. The study will help the students to overcome their letter writing deficiencies, by helping teachers of English language to facilitate the writing process and using suitable writing strategies through designing a suggested program for treating letter writing deficiencies of 11th graders. Below, the researcher will introduce: the research design, the population of the study, the sample, the tools of the research and the statistical methods.

3.2 Research Procedures:

This research is built on the experimental method of research and to achieve its goals a pre-test, a post-test, criteria checklist, a suggested program are used and to compute the data of this research, the researcher uses T-test, Mann-Whitney test, mean, Standard Deviation, percentage and effect size.

3.3 Sample of the Study:

3.3.1 Pilot Study:

The researcher selected a piloting sample which consisted of 30 students in 11th grade. The piloting sample aimed to ensure the validity and the reliability of the study tool. The piloting sample was excluded from the study population when the main sample was selected.
3.3.2 Main sample:

The researcher applied the study on four secondary schools in The Middle Governorate; two male schools and two female schools (Ain El Helwa Boys Secondary School, Sabra and Shatilla Girls Secondary School, Shohadaa El Nuseirat Boys Secondary School, and Al Oroba Girls Secondary School). An 11\textsuperscript{th} grade class was chosen from each school to be involved in the study. The experimental group contained (34) students; (17) boys from Ain El Helwa School and (17) girls from Sabra and Shatilla School. On the other hand, the control group contained (34) students; (17) boys from Shohadaa El Nusierat School and (17) Girls from Al Oroba School.

3.4 The Instrumentations:

To achieve the goals of the study, the researcher used the following instruments:

Diagnostic test, post test, criteria checklist, suggested program, reflection of the participating students, reflection of the participants' teachers.

3.4.1 Diagnostic Test for Letter Writing Deficiencies – 11\textsuperscript{th} Grade:

The aim of the diagnostic test:

The diagnostic test aims to locate the letter writing deficiencies that the 11\textsuperscript{th} graders encounter when they write a letter whether formal or informal, and to make sure of the equitation between both groups (the experimental and the control groups), straight forward, to design a suggested program suitable for tackling the deficiencies.
The sources of constructing the diagnostic test:

To construct the diagnostic test, the researcher depended on his experience as a teacher of English language for 14 years and a school principle for 9 years, consulting PhD and MED holders, previous studies as well as the experience of the supervisors and the experience of 11th grade teachers.

Description of the diagnostic test:

In order to diagnose the deficiencies of letter writing among the 11th graders, a diagnostic test was designed. The diagnostic test contained for questions: informal letter of invitation, formal letter of inquiry, formal letter of job application and formal letter of complaint. Moreover, the questions were followed by a criteria list which involved 25 items which were divided into four categories, (layout, punctuation, sentences, language). The continuum in front of those items contained three columns: (2) widely clear, (1) clear, (0) not clear. (Appendix IV).

Validity of the diagnostic test:

The researcher used two types of validity:

The Content Validity

The researcher used the content validity. The diagnostic test (the test and the checklist annexed with the test) was introduced to a jury of specialists to be refereed; including professors of teaching methodology, supervisors of English language and highly qualified and long experienced 11th grade teachers (Appendix XI). They were also invited to state how far the items which were mentioned in the tool were effective.
to measure the ability of the students to write letters. The researcher also invited them to give their opinions, notes and suggestions.

The researcher received the jury's opinions, notes and suggestions. The whole jury assured the importance of the elements mentioned in the tool. On the other hand, the researcher's supervisor recommended adding other items to the tool and the researcher did. After taking their valuable remarks into consideration, the diagnostic test was modified and finalized.

**The Internal Consistency Validity:**

The researcher used (Pearson Correlation Coefficient) to compute the checklist internal consistency. The correlation between the items with its domains, and overall score are calculated to make sure of the power of the relations. Table No. (1) describes the internal consistency of the test:
The researcher also computed the correlation between the checklist domains with the total score. Table No. (2) describes the results:

Table (1): Correlations between checklist items with the domains, and the overall score

<table>
<thead>
<tr>
<th>Domain</th>
<th>Item No.</th>
<th>Correlation with Domain</th>
<th>Correlation with test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout</td>
<td>1</td>
<td>0.724**</td>
<td>0.426*</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0.832**</td>
<td>0.374*</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0.532**</td>
<td>0.644**</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0.461*</td>
<td>0.538**</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>0.626**</td>
<td>0.523**</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>0.631**</td>
<td>0.700**</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>0.412*</td>
<td>0.766**</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>0.555**</td>
<td>0.816**</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>0.502**</td>
<td>0.738**</td>
</tr>
<tr>
<td>Punctuation</td>
<td>1</td>
<td>0.665**</td>
<td>0.836**</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0.423*</td>
<td>0.626**</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0.364*</td>
<td>0.470**</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0.622**</td>
<td>0.753**</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>0.519**</td>
<td>0.414*</td>
</tr>
<tr>
<td>Sentences</td>
<td>1</td>
<td>0.678**</td>
<td>0.758**</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0.402*</td>
<td>0.646**</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0.594**</td>
<td>0.752**</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0.435*</td>
<td>0.784**</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>0.753**</td>
<td>0.525**</td>
</tr>
<tr>
<td>Language</td>
<td>1</td>
<td>0.738**</td>
<td>0.711**</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0.679**</td>
<td>0.562**</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0.833**</td>
<td>0.431*</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0.761**</td>
<td>0.607**</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>0.770**</td>
<td>0.495**</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>0.626**</td>
<td>0.683**</td>
</tr>
</tbody>
</table>

(*) The correlation coefficient is significant at (0.05) level.

(**) The correlation coefficient is significant at (0.01) level.

Table (2): Correlations between checklist domains with the overall score

<table>
<thead>
<tr>
<th>Domain</th>
<th>Correlation with Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout</td>
<td>0.595**</td>
</tr>
<tr>
<td>Punctuation</td>
<td>0.650**</td>
</tr>
<tr>
<td>Sentences</td>
<td>0.699**</td>
</tr>
<tr>
<td>Language</td>
<td>0.741**</td>
</tr>
</tbody>
</table>

(**) The correlation coefficient is significant at (0.01) level.
We notice that all correlation coefficients are significant at 0.05 or 0.01 levels. This confirms that the checklist has an Internal Consistency Validity.

**Reliability of the test:**

What is meant by reliability is that "giving nearly the same results in each time it is applied on the members in the same group" (Abu Libda, 1982, p. 261), reliability was measured in two ways:

1- **Reliability Through Time:**

The researcher re-scored the test by depending on the checklist after one week, and then he used \( Holisti Equation \) to measure the reliability between the two scoring. The following equation is used:

\[
C.R = \frac{2M}{N1 + N2} \quad \text{(Anderson, 2011)}
\]

C.R: reliability factor; M: the number of the items agreed upon during scoring in the two times; N1+N2: the total items in the two scores.

2- **Reliability Through Person:**

The researcher asked a colleague, Mr. Nader Abu Moaliq to re-score the test by using the checklist. After that, the researcher used \( Holisti Factor \) to measure the reliability between the two scorings made by the colleague and the scoring made by the researcher before. Table No. (3) shows that:
### Table (3)
Reliability Through Time & Person for the checklist

<table>
<thead>
<tr>
<th>Domain</th>
<th>NO.</th>
<th>Letter Writing Criteria</th>
<th>Reliability through time</th>
<th>Reliability through person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout</td>
<td>1</td>
<td>The address of the sender is clear and in the correct place</td>
<td>90.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The address of the recipient is clear and in the right place</td>
<td>93.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The date is proper and in the right order</td>
<td>96.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>The salutation is suitable and in the correct form</td>
<td>86.7%</td>
<td>96.7%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>The opening paragraph is suitable and leads to the content of the letter</td>
<td>90.0%</td>
<td>96.7%</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>The content is clear and conveys the purpose of the letter</td>
<td>93.3%</td>
<td>90.0%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>The closing paragraph shows the sender’s expectations from the recipient of the letter</td>
<td>96.7%</td>
<td>86.7%</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>The sender’s signature is correct and in the right place</td>
<td>96.7%</td>
<td>86.7%</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Suitable space is left between paragraphs</td>
<td>90.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Punctuation</td>
<td>1</td>
<td>Capitalization is used in the right places</td>
<td>90.0%</td>
<td>96.7%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Abbreviations are used with capitalization</td>
<td>93.3%</td>
<td>96.7%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The comma is used where necessary</td>
<td>100.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Periods (full-stops) are existent in the proper places</td>
<td>100.0%</td>
<td>93.3%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>The question mark is used in the needed places</td>
<td>93.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Sentences</td>
<td>1</td>
<td>Fragment sentences are avoided</td>
<td>96.7%</td>
<td>93.3%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Run – on sentences are avoided</td>
<td>90.0%</td>
<td>96.7%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Sentences are active voice</td>
<td>100.0%</td>
<td>96.7%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Sentences are grammatically correct</td>
<td>96.7%</td>
<td>93.3%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>(Subject–verb-object) collocation is kept in the sentences</td>
<td>93.3%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Language</td>
<td>1</td>
<td>The addressee is not missed in the letter</td>
<td>96.7%</td>
<td>86.7%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Spelling mistakes are avoided</td>
<td>96.7%</td>
<td>86.7%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The letter is clear</td>
<td>90.0%</td>
<td>93.3%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>The letter is concise</td>
<td>96.7%</td>
<td>90.0%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Redundancy is avoided</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>The sentences are cohesive</td>
<td>100.0%</td>
<td>96.7%</td>
</tr>
</tbody>
</table>

We notice that all reliability coefficients are between 86.7%-100% which indicated high values that confirmed the reliability of the tool.
3.4.2 Groups Equivalence:

Equivalence of the experimental group and the control group was kept through:
1- All the students of the sample are 11th graders.
2- The experimental and the control groups are equal in number (34 students each).
3- Each group contained male and female graders (17 males and 17 females).
4- The two groups were approximately equal in their achievement in the first semester English language final unified exam in the scholastic year 2010-2011. (table No. 5)
5- The experimental male group equaled the control male group.
6- The experimental female group equaled the control female group.

A- According to the scores of the students in the 1st semester unified exam 2010-2011.

Moreover, the researcher compared between the control and the experimental groups throughout the scores of the students in the 1st semester unified exam 2010-2011 (Schools results register) and the pre-test to ensure the equivalence of the groups before applying the experiment on the experimental group. The tables (4,5,6) describe the findings:

Table (4): T-test between the control and the experimental groups in the students English scores

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language scores</td>
<td>Experimental</td>
<td>34</td>
<td>53.40</td>
<td>12.27</td>
<td>1.324</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>34</td>
<td>57.02</td>
<td>10.26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (5): Mann-Whitney test between the males in the control and the experimental groups in the students English scores

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean ranks</th>
<th>Sum of ranks</th>
<th>z-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language scores</td>
<td>Experimental males</td>
<td>17</td>
<td>14.71</td>
<td>250</td>
<td>1.640</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Control males</td>
<td>17</td>
<td>20.29</td>
<td>345</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table (6): Mann-Whitney test between the females in the control and the experimental groups in the students English scores

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean ranks</th>
<th>Sum of ranks</th>
<th>z-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Experimental females</td>
<td>17</td>
<td>17.76</td>
<td>302</td>
<td>0.155</td>
<td>No sig.</td>
</tr>
<tr>
<td>language</td>
<td>Control females</td>
<td>17</td>
<td>17.24</td>
<td>293</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table No. (4) shows the equivalence between the groups of the study throughout the results of the first semester English language unified exam 2010-2011 (Ministry of Education and Higher Education: Middle Area Directorate, 2011). The total experimental group versus the total control group, the computed T-value of the T-test between the two groups was (1.32), whereas the tabulated T value at (α ≤0.05) is (1.96). That is to say, the differences between the two groups were not significant.

Furthermore, table No. (5) clarified the equivalence between the experimental male group and the control male group in the results of the first semester English language unified exam 2010-2011. The computed Z value at (α ≤0.05) was (1.640) and the tabulated Z value is (1.96), hence, the differences between the two groups were not significant.

Furthermore, table No. (6) shows the equivalence between the experimental female group and the control female group in the results of the first semester English language unified exam 2010-2011, because the computed Z value at (α ≤0.05) was (0.155) and the tabulated Z value is (1.96), which proved that the differences between the two groups were not significant.
B- According to the results of the diagnostic test:

1-The equivalence of the control and the experimental groups in the diagnostic test:

Table (7): T-test between the control and the experimental groups in the diagnostic test.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout</td>
<td>Experimental</td>
<td>34</td>
<td>0.735</td>
<td>0.994</td>
<td>0.513</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>34</td>
<td>0.882</td>
<td>1.343</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>Experimental</td>
<td>34</td>
<td>0.382</td>
<td>0.652</td>
<td>1.125</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>34</td>
<td>0.206</td>
<td>0.641</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences</td>
<td>Experimental</td>
<td>34</td>
<td>0.265</td>
<td>0.666</td>
<td>0.416</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>34</td>
<td>0.353</td>
<td>1.041</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Experimental</td>
<td>34</td>
<td>0.294</td>
<td>0.579</td>
<td>0.895</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>34</td>
<td>0.529</td>
<td>1.419</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Test</td>
<td>Experimental</td>
<td>34</td>
<td>1.676</td>
<td>2.184</td>
<td>0.393</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>34</td>
<td>1.971</td>
<td>3.778</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table No. (7) shows that there is no significant difference between the control group and the experimental group in the pre test, which means that the two groups are equivalent before implementing the program on the experimental group.

1- The equivalence of males in the control and the experimental groups:

Table (8): Mann-Whitney Test between males in control and the experimental groups in the diagnostic test.

<table>
<thead>
<tr>
<th>Domain</th>
<th>gender</th>
<th>N</th>
<th>Mean</th>
<th>Sum of Ranks</th>
<th>U value</th>
<th>Z- value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout</td>
<td>Male Exp.</td>
<td>17</td>
<td>17.294</td>
<td>294.0</td>
<td>141</td>
<td>0.130</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Male Control</td>
<td>17</td>
<td>17.706</td>
<td>301.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>Male Exp.</td>
<td>17</td>
<td>17.441</td>
<td>296.5</td>
<td>143.5</td>
<td>0.046</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Male Control</td>
<td>17</td>
<td>17.559</td>
<td>298.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences</td>
<td>Male Exp.</td>
<td>17</td>
<td>17.471</td>
<td>297.0</td>
<td>144</td>
<td>0.026</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Male Control</td>
<td>17</td>
<td>17.529</td>
<td>298.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Male Exp.</td>
<td>17</td>
<td>18.059</td>
<td>307.0</td>
<td>135</td>
<td>0.441</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Male Control</td>
<td>17</td>
<td>16.941</td>
<td>288.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Test</td>
<td>Male Exp.</td>
<td>17</td>
<td>17.676</td>
<td>300.5</td>
<td>141.5</td>
<td>0.109</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Male Control</td>
<td>17</td>
<td>17.324</td>
<td>294.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table No. (8) shows that there is no significant differences between the males in control group and males in experimental group in the pre test, which means that the two groups are equivalent before implementing the program on the experimental group.

2- The equivalence of females in the control and the experimental groups:

Table (9): Mann-Whitney Test between females in control and the experimental groups in the diagnostic test.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Gender</th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>U value</th>
<th>Z-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout</td>
<td>Female Exp.</td>
<td>17</td>
<td>17.353</td>
<td>295.0</td>
<td>142</td>
<td>0.099</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Female Control</td>
<td>17</td>
<td>17.647</td>
<td>300.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>Female Exp.</td>
<td>17</td>
<td>20.500</td>
<td>348.5</td>
<td>93.5</td>
<td>2.653</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Female Control</td>
<td>17</td>
<td>14.500</td>
<td>246.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences</td>
<td>Female Exp.</td>
<td>17</td>
<td>17.882</td>
<td>304.0</td>
<td>138</td>
<td>0.363</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Female Control</td>
<td>17</td>
<td>17.118</td>
<td>291.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Female Exp.</td>
<td>17</td>
<td>17.971</td>
<td>305.5</td>
<td>136.5</td>
<td>0.447</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Female Control</td>
<td>17</td>
<td>17.029</td>
<td>289.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Test</td>
<td>Female Exp.</td>
<td>17</td>
<td>19.029</td>
<td>323.5</td>
<td>118.5</td>
<td>0.944</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Female Control</td>
<td>17</td>
<td>15.971</td>
<td>271.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table No. (9) shows that there is no significant difference between the females in control group and females in experimental group in the pre test, which means that the two groups are equivalent before implementing the program on the experimental group.

3.4.3 The suggested program.

The suggested program which is based on writing strategies and writing process to tackle the 11th graders' letter writing deficiencies. It contains a variety of techniques, activities and strategies that are used to decrease the students' letter writing deficiencies. It includes (4) units divided into (12) lessons. Those lessons were planned, implemented and evaluated in the light of the writing process and strategies of writing skill. The content of the program was revised and modified due to the consultation of a group of
specialists, including professors of teaching methodology, supervisors of English language in addition to highly qualified and long experienced English language teachers for 11th graders.

Three criteria were considered when designing the program: (1) the students' needs and their letter writing deficiencies, (2) the suitability of the program for tackling the deficiencies and (3) the suitability to the abilities and level of the students.

**Steps of building the instructional program:**

The researcher suggested a plan that would construct a model of a good teaching program for tackling the students' letter writing deficiencies. Here is a description of these steps and explanation of how each step was taken into consideration in building up the suggested program of the present study:

**Diagnosis:**

It is highly recommended to diagnose any problematic area before describing any treatment. So, the researcher used a diagnostic test (pre-test) to pinpoint the deficiencies of the 11th graders that they display when they write any letter (formal or informal). The diagnostic test was applied on a sample of 11th graders (males and females) from four secondary schools in the Middle Directorate. Hence, the deficiencies of the letter writing became clear and highly located.

**Preparation:**

After diagnosing the problem, the researcher scanned as much as he could, websites, books, and theses which handled the matter of writing performance in general and letter writing in particular.
-The aims of the program were prepared.

-The content of the activities and techniques were located and prepared.

-Teaching aids were chosen and prepared: LCD projector, wall charts, notebooks, work sheets, and power point.

**Guidance of learning:**

It includes the actual instruction, presenting information or skills, bringing the students to an agreement regarding some regulations needed in the class, encouraging them to interact with the learning situations and monitoring their involvement in the activities.

The researcher in this study adopted a variety of activities, techniques and procedures which can help activate and increase students' participation through the following instructions: not hesitating to inquire about anything, brain storming, guided practice, free practice, searching other resources and reflecting on the sessions of the program.

**Evaluation:**

Carrying out the different evaluation techniques throughout the instructional process provided a clear feedback about the progress of the program and the learners' performance.

In this study the researcher used two types of evaluation. First, the formative evaluation, (Formative evaluation is an ongoing evaluation in which the techniques of evaluation are used along with the application of the program activities.) at the end of each stage of the suggested program. The researcher evaluated it through the students'
performance, guided practice and quizzes. Second, the summative evaluation was at the end of the program (Summative evaluation is a way of assessing to what extent the aims of a program have been successfully achieved). The researcher applied the post-test to check whether the students in the experimental group achieved more progress than the students in the controlled group.

**Activities:**

The activities in this final step help students to apply the learnt experiences to new different situations, which leads to long lasting learning. It is a step of re-using the learned experiences for the purpose of production by the students themselves. Follow-up activities are not limited to the classroom, but they may be carried out at home.

The lesson plan, the teacher's guide, student's book and the teaching aids in this suggested program provided several activities for this purpose.

Taking into account the previous ideas and referring to the literature review and previous studies which dealt with suggested programs; the researcher came to a conclusion of basic principles for planning such a program:

1- Determining the overall goals and the principles supporting the objectives.
2- Selecting a suitable content in view of the objectives.
3- Scheduling the time of the program.
4- Deciding the approaches, strategies and activities in addition to the teaching aids in the light of the goals and the content of the program.
5- Assigning procedures for assessing the students' attainment of the program objectives.

**Principles of the suggested program:**

When planning this program, the researcher considered the following principals:
1- Letter writing is functional like the whole language.

2- Letter writing is a process.

3- Writing strategies are applicable to letter writing.

4- The suggested program is designed to tackle the students' letter writing deficiencies.

5- The suggested program considers the individual differences among students.

6- Letter writing is an integral part of the English language curriculum.

7- The suggested program considers the schools' time table.

8- The suggested program considers the student as the center of the learning process.

9- The suggested program considers the students' needs.

10- Letter writing extends beyond the classroom to the students' own lives.

11- The suggested program considers using variety of teaching aids.

12- To evaluate the extent of students' progress in attaining the objectives of the program, formative and summative types of evaluation are adopted through feedback, questions and tests. The evaluation of one lesson may become the diagnoses, preparation and guides learning to the next lessons.

**Program construction:**

Depending on the principles that have been already mentioned, components of the program were considered as follows:

**Aims of the program**

**General aim of the program:**

The program aimed at tackling the deficiencies of the 11th graders in letter writing skill.
Specific Objectives:

At the end of the lessons the students should be able to:

1. Write the address of the sender clearly and in the correct place.
2. Write the address of the recipient clearly and in the right place.
3. Write the date properly and in the right order.
4. Write the salutation in a suitable place and in the correct form.
5. Write suitable opening paragraphs which lead to the content of the letters.
6. Write contents that clarify and convey the purpose of the letters.
7. Write closing paragraphs that show the sender's expectations from the recipient of the letter.
8. Write the sender's signature correctly and in the right place.
9. Practice leaving suitable space between paragraphs.
10. Use capitalization in the right places.
11. Use the comma where is necessary.
12. Put periods (full-stops) in the proper places.
13. Use the question mark in the needed places.
14. Write meaningful sentences and avoid fragment sentences.
15. Write letters using sentences in active voice.
16. Write grammatically correct sentences.
17. Keep (Subject–verb-object) collocation in the sentences.
18. Write with keeping the addressee in the letter.
19. Avoid spelling mistakes.
20. Write cohesive sentences and paragraphs.
21. Write without redundancy.
22. Write clear and concise letter.
Program Content:

The program consisted of (4) units of (12) planned lessons with consideration to a group of activities and techniques to tackle the deficiencies of the letter writing among the 11 graders. The content was organized as follows in table No. (10):

Table (10): Content of the Suggested Program

<table>
<thead>
<tr>
<th>Unit</th>
<th>No. of lessons</th>
<th>Function</th>
<th>Activities &amp; Techniques</th>
<th>Teaching aids</th>
</tr>
</thead>
</table>
| Unit (1) | 3              | Writing the informal letter  | - Defining the informal letter.  
- layout.  
- putting the address in the correct order.  
- write the content of the letter with keeping:  
  a) Order of the paragraphs.  
  b) Coherence of the paragraphs.  
  c) Punctuation.  
  d) Correct spelling.  
- complimentary phrase signature. | - Student's book  
- Ss' notebooks  
- LCD  
-Models of letters  
-chalk board |
| Unit (2) | 3              | Writing formal letter of "inquiry" | - Defining the formal letter of inquiry.  
- layout.  
- putting the address in the correct order.  
- Punctuation marks.  
-Underlying the writing process on the written work.  
- write the content of the letter with keeping:  
  a) Order of the paragraphs.  
  b) Coherence of the paragraphs.  
  c) Punctuation.  
  d) Correct spelling.  
- complimentary phrase signature. | - Student's book  
- Ss' notebooks  
- LCD  
-Models of letters  
-chalk board |
|         |                |                               | - Defining the formal letter of job application.  
- layout.  
- putting the address in the correct order.  
- Fragment and Run-on | - Student's book  
- Ss' notebooks  
- LCD  
-Models of letters |
| Unit (3) | 3 | Writing formal letter "job application" | sentences.  
Underlying the writing process on the written work.  
- write the content of the letter with keeping:  
  a) Order of the paragraphs.  
  b) Coherence of the paragraphs.  
  c) Punctuation.  
  d) Correct spelling.  
- complimentary phrase  
- signature. | chalk board |
|----------|---|--------------------------------------|-------------------------------------------------|
| Unit (4) | 3 | Writing formal letter of "complaint" | - Defining the formal letter of complaint.  
- layout.  
- putting the address in the correct order.  
- Cohesive devices.  
- Underlying the writing process on the written work.  
- write the content of the letter with keeping:  
  a) Order of the paragraphs.  
  b) Coherence of the paragraphs.  
  c) Punctuation.  
  d) Correct spelling.  
- complimentary phrase  
- signature. | Student's book  
- Ss' notebooks  
- LCD  
- Models of letters  
- chalk board |

**Implementation of the program:**

The researcher designed an implementation plan for the program as seen in the chart below. The program was divided into four units. Each unit contained two lessons and each lesson was planned to be accomplished within a lesson period (45 minutes). The time table of the program was as shown in the chart below. The implementation of the program started at the beginning of the second semester of the scholastic year (2010-2011).
Program time plan:

One school lesson period (45) minutes was assigned for each lesson. The program consisted of (4) units of (12) lessons:

<table>
<thead>
<tr>
<th>Week</th>
<th>Day- Month</th>
<th>Female group</th>
<th>Period</th>
<th>Male group</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sat. the 2nd - April</td>
<td>✓</td>
<td>3</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Tue. the 5th- April</td>
<td>✓</td>
<td>4</td>
<td>✓</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Sat. the 9th- April</td>
<td>✓</td>
<td>3</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Tue. the 12th- April</td>
<td>✓</td>
<td>4</td>
<td>✓</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Sat. the 16th- April</td>
<td>✓</td>
<td>3</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Tue. the 19th- April</td>
<td>✓</td>
<td>4</td>
<td>✓</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Sat. the 23th- April</td>
<td>✓</td>
<td>3</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Tue. the 26th- April</td>
<td>✓</td>
<td>4</td>
<td>✓</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Sat. the 30th- April</td>
<td>✓</td>
<td>3</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Tue. the 3th - May</td>
<td>✓</td>
<td>4</td>
<td>✓</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Sat. the 7th- May</td>
<td>✓</td>
<td>3</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Tue. the 10th- May</td>
<td>✓</td>
<td>4</td>
<td>✓</td>
<td>2</td>
</tr>
</tbody>
</table>

Teaching methods of the program:

The researcher used the writing process, strategies and techniques to introduce the (12) lessons. The researcher used the contextual, the situational and the communicative approaches to introduce the lessons. Moreover, the researcher assigned activities and tasks to activate and increase the students' prior knowledge.

Teaching Aids:

Different types of teaching aids were used in teaching the lessons of the suggested program such as:

1- LCD projector
2- Cards
3- Model letters

4- Authentic samples.

5- The board

6- Diagrams

7- The internet

Program evaluation:

Evaluation is defined as a systematic process of determining the extent to which instructional objectives are achieved by the students." i.e., a systematic process of determining the extent to which instructional objectives are achieved by pupils." (Nunan, 1995:184). In this study, it is an activity designed to judge the merits of the program. It is an integral part of any educational program. It is used to assess the effectiveness of the program in terms of the benefits to the students. It is the process of collecting outcomes to determine if the program was effective. The researcher used two types of evaluation:

1- Formative Evaluation:

Formative evaluation is an ongoing evaluation in which the techniques of evaluation are used along with the application of the program activities. So, is a method of judging the value of a program while the program activities are forming or happening. Formative evaluation focuses on the process (Bhola 1990). Formative evaluation helps the researcher to find out if the objectives were achieved in the formative stages of the experiment. It also helped the researcher to collect data to assess
how to make the program better. In this study the formative evaluation took many forms:

1- Observation of the students' behavior.

2- Getting feedback throughout having informal talks and reflections about the training activities with the students.

3- Giving short tests to the students.

4- Practicing the drills and activities given by the researcher.

5- Answering questions.

**Summative Evaluation**

Summative evaluation is a way of assessing to what extent the aims of a program have been successfully achieved. It is a method of judging the value of a program at the end of the program activities. The focus is on the outcome (Bhola 1990). In this study it was used at the end of the program. It aimed at examining the effectiveness of the program in tackling the deficiencies of 11th graders' letter writing. The post-test was used for this purpose.

**Program Validity:**

After the program was prepared and modified, it was introduced to a group of specialists (appendix XI) who asserted the following points:

1- The program is suitable to the level of the 11th graders' abilities concerning its aims, content, techniques, activities and means of evaluation.

2- The techniques and activities are capable to serve the content and the objectives.

3- The objectives, the content, the techniques and the evaluation tools consider the individual differences between students.
4- The program in general is well organized to achieve the aims for which it was designed. According to the decision of the referee committee, the program proved valid.

**Program experimentation:**

This step is very important. It aims to show some points to finalize the program.

- The program suitability for the level of the students.
- The extent of students' interaction with the program and their attitudes towards it.
- The difficulties that may be encountered during the process of application.
- Putting the time plan of the program depending on the time spent in carrying out the experimented activities and the students' progress in achieving the learning objectives.

After the researcher had explained the aims of the experiment to the students, he applied it upon a group of students (30) who were not included in the sample of the study but had the same characteristics. One unit of the program was chosen for the experiment.

**Experimentation Results:**

- The level of the program was suitable for the students and they showed active interaction and positive attitude towards it.
- Time allocation for the tasks is enough and suitable.
- This application attracted the researcher' attention to the distractions and technical problems that might happen during the program such as electricity cuts; especially because some of the activities will be introduced by the LCD.
- The experiment revealed the types of activities that were preferable to students and encouraged them to participate.
Concerning the results of the experiment, the researcher decided to instruct two lessons a week; one on Saturday and the other on Tuesday to both experimental groups to have spare time between every two lessons to overcome problems like the frequent electricity cuts. Regarding the activities, the researcher decided to replace some of them according to the students' interests.

3.4.4 Reflection of the participants:

Aim of the reflection:

The learner is the center of the learning process, so the researcher intended to get full participation from the experimental participants. In this phase, the participants are asked to evaluate the program in addition to the preceding honored refereeing committee and the results of applying the program. What is meant here, is to get the participants' judgment on effectiveness of the program in tackling their letter writing deficiencies and not their attitudes towards the program.

The sources of constructing the reflection of the participants:

To construct the reflection of the participants, the researcher depended on his experience as a teacher in the field of English language for (14) years and as a school principle for (9) years, on consulting PhD and MED holders, on the experience of the supervisors, and on the experience of 11th grade teachers.

Description of the reflection:

To get the participants' reflection on the application of the program, the researcher designed a reflection criteria which contained (9) items. The participant would put a (√) in the column according to his own opinion under the scale which
contains five columns, i.e., (5) for very high (4) for high (3) for medium (2) for low (1) for very low. The reflection is written in English but, it was presented to the participants in Arabic language. (See appendix X).

**Content Validity:**

The researcher used the content validity. The reflection was introduced to a jury of specialists to be refereed; including professors of teaching methodology, supervisors of English language and highly qualified and long experienced 11th grade teachers (Appendix XI). They were also invited to state how far the items which were mentioned in the tool were effective to obtain the participants' judgment on the program. The researcher also invited them to give their opinions, notes and suggestions.

**Internal Consistency Validity of the Participants' Reflection Criteria:**

Pearson Correlation Coefficient has been used to confirm the internal consistency validity of the participants' reflection criteria throughout computing the Correlation Coefficient of each item in the criteria which appears as table No.(12):

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Internal Consistency Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The program is important to me.</td>
<td>0.392*</td>
</tr>
<tr>
<td>2</td>
<td>The objectives of the program touches my needs.</td>
<td>0.411*</td>
</tr>
<tr>
<td>3</td>
<td>The lessons sequence is suitable.</td>
<td>0.589**</td>
</tr>
<tr>
<td>4</td>
<td>The use of the writing process stages simplifies the writing tasks.</td>
<td>0.675**</td>
</tr>
<tr>
<td>5</td>
<td>The program helps me to create strategies to each stage in the writing process.</td>
<td>0.779**</td>
</tr>
<tr>
<td>6</td>
<td>The time of the program is suitable.</td>
<td>0.528**</td>
</tr>
<tr>
<td>7</td>
<td>The number of lessons is enough to acquire the content of the program.</td>
<td>0.427*</td>
</tr>
<tr>
<td>8</td>
<td>The tasks assigned are enough.</td>
<td>0.669**</td>
</tr>
<tr>
<td>9</td>
<td>My ability to write letters has become better.</td>
<td>0.429*</td>
</tr>
</tbody>
</table>

From the table No. (12) it is clear that the Correlation Coefficient of each item takes place between (-1 and +1). Hence all the criteria items have internal consistency
validity, that is to say the tool is valid to be used for measuring the students' reflection towards the suggested program.

3.4.5 Reflection of the teachers:

In order to get a complete judgment on effectiveness of the program in tackling letter writing deficiencies among the 11th graders, the researcher sought to obtain the judgment of both; the teacher of English language of the experimental male group and the teacher of English language of the experimental female group. Their opinions were as follows:

A - Teacher of English language of the experimental female group:

She described the sufferings of the girls when they are asked to write. Then, she wrote that the program was good in its sequence, materials and the teaching aids. Moreover, she praised the encouragement given to the girls by the researcher and added that the girls became more motivated when they used "the stages of the writing process" ,they stopped to be hesitant to write. Finally, she said that the program has achieved its aims.

B - Teacher of English language of the experimental male group:

The teacher described the program and the students' needs. Moreover, he described the procedures and the evaluation techniques which the researcher used while applying the program. He concluded that the development in the students' performance in writing became clear, and recommended to give the program more time for application.
3.5 Research Procedures:

In order to achieve the objectives of the study, the following steps will be followed by the researcher:

- Getting a permission from the ministry of education and higher education to facilitate applying the study at the schools belonging to the ministry.
- Designing a checklist that located the most frequent writing error types among the 11th graders.
- Designing a pre test that identified the 11th graders' letter writing deficiencies and their current level in letter writing performance.
- Obtaining a timetable of the selected sample schools and preparing a schedule for the researcher's visits.
- The suggested program was prepared and based on selected notions from the process writing and writing strategies:
  a- Identifying the objectives of the suggested program.
  b- Identifying the content of the suggested program.
  c- Identifying and preparing techniques, activities and aids for implementing the suggested program.
  d- Identifying the tools and the techniques of evaluation.
  e- Presenting the program to a group of experts and specialists in methodology of teaching English language to benefit from their experiences.
- A pre-test was prepared and applied.
- The suggested program was implemented and the suggested material was used.
- A post test was built and applied.
- The results were analyzed and interpreted.
- The summary, the suggestions and the recommendations were presented.
3.6 Statistical Styles:

The data was collected and computed by using (SPSS), Pearson correlation coefficient, Holisti equation Techniques which were used to confirm the test validity and reliability.

- Mann-Whitney test for two independent samples was used to confirm the equivalence between the male experimental group and the male control group before the application of the program.
- Mann-Whitney test for two independent samples was used to confirm the equivalence between the female experimental group and the female control group before the application of the program.
- T-test was used to confirm the equivalence between all experimental groups and all control groups before the application of the program.
- Mann-Whitney test for two independent samples was used to compute the statistically significant differences between the male experimental group and the male control group after the application of the program.
- Mann-Whitney test for two independent samples was used to compute the statistically significant differences between the female experimental group and the female control group after the application of the program.
- T-test for two independent sample was used to compute the statistically significant differences in between the experimental and control groups.
- Size of Effect Technique was used to show the extent of effect for each domain in the criteria checklist on the experimental group performance.
3.7 Summary:

In this chapter, the researcher worked to solve the problem of letter writing deficiencies among the students of the 11\textsuperscript{th} grade. The population and the sample of the study were identified and the equivalence of the control group and the experimental group through the students' age, class and scores of the first semester unified exam. Moreover, a diagnostic test was applied on the sample participants. All the results were computed statistically to make sure of the equivalence of the control group and the experimental group. Then the suggested program was designed and refereed by a considerable group of referees, also, the program was experimented on a group of 30 students in three lessons, furthermore, the program was reflected on by the experimental participants and their school teachers. After that, the program was applied on the experimental sample within a time frame of six weeks. After the application of the program was completed, the post-test was applied and the results of the test were statistically computed. In chapter four, the results of the post test will be statically analyzed to identify the statistically differences for the purpose of measuring the effectiveness of the suggested program.
Chapter IV

Results of Research
Chapter IV

Introduction:

One of the aims of this study is examining the suggested program for tackling letter writing deficiencies among the 11th graders in the Middle Governorate. In this chapter the researcher tackled the procedures, the findings and results of the study in the light of the research questions.

The researcher used different statistic forms using the statistical program (SPSS) to show the results of the final collected data. Tables were also used to clarify and present these data with analysis and interpretation.

The Results:

4.1- Answer of the first question:

The first question was stated as follows:

1. What letter writing deficiencies do 11th graders face?

To answer this question, the researcher designed a diagnostic test through which he could locate the writing deficiencies in letter writing:

The diagnostic test aimed (1) to locate the letter writing deficiencies that the 11th graders encounter when they write a letter, whether formal or informal, (2) to ensure the equitation between both groups (the experimental and the control groups), And straight forward, (3) to design a suggested program suitable for tackling the deficiencies.

To construct the diagnostic test, the researcher depended on his experience as a teacher in the field of English language for 14 years and a school principle for 9 years,
on consulting PhD and MED holders, on previous studies as well as the experience of the supervisors, and the experience of 11\textsuperscript{th} grade teachers.

The diagnostic test contained four tasks: writing an informal letter of invitation, a formal letter of inquiry, a formal letter of job application and a formal letter of complaint. Moreover, the questions were followed by a criteria list which involved 25 items divided into four categories, (layout, punctuation, sentences and language). The continuum in front of those items contained three columns: (2) for widely clear, (1) for clear, (0) for not clear. (Appendix IV).

After applying the diagnostic test, the papers were scored and the results prove that a vast majority of the participants suffer from letter writing deficiencies according to the results of the diagnostic test. The students' performance in the domain of layout is (4.49\%) and the domain of punctuation is (2.94\%) also, the domain of sentences is (3.09\%) and the same is the domain of language is (3.43\%). See table No. (13)
<table>
<thead>
<tr>
<th>Domain</th>
<th>NO.</th>
<th>Letter Writing Criteria</th>
<th>Mean</th>
<th>SD</th>
<th>%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Layout</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>The address of the sender is clear and in the correct place</td>
<td>0.07</td>
<td>0.26</td>
<td>3.68%</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>The address of the recipient is clear and in the right place</td>
<td>0.06</td>
<td>0.24</td>
<td>2.94%</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>The date is proper and in the right order</td>
<td>0.13</td>
<td>0.34</td>
<td>6.62%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>The salutation is suitable and in the correct form</td>
<td>0.09</td>
<td>0.29</td>
<td>4.41%</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>The opening paragraph is suitable and leads to the content of the letter</td>
<td>0.09</td>
<td>0.29</td>
<td>4.41%</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>The content is clear and conveys the purpose of the letter</td>
<td>0.09</td>
<td>0.29</td>
<td>4.41%</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>The closing paragraph shows the sender's expectations from the recipient of the letter</td>
<td>0.06</td>
<td>0.24</td>
<td>2.94%</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>The sender's signature is correct and in the right place</td>
<td>0.15</td>
<td>0.36</td>
<td>7.35%</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Suitable space is left between paragraphs</td>
<td>0.07</td>
<td>0.26</td>
<td>3.68%</td>
<td>6</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td></td>
<td>0.81</td>
<td>1.18</td>
<td>4.49%</td>
<td></td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Capitalization is used in the right places</td>
<td>0.10</td>
<td>0.31</td>
<td>5.15%</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Abbreviations are used with capitalization</td>
<td>0.06</td>
<td>0.24</td>
<td>2.94%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>The comma is used where necessary</td>
<td>0.03</td>
<td>0.17</td>
<td>1.47%</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Periods (full-stops) are existent in the proper places</td>
<td>0.04</td>
<td>0.21</td>
<td>2.21%</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>The question mark is used in the needed places</td>
<td>0.06</td>
<td>0.24</td>
<td>2.94%</td>
<td>2</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td></td>
<td>0.29</td>
<td>0.65</td>
<td>2.94%</td>
<td></td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>fragment sentences are avoided</td>
<td>0.04</td>
<td>0.21</td>
<td>2.21%</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Run – on sentences are avoided</td>
<td>0.06</td>
<td>0.24</td>
<td>2.94%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Sentences are active voice</td>
<td>0.10</td>
<td>0.31</td>
<td>5.15%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Sentences are grammatically correct</td>
<td>0.04</td>
<td>0.21</td>
<td>2.21%</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>(Subject–verb-object) collocation is kept in the sentences</td>
<td>0.06</td>
<td>0.24</td>
<td>2.94%</td>
<td>2</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td></td>
<td>0.31</td>
<td>0.87</td>
<td>3.09%</td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>The addressee is not missed in the letter</td>
<td>0.12</td>
<td>0.32</td>
<td>5.88%</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Spelling mistakes are avoided</td>
<td>0.03</td>
<td>0.17</td>
<td>1.47%</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>The letter is clear</td>
<td>0.07</td>
<td>0.26</td>
<td>3.68%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>The letter is concise</td>
<td>0.07</td>
<td>0.26</td>
<td>3.68%</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Redundancy is avoided</td>
<td>0.06</td>
<td>0.24</td>
<td>2.94%</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>The sentences are cohesive</td>
<td>0.06</td>
<td>0.24</td>
<td>2.94%</td>
<td>4</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td></td>
<td>0.41</td>
<td>1.08</td>
<td>3.43%</td>
<td></td>
</tr>
</tbody>
</table>
4.2- Answer of the second question:

The second question was stated as follows:

What suggested program can be beneficial for treating the students' deficiencies?

To answer this question, the researcher prepared a suggested program for tackling letter writing deficiencies among the 11\textsuperscript{th} graders in the Middle Governorate. The program included:

1- Teacher's Guide:

The Teacher's Guide consists of 12 lesson plans divided into four units, three lessons in each unit. Every unit tackles one type of letter writing through specific objectives, the activities, examples, exercises, homework and rounding up. Those preparations were based on the stages of the process writing and writing strategies. The second lesson of the second, the third, and the fourth units respectively handled one of the deficiencies like: punctuation marks, fragment sentences, run-on sentences, cohesive devices. This part is preceded by a description of the program, the general aims of the program and a table of contents. (See appendix I )

2- Student's Book:

The Student's Book contains the teaching materials for classroom use. It consisted of four units of 12 lessons, which provided material for 45-minites for each lesson. In addition, exercises that provide written practice of letter writing after it has been taught in the Student's Book. These exercises can be done at home or in class if time allows. (See appendix II )
3- **Teaching Aids:**

A variety of teaching aids were prepared to be used along with the activities during the program such as: LCD projector, samples of model letters, wall charts, chalkboard, worksheets, and notebooks.

4- **Evaluation Tools:**

Many evaluation tools were used in the program to check the achievement of the objectives. These tools were: achievement test (post test), quizzes, exercises, criteria checklist, observation of participants' interaction, participants' reflection and reflection of the teachers of the participants.

5- **Power Point Presentation:**

Power point presentation lessons were prepared to be used along the lesson discussion. They contained model letters, examples of letter parts, diagrams, tables and exercises. This will save time and encourage students to utilize both senses, hearing and seeing, while participating in the lessons.

4.3- **Answer of the third question:**

The third question was stated as follows:

**What is the effectiveness of a suggested program for tackling letter writing deficiencies among 11th graders (male and female) in the Middle Governorate?**

The researcher used "Black Gain Value Equation" to assure the effectiveness of the suggested program for tackling letter writing deficiencies among the students of 11th grade.
Effectiveness of the suggested program = Gain value equation

\[ \frac{x - y}{s - y} + \frac{(x - y)}{s} \]

\( X \) = Scores of the post-test

\( Y \) = Scores of the pre-test

\( S \) = Total score of the test

(Translated from Afana, 2001, p. 31)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Exp.</th>
<th>N</th>
<th>Mean</th>
<th>Black gain value</th>
<th>effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>17</td>
<td>17</td>
<td>1.676</td>
<td>1.052</td>
<td>Effective</td>
</tr>
<tr>
<td>Females</td>
<td>17</td>
<td>17</td>
<td>27.53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table No. (14) shows that Black gain value is "1.052" i.e. more than (1.2) which proves that the suggested program is effective enough to tackle the letter writing deficiencies among the 11th graders.

Referring to the results of applying the suggested program on sample participants of the 11th graders in the Middle Governorate in Gaza Strip, it is noticeable that the program achieved good results in tackling the letter writing deficiencies among the students.
The results of the post-test show that the experimental group achieved a better performance which was computed as statistical differences in T-test values between the experimental group and the control group. In the layout domain (3.866** significant at 0.01), the punctuation domain (3.754** significant at 0.01), the sentences domain (2.541* significant at 0.05), the language domain (3.103** significant at 0.01), and the total test scores (3.637** significant at 0.01). To sum up, the statically differences in the results in favor of the experimental group say that the suggested program was effective for tackling the writing deficiencies among the 11th graders (males and females) in the Middle Governorate.
4.4-Answer of the first sub-question:

The fourth question was stated as follows:

Are there statistically significant differences at \((\alpha \leq 0.05)\) between the control male group and the experimental male group in letter writing performance after applying the suggested program?

To answer this question and due to having two independent samples, with 17 participants in each sample, the researcher used the Mann-Whitney test:

The Mann-Whitney Test for two independent samples is used for exploring the statistically significant differences between the experimental male group and the control male group in the post-test. Table No.(15) describes the results:

Table (16): The significant differences (Mann-Whitney) between the experimental male group and the control male group

<table>
<thead>
<tr>
<th>Domain</th>
<th>Gender</th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>U value</th>
<th>Z- value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male Exp.</td>
<td>17</td>
<td>19.26</td>
<td>327.50</td>
<td>114.5</td>
<td>1.038</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Male Control</td>
<td>17</td>
<td>15.74</td>
<td>267.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male Exp.</td>
<td>17</td>
<td>17.62</td>
<td>299.50</td>
<td>142.5</td>
<td>0.071</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Male Control</td>
<td>17</td>
<td>17.38</td>
<td>295.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male Exp.</td>
<td>17</td>
<td>19.00</td>
<td>323.00</td>
<td>119</td>
<td>0.941</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Male Control</td>
<td>17</td>
<td>16.00</td>
<td>272.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male Exp.</td>
<td>17</td>
<td>18.65</td>
<td>317.00</td>
<td>125</td>
<td>0.699</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Male Control</td>
<td>17</td>
<td>16.35</td>
<td>278.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male Exp.</td>
<td>17</td>
<td>19.00</td>
<td>323.00</td>
<td>119</td>
<td>0.881</td>
<td>No sig.</td>
</tr>
<tr>
<td></td>
<td>Male Control</td>
<td>17</td>
<td>16.00</td>
<td>272.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) the critical value of \(z\) at 0.05 level = 1.96

Table No. (16) shows that all computed \(z\) values are less than the critical value (1.96). We can therefore accept the null hypothesis:

There are no statistically significant differences at \((\alpha \leq 0.05)\) between the experimental male group and the control male group in letter writing performance after applying the suggested program.
The table No. (15) shows that the male experimental group did not achieve a clear and better performance in letter writing in comparison with the control group. The achievement in numbers did not reach statistically significant differences.

4.5-Answer of the second sub-question:

The fifth question was stated as follows:

Are there statistically significant differences between the control female group and the experimental female group in letter writing performance after applying the suggested program?

To answer this question and due to having two independent samples, with 17 participants in each group. The Mann-Whitney Test for two independent samples is used for exploring the statistically significant differences between the experimental female group and the control female group in the post test results.

Also, to make sure that the effect that contributes to influence the dependent variable from sources other than the independent variable (the suggested program), and then influence the results of the experiment; and that the differences did not occur as a result of chance, the researcher used the size of effect equation (size of effect = \( z^2/(z^2+4) \)). Standard-class (z) is used to identify the size effect of z-value, the following table describes the critical values of size of effect levels:

<table>
<thead>
<tr>
<th>Size of Effect</th>
<th>Critical Values for (z)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>0.80</td>
</tr>
<tr>
<td>Medium</td>
<td>0.50</td>
</tr>
<tr>
<td>Weak</td>
<td>0.20</td>
</tr>
</tbody>
</table>

(Afana, 2000, p.38)
Table No. (18) describes the results of the Mann-Whitney test and the size of effect:

**Table (18): The significant differences (Mann-Whitney) between the experimental female group and the control female group in letter writing performance.**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Gender</th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>U</th>
<th>Z-value</th>
<th>Sig.</th>
<th>Standard class Z</th>
<th>Size effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout</td>
<td>Female Exp.</td>
<td>17</td>
<td>24.59</td>
<td>418.00</td>
<td>24</td>
<td>4.176**</td>
<td>Sig. at 0.01</td>
<td>0.813</td>
<td>Large</td>
</tr>
<tr>
<td></td>
<td>Female Control</td>
<td>17</td>
<td>10.41</td>
<td>177.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female Exp.</td>
<td>17</td>
<td>25.59</td>
<td>435.00</td>
<td>7</td>
<td>4.798**</td>
<td>Sig. at 0.01</td>
<td>0.852</td>
<td>Large</td>
</tr>
<tr>
<td></td>
<td>Female Control</td>
<td>17</td>
<td>9.41</td>
<td>160.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences</td>
<td>Female Exp.</td>
<td>17</td>
<td>21.62</td>
<td>367.50</td>
<td>74.5</td>
<td>2.452*</td>
<td>Sig. at 0.05</td>
<td>0.600</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Female Control</td>
<td>17</td>
<td>13.38</td>
<td>227.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Female Exp.</td>
<td>17</td>
<td>23.79</td>
<td>404.50</td>
<td>37.5</td>
<td>3.717**</td>
<td>Sig. at 0.01</td>
<td>0.775</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Female Control</td>
<td>17</td>
<td>11.21</td>
<td>190.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Test</td>
<td>Female Exp.</td>
<td>17</td>
<td>24.38</td>
<td>414.50</td>
<td>27.5</td>
<td>4.037**</td>
<td>Sig. at 0.01</td>
<td>0.803</td>
<td>Large</td>
</tr>
<tr>
<td></td>
<td>Female Control</td>
<td>17</td>
<td>10.62</td>
<td>180.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) z-value is significant at 0.05 level. (1.96 ≤ z ≤ 2.58)

(**) z-value is significant at 0.01 level. (2.58 < z)

The table No. (18) shows that all computed z values are more than the critical value (1.96). Therefore, we reject the null hypothesis as follows:

- There are statistically significant differences at (α =0.01) between the experimental female group and the control female group in favor of the experimental group in the following domains:
  - Layout.
  - Punctuation.
  - Language.
  - Total test score.
• There are statistically significant differences at \((\alpha = 0.05)\) between the experimental female group and the control female group in favor of the experimental group in sentences domain.

On the other hand, the size effect results show that:

• There is a *Large* size of effect in the following domains: layout, punctuation, and total test score.

• There is a *Medium* size of effect in the following domains: sentences, and language.

Table No. (17) shows that the female experimental group achieved a clearly better performance in letter writing in comparison with the control group. The achievement in numbers reached to statistically significant differences.

### 4.6-Answer of the third sub-question:

The question was stated as follows:

*Are there statistically significant differences between the control group (male and female 11\(^{\text{th}}\) graders) and the experimental group (male and female 11\(^{\text{th}}\) graders) in letter writing performance after applying the suggested program?*

To answer this question and due to having two independent samples with 34 participants in each sample, the researcher used the T–test for exploring the statistically significant differences between the experimental group and the control group in the post- test.
Also, to make sure whether the effect contributed to the dependent variable in influencing the results of the experiment or not, and to make sure that the differences did not occur as a result of chance, the researcher used the size of effect equation \((size\ effect = \frac{r^2}{r^2+d.f})\). Eta square value \((\eta^2)\) was used to identify the size of effect of t-value. The following table describes the critical values of size effect levels:

\[
\begin{array}{|c|c|c|}
\hline
\text{Size of Effect} & \text{Critical Values for T-value (}\eta^2\text{)} \\
\hline
\text{Strong} & \text{Medium} & \text{Weak} \\
0.14 & 0.06 & 0.01 \\
\hline
\end{array}
\]

(Afana, 2000)

Table No. (15) shows that all computed t-values are more than the critical value (2.00). So, we reject the null hypothesis as follows:

- There are statistically significant differences at \((\alpha = 0.01)\) between the experimental group and the control group in favor of the experimental group in the following domains:
  - **Layout.**  
  - **Punctuation.**  
  - **Language.**  
  - **Total test score.**

- There are statistically significant differences at \((\alpha = 0.05)\) between the experimental group and the control group in favor of the experimental group in sentences domain.

On the other hand, the size effect results show that:

- There is a *Large* size of effect in the following domains: layout, punctuation, and total test score.

- There is a *Medium* size of effect in the following domains: sentences, and language.
According to the table above, the experimental group did very well in the domains: Layout, Punctuation, Language, and Total test score, in comparison with the control group where results were statistically significant at (0.01) level. (2.66 < t). The researcher believes that those results are due to:

- The program introduced sufficient material and practice to the students in the above mentioned domains, the core idea of the program (Writing process approach) in addition to the proper application of the stages of the writing process while letter writing instruction and taking into consideration the students needs and levels.

- The domains: Layout, Punctuation and Language which are related to letter writing, can be specified and this was easy for the researcher to locate nearly all the information needed to instruct them. Moreover, the time of the program was sufficient for the students to acquire them well. But, with a careful look at the domain of sentences, the students did well but not as good as in the other domains. The achievement was statistically significant at (α = 0.05) and the t value was 2.541*. The researcher believes that the domain of sentences was not in the same level of achievement because sentence formation is related to all the aspects of language learning. Furthermore, it might needed more time.

- Looking at the column of the size of effect, it is clear that the program was totally successful, The size effect in the domains: Layout (\( \eta^2 \approx 0.185 \)), Punctuation (\( \eta^2 \approx 0.176 \)) and total test scores (\( \eta^2 \approx 0.167 \)) was large in comparison with the size effect of the critical values for t-value (\( \eta^2 \)) in the strong level which is (\( \eta^2 \approx 0.14 \)). However, the domain of language obtained a higher medium size effect (\( \eta^2 \approx 0.127 \)), which is closer to the level (large). But, the domain of sentences obtained a medium size effect (\( \eta^2 \approx 0.089 \)), and thus it is clear that in all the domains, the
independent variable (the suggested program) affected clearly the dependant variable (letter writing deficiencies).

4.7 - Answer of the fourth sub-question:

The question was stated as follows:

**Are there statistically significant differences at \( \alpha \leq 0.05 \) between the experimental male group and the experimental female group in letter writing performance after applying the suggested program?**

To answer this question and due to having two independent samples with 17 participants in each sample, the researcher used the Mann-Whitney Test for exploring the statistically significant differences between the experimental female group and the experimental control group in the post test. Also, the size of effect equation (standard-class z) was used to identify the size of effect of z-value. The following table describes the results of the Mann-Whitney test and the size of effect:

**Table (20): The significant differences (Mann-Whitney) between the experimental male group and the experimental female group in letter writing performance.**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Gender</th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>U value</th>
<th>Z-value</th>
<th>Sig.</th>
<th>Size effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male Exp.</td>
<td>17</td>
<td>13.47</td>
<td>229.00</td>
<td>76.0</td>
<td>2.392*</td>
<td>Sig. at 0.05</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Female Exp.</td>
<td>17</td>
<td>21.53</td>
<td>366.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male Exp.</td>
<td>17</td>
<td>13.91</td>
<td>236.50</td>
<td>83.5</td>
<td>2.114*</td>
<td>Sig. at 0.05</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Female Exp.</td>
<td>17</td>
<td>21.09</td>
<td>358.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male Exp.</td>
<td>17</td>
<td>14.76</td>
<td>251.00</td>
<td>98.0</td>
<td>1.631</td>
<td>No sig.</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Female Exp.</td>
<td>17</td>
<td>20.24</td>
<td>344.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male Exp.</td>
<td>17</td>
<td>14.32</td>
<td>243.50</td>
<td>90.5</td>
<td>1.881</td>
<td>No sig.</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Female Exp.</td>
<td>17</td>
<td>20.68</td>
<td>351.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male Exp.</td>
<td>17</td>
<td>14.18</td>
<td>241.00</td>
<td>88.5</td>
<td>1.948</td>
<td>No sig.</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Female Exp.</td>
<td>17</td>
<td>20.82</td>
<td>354.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(*) z-value is significant at 0.05 level. \((1.96 \leq z \leq 2.58)\)

(**) z-value is significant at 0.01 level. \((2.58 < z)\)
According to the table No. (20) the researcher found that:

- There are statistically significant differences at (α = 0.05) between the experimental male group and the experimental female group in favor of the experimental female group in the following domains:
  - Layout.
  - Punctuation.

  The above mentioned results showed that the female students performed better than the male students in the two domains, layout and punctuation. The mean ranks of the females respectively were 21.53, 21.09 whereas, the mean ranks of the boys were (13.47 - 13.91).

  There are no statistically significant differences at (α ≤ 0.05) between the experimental male group and the experimental female group in the following domains:
  - Sentences.
  - Language.
  - Total test score.

  The improvement of the female experimental group is better than the male experimental group in the domains of sentences, language and total test scores, but it did not reach to the level of significant differences at (α ≤ 0.05).
4.8 Summary:

After answering the questions of the study and commenting on the results of the statistical treatment to all the data obtained after applying the post test. It is clear that the suggested program had scored success in tackling the deficiencies in letter writing that the 11th graders encounter. The means of the first domain of letter writing (layout) showed a prominent development (12.44) for the experimental group and (7.24) for the control group. In the second domain, (punctuation) the mean was (4.79) to the experimental group and (2.00) to the control group. Whereas, for the third domain (sentences) the mean of the experimental group was (4.41) and (2.26) to the control group. Moreover, with regard to the domain of language, the experimental group obtained a mean of (5.88), but the control group obtained a mean of (2.74). Finally, the total scores of the post test showed a mean of (27.53), whereas, the control group got a mean of (14.24). Also, the statistically differences proved to be significant at (α =0.01) level in the domains: layout, punctuation, and total test scores and straight in the same direction at (α ≤ 0.05) level in the domains: sentences and language. The size effect was computed and proved to be large in the domains: layout, punctuation, and total test scores; and medium in the domains: sentences and language. These results in favor of the experimental group had not been obtained unless the suggested program was used.

The results of the study agreed with many results of other researchers like: Cumberworth and Hunt (1998) who carried out a study which aimed at describing a program for improving middle school writing skills and their attitudes toward writing. The results of the study showed that there was a positive increase in students attitudes toward writing and the use of the writing process was improved, revision in particular. Mark (1998) who aimed at describing a program for increasing student skills in writing. The results of the study revealed that students showed increased enjoyment of
writing, students developed their habits of goal setting and the students became proficient at peer editing. Mark (2001) described a program for students in grades four, seven and eight who suffered from low achievement in writing. The results of the study showed an improvement in writing skills. Hopkins (2002) applied and developed a study to assist low-achieving tenth grade students’ essay writing skills. The researcher recommended that the time spent on peer editing clustering methods and writing portfolios be increased and rubrics be used to help students in essay writing. Kowalewski (2002) described a program for instructing students in the writing process in order to improve their writing skills. The students showed greater ability to communicate more effectively through their writing at the end of the program.
Chapter V

Findings, Discussion,

Conclusion, Recommendations

and Implementations
Chapter V

Findings, Discussion, Conclusion, Pedagogical Implications and Recommendations

5.1 Introduction:

This chapter discusses the results of the study. It sums up the conclusions which were deduced in the light of previous studies, the study results and the pedagogical implications that the researcher has reached. It also involves suggestions and recommendations for further studies. Such suggestions are expected to be beneficial for the students, teachers of English language and stakeholders of education. They could help improve teaching English language in general and writing skills in particular.

5.2 Findings:

The following findings were observed through the results of the study:

1- There are no statistically significant differences at ($\alpha \leq 0.05$) between the experimental male group and the control male group in letter writing performance after applying the suggested program.

2- There are statistically significant differences at ($\alpha = 0.01$) between the experimental female group and the control female group in favor of the experimental group in the following domains:

   o Layout.
   o Punctuation.
   o Language.
   o Total test score.
3- There are statistically significant differences at $(\alpha = 0.05)$ between the experimental female group and the control female group in favor of the experimental group in sentences domain.

On the other hand, the size effect results show that:

- There is a *Large* size effect in the following domains: layout, punctuation and total test score.
- There is a *Medium* size effect in the following domains: sentences, and language.

4- There are statistically significant differences at $(\alpha =0.01)$ between the experimental group and the control group in favor of the experimental group in the following domains:

a. Layout: the experimental group scored (36.58%) in comparison with the control group (21.29%)
b. Punctuation: the experimental group used punctuation better than the control group, (14.08%) versus (5.88%).
c. Language: the experimental group performed in the domain of language at (17.29) whereas the control group performed at (8.05)
d. Total test score: comparing the total scores in the post test. The experimental group scored (80.97%) in comparison with the control group scores (41.88%).

5- There are statistically significant differences at $(\alpha = 0.05)$ between the experimental female group and the control female group in favor of the experimental group in sentences domain.

On the other hand, the size effect results show that:

- There is a *Large* size effect in the following domains: layout, punctuation, and total test score.
- There is a *Medium* size effect in the following domains: sentences, and language.
6- There are statistically significant differences at (α =0.05) between the experimental male group and the experimental female group in favor of the experimental female group in the following domains:
   a. Layout.
   b. Punctuation.

7- There are no statistically significant differences at (α ≤ 0.05) between the experimental male group and the experimental female group in the following domains:
   a. Sentences.
   b. Language.
   c. Total test score.

The size effect results show that there is a Medium size effect in Layout and Punctuation domains.

8- The rates of their judgment on the program were (77.6%) for males, and (83.5%) for females. The total average was (80.55%).

5.3 Discussion:

The study mainly aimed to examine a suggested program for tackling the writing deficiencies among the 11th graders in the Middle Governorate in Gaza Strip. The researcher used the experimental method to investigate the problem and the population was the students of the 11th grade. The sample was chosen from four secondary schools and each group consisted of (34) participants (17 males and 17 females). The equivalence between the experimental group and the control group had been accomplished through the scorers of the first semester English language unified exam 2010-2011 and the results of the diagnostic test. Both results were computed by using (SPSS) program to assure equation.
The researcher used: pre-test, post-test, criteria checklist, suggested program, and reflection of the experimental participants and their teachers. After applying the program the post test was applied and the results showed the following:

The first research question inquired about letter writing deficiencies that 11th graders encounter. The researcher designed a diagnostic test which aimed to locate the letter writing deficiencies that the 11th graders encounter when they write a letter, whether formal or informal. To get the tool validity and reliability, the researcher consulted PhD and MED holders, previous studies, experienced supervisors, and experienced 11th grade teachers.

The diagnostic test contained four questions: informal letter of invitation, formal letter of inquiry, formal letter of job application and formal letter of complaint. Moreover, the questions were followed by a criteria checklist which involved 25 items which were divided into four domains, (layout- punctuation- sentences- language). The continuum, in front those items contained three columns: (2) widely clear, (1) clear, (0) not clear. The results showed that vast majority of the participants suffer from most of the 25 items involved in the criteria checklist which was refereed by the jury to cover letter writing parts.

Regarding to the second question, which inquired about a suggested program which can be beneficial for treating the students' deficiencies, the researcher designed a suggested program consisting of: teacher's guide, student's book, teaching aides, evaluation tools and power point presentations.

1) The teacher's guide consisted of 12 lesson plans divided into four units with three lessons in each unit. Every unit tackled one type of letter writing using the specific objectives, the activities, examples, exercises, homework and rounding up. Those
preparations were based on the stages of the writing process and writing strategies. The second lesson of the second, the third, and the fourth units respectively handled one of the deficiencies like: punctuation marks, fragment sentence, run-on sentence and cohesive devices. This part is preceded by a description of the program, the general aims of the program and a table of contents. (2) The Student's Book contained the teaching materials for classroom use. It consisted of four units of 12 lessons, which provided material for 45-minutes in each lesson. In addition, exercises that provided written practice of letter writing after it has been taught in the Student's Book. These exercises can be done at home or in class if time allows. (3) A variety of teaching aids were prepared to be used along with the activities during the program such as: LCD projector, samples of model letters, wall charts, chalkboard, worksheets. (4) Many evaluation tools were used in the program to check the achievement of the objectives. These tools were: achievement test (post-test), quizzes, exercises, criteria checklist, observation of participants' interaction, participants' reflection and reflection of the teachers of the participants. (5) Power point presentation lessons were prepared to be used along the lesson discussion. They contained model letters, examples of letter parts, diagrams, tables, and exercises, that will save time and get the students utilize both senses, hearing and seeing, while participating in the lessons. The results of the study agreed with many results of other researchers like:

Cumberworth and Hunt (1998) who carried out a study which aimed at describing a program for improving middle school writing skills and their attitudes toward writing. The results of the study showed that there was a positive increase in the students attitudes towards writing and the use of the writing process was improved, revision in particular. Mark (1998) who aimed at describing a program for increasing student skills in writing. The results of the study revealed that students showed increased enjoyment
of writing, students developed their habits of goal setting and the students became proficient at peer editing. Mark (2001) who described a program for the students in the grades four, seven and eight who suffered from low achievement in writing. The results of the study showed an improvement in writing skills. Hopkins (2002) who applied and developed a study to assist low-achieving tenth grade students’ essay writing skills. The researcher recommended that the time spent on peer editing clustering methods and writing portfolios be increased and rubrics be used to help students in essay writing.

Kowalewski (2002) who described a program for instructing students in the writing process in order to improve their writing skills. The students showed greater ability to communicate more effectively through their writing at the end of the program.

Then the third question inquired about the effectiveness of the suggested program for tackling letter writing deficiencies. The results of applying the suggested program on sample participants of the 11th graders in the Middle Governorate in Gaza Strip, show that the program achieved good results in tackling the letter writing deficiencies among the students. The results of the post test show that the experimental group achieved a better performance which was calculated as statistically differences in T-test values between the experimental group and the control group. In the layout domain (3.866** significant at 0.01), the punctuation domain (3.754** significant at 0.01), The sentences domain (2.541* significant at 0.05), the language domain (3.103** significant at 0.01) and the total test scores (3.637** significant at 0.01). To sum up, the statistical differences in the results in favor of the experimental group say that the suggested program was effective for tackling the writing deficiencies among the 11th graders (males and females) in the Middle Governorate.

In addition, the first sub-question inquired whether there are statistically significant differences between the control male group and the experimental male group
in letter writing performance after applying the suggested program or not. The results of the post test show that the male experimental group did not achieve a clearly better performance in letter writing in comparison with the control group. The achievement in numbers did not reach statistically significant differences and the researcher justifies those results due to:

- The attendance record of the experimental male group was with an average of (77.4%). So, the males' frequent absence from the lessons affected clearly the results of the male experimental group. Their achievements were humble in comparison with the male control group.

- The male experimental group was highly motivated at the beginning of the program but they began to lose motivation after they were told by the teacher of the English language that it was an experiment and the scores of the quizzes, tests, and homework were not necessary.

- The participants of the male experimental group expected that the program would provide readymade solutions to their deficiencies in letter writing. Therefore, they did not work hard in practicing, following the steps of the program and applying the stages of the writing process throughout drafting and redrafting until the final copy in each written work.

- In comparison with the female students, the male students in general achieve lower grades in most of the school subjects. (according to the schools' records)

- The bad effect of the special teaching outside the schools, the students receive two or three readymade sample of letters to memorize them and thus they are deceived by such solutions.
Moreover, the second sub-question asked if there are statistically significant differences between the control female group and the experimental female group in letter writing performance after applying the suggested program or not. The results of the post test showed a development in the experimental female group performance in letter writing in comparison with the control group. The achievement in numbers reached to statistically significant differences and the researcher justifies those results due to:

- The attendance record of the experimental female group was with an average of (95%). So, the females' nearly full attendance of the lessons positively affected the results of the female experimental group and their achievements were high in comparison with the female control group.

- The female experimental group were highly motivated all the time along with the application of the program. The teacher of the English language attended almost all the lessons as she encouraged the female participants. Moreover, she informed the girls that the scores of the quizzes, tests, and homework were necessary and they would be registered instead of the monthly scores.

- The achievements of the female experimental group were much higher than those of the female control group in the domains: layout, punctuation, language, and total test score. This showed how far the program was effective and successful in achieving the goals related to the above mentioned domains. Moreover, it referred to the adherence on the side of the experimental group towards the program and the complete application of the tasks and exercises within the program timetable. Furthermore, the time of the program was sufficient to get the experimental female group achieve highly results in the domains: layout, punctuation, language, and total test score.
The female experimental group achieved better than the female control group in the domain of sentences. The program helped the experimental group to achieve this development in the domain of sentences in comparison with the control female group but, the results were not very high like the domains; layout, punctuation, and language because building up sentences refer to the total language acquisition; skills (comprehension, speaking, reading, and writing) and language main pillars (pronunciation, vocabulary, grammar, and imperatives).

Furthermore, the third sub-question inquired whether there are statistically significant differences between the control group (male and female 11th graders) and the experimental group (male and female 11th graders) in letter writing performance after applying the suggested program. The results of the post test showed that the experimental group achieved a better performance which was computed as statistically differences in T-test values between the experimental group and the control group. In the layout domain (3.866** significant at 0.01), the punctuation domain (3.754** significant at 0.01), The sentences domain (2.541* significant at 0.05), the language domain (3.103** significant at 0.01) and the total test scores (3.637** significant at 0.01). The statically differences in the results proved to be in favor of the experimental group. These results agree with many researchers whose studies were built on suggested programs based on the stages of the writing process like: Cumberworth and Hunt (1998), Mark (1998), Mark(2001), Doyle (2001), Kowalewski 2002), Hopkins (2002), and Baroudy (2008).

Finally, the fourth sub-question asked if there are statistically significant differences between the experimental male group and experimental female group in letter writing performance after applying the suggested program. The results showed that the girls performed better than the boys in the two domains layout and punctuation.
The mean ranks of the females respectively, (21.53 , 21.09) whereas, the mean ranks of the boys were (13.47 - 13.91). The researcher believes that those results were in favor of the female students because their natural psychological tendency to tidying things more than male students and the two domains depend totally on the feature of tidiness. Therefore, the size effect for the two domains confirmed medium size effect in favor the females against the males.

To obtain a complete judgment regarding the suggested program i.e. the viewpoint of the participants. The researcher applied a small application consisted of (9) items to the experimental group to investigate their opinions of the program. (See appendix X). The reflection is written in English but, it was presented to the participants in Arabic language. The following table describes the application results:

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>gender</th>
<th>Mean</th>
<th>S.D</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Program is important to me</td>
<td>male</td>
<td>4.65</td>
<td>0.606</td>
<td>92.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>female</td>
<td>4.59</td>
<td>0.618</td>
<td>91.8%</td>
</tr>
<tr>
<td>2</td>
<td>The Program meets my needs.</td>
<td>male</td>
<td>3.88</td>
<td>0.857</td>
<td>77.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>female</td>
<td>4.29</td>
<td>0.772</td>
<td>85.9%</td>
</tr>
<tr>
<td>3</td>
<td>The sequence of the program is appropriate</td>
<td>male</td>
<td>3.71</td>
<td>1.047</td>
<td>74.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>female</td>
<td>4.24</td>
<td>0.664</td>
<td>84.7%</td>
</tr>
<tr>
<td>4</td>
<td>The use of writing process stages simplifies the writing tasks.</td>
<td>male</td>
<td>3.82</td>
<td>1.334</td>
<td>76.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>female</td>
<td>4.35</td>
<td>0.702</td>
<td>87.1%</td>
</tr>
<tr>
<td>5</td>
<td>The program helps me to create strategies for each stage of the writing process.</td>
<td>male</td>
<td>4.06</td>
<td>1.298</td>
<td>81.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>female</td>
<td>4.59</td>
<td>0.712</td>
<td>91.8%</td>
</tr>
<tr>
<td>6</td>
<td>The time of the program is suitable.</td>
<td>male</td>
<td>3.47</td>
<td>1.068</td>
<td>69.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>female</td>
<td>3.65</td>
<td>1.057</td>
<td>72.9%</td>
</tr>
<tr>
<td>7</td>
<td>The number of lessons included in the program are enough to acquire the content of the program.</td>
<td>male</td>
<td>3.65</td>
<td>0.786</td>
<td>72.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>female</td>
<td>3.94</td>
<td>1.088</td>
<td>78.8%</td>
</tr>
<tr>
<td>8</td>
<td>The tasks assigned are sufficient</td>
<td>male</td>
<td>3.82</td>
<td>0.951</td>
<td>76.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>female</td>
<td>3.53</td>
<td>1.281</td>
<td>70.6%</td>
</tr>
<tr>
<td>9</td>
<td>My ability in writing letters has improved.</td>
<td>male</td>
<td>3.88</td>
<td>0.857</td>
<td>77.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>female</td>
<td>4.41</td>
<td>0.795</td>
<td>88.2%</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>male</td>
<td>3.88</td>
<td>0.667</td>
<td>77.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>female</td>
<td>4.18</td>
<td>0.520</td>
<td>83.5%</td>
</tr>
</tbody>
</table>
Table No. (21) shows that the rate of satisfaction with the program were (77.6%) for males and (83.5%) for females. This result may explain the superiority of females in some domains as it appeared from the previous table.

The researcher believes that this result was due to:

- The rates of satisfaction with the program were (77.6%) for males, (83.5%) for females, and the average of both the two groups was (80.55%). This average showed how far the students accepted the program and found it as an answer to their needs for tackling their letter writing deficiencies.

- The male students' satisfaction with the program was lower than that of the female students'. This might refer to males satisfaction with their own performance.

- Both, the male students and the female students, evaluated the program with nearly the same percentage 92.9% and 91.8% respectively. These high responses showed how far the students were interested in the program.

- The vast majority of the items received higher responses in favor of the female students against the male ones and the researcher believes that the female students were more alert and interactive than the males.

- The only item which gained lower mean and percentage by the females side in comparison with the males was number 8- (The tasks assigned are sufficient.). But, the researcher believes that it did not refer to a better awareness from the side of the male students, on the contrast, the female students asked for more and more exercises and this showed more awareness from the females that more and more practice would lead to a better performance.
5.4 Conclusion:

Based on the findings, derived from the results of this empirical study, the following conclusions were reached:

1. The students suffer a lot when they practice writing letters because of lack of practice and sufficient training.
2. Writing Process approach can play a role in treating the students' letter writing deficiencies more than the other writing approaches.
3. The researcher is convinced that the teacher has to encourage his students to employ and create strategies that can be of good help and facilitation when they write.
4. Using unreal topics when writing letters lead the students to work in a mimicry style without being involved in the written work. So, the students find themselves unable to write when being asked to write a new letter.
5. Female students were interested and accepted participation in the program application more than the male students.
6. The experimental group did better than the control group as a result of training through the application of the program.
7. The stages of the process approach (pre-writing, drafting, revising, editing and publishing) provide the students with systematic sequence and graded steps which decrease the feeling of facing a too difficult task.
8. The teacher of writing lesson has to adhere to the continuum from modeled writing, shared writing, interactive writing, guided writing and independent writing (controlled writing- guided writing- free writing) without neglecting or postponing any of the phases of the continuum.
9. The participating students performed better when the topics and tasks were from real life and close to their environment.

10. The process approach is an enabling one which aims at nourishing the skill with which writers work out their own solutions to the problems they set themselves with which they can transform their material into a coherent message.

11. The process approach appears to be nearer to answering the needs of English for Academic Purposes: teacher, subject tutor, and student. More important, if EAP aims to develop a non-native student's comprehension of the actual processes involved in composition.

12. Teachers have to perform as demonstrators, motivators, supporters, respondents and evaluators, good writers in order to bring up good writers.

13. Student letter writers can train by using visual diagrams of letters to follow them while writing the letter, also, the writer can read model letters and imitate them, moreover, he can use the "Think Sheet" as a guide to write a good letter.

Above all else, the researcher as a teacher for English language for many years and in addition to the success of the suggested program in tackling the letter writing deficiencies among the participants of the study. The researcher is completely convinced that the teacher in the class shoulder the greater part of the responsibility regarding the success of any writing instruction i.e. any approach or strategy will not be profitable with un suitable application and good training from the side of the students. Moreover, the teacher should sense the students’ needs and interests and try to fulfill them. In addition to, creativeness to suite any instructional environment and task.
5.5 Pedagogical Implications:

The following pedagogical implication are offered for the teachers regarding letter writing lessons:

1- Teachers should be aware of their students needs and abilities and choose the suitable techniques for activating their motivation to write.

2- Real life topics are more encouraging for the students to write.

3- Teachers should train their students on using the writing process approach when they write.

4- Teachers should acquaint their students with writing strategies and encourage them to build their own strategies.

5- Teachers have to identify the students' pre knowledge before instructing new material.

6- Varying the techniques of instruction in writing lessons.

7- Teachers should not give any exercise that they are not going to score.

8- Teachers should not be hunting for mistakes.

9- Practice leads to real learning.

10- Encourage your students to practice peer editing.

11- Students should be accustomed to revise their written work.

12- Students should read their written work aloud, even in front of the class.

13- Teachers should see the drafts of the written work of their students.

14- Teaching aides are a must for any instruction.

15- Teachers should avoid teacher-centered classes and encourage student-centered classes.
16- Teachers should be cognizant of their students' individual differences. Consequently, they may introduce materials and use techniques which foster positive attitudes towards learning English in general and writing in particular.

17- The school and classroom environment should be provided with motivating equipments to enhance students' enthusiasm and increase interest.

18- Teachers should provide real world purposes for writing.

19- Teachers should increase the amount of strategies related to the writing process.

20- Teachers should emphasize the writing process approach for teaching writing.

21- Teacher training should be offered to help staff become skillful in teaching writing.

22- Teachers should use some strategies for treating the problem such as: increasing the time allowed for writing, more teacher modeled demonstrations of writing techniques like (organization, ideas, word choice, sentence fluency, voice and conventions).

5.6 Recommendations:

In the light of the study results, the researcher addresses recommendations to the students, the teachers and stakeholders:

The students:

The students are considered the core of the instructional process as they are our hope for a better future and the main interest of all those who work in the Ministry of Education. The researcher recommends the following:

1- Do not hesitate to tell your teacher about your drawbacks in writing skill.

2- Famous writers got their fame after efforts and intensive practice.
3- Writing any written piece like any scheme, needs a plan and stages for accomplishment.

4- When you write, think of your audience, your message and how you want to convey it.

5- Always think how to increase your own lexicon of vocabulary and their usage.

6- Knowledge is not restricted in what the teacher says, so you have to scan other sources like libraries and the internet.

7- The writing process approach is a good means to develop your writing ability.

8- Peer editing is a good strategy to get feedback about your written work.

The teachers:

They are the pioneers who are in direct contact with the students and the frontiers of the Ministry of Education. Hence, the following is recommended:

1- You will not produce good writers if you are not a good writer.

2- Always try to find out your students needs.

3- Involve your students in planning for any instructional work, especially writing.

4- Try to get your students to write about topics as close as possible to their interests.

5- Make the classroom environment relaxed before setting up any writing task, because the skill of writing is a creative skill. And to make a student be creative in their writing, they should be relaxed.

6- Do not neglect the individual differences and encourage the work of all students in all levels.

7- When you score your students' written work, look at their drafts and not only the final draft.
8- Do not be mistakes hunter. This makes the students abandon writing.

9- Do not cover your students' written work with red ink, try to use letters and signs to convey your instructions like: (? = unclear idea, R = rewrite, D = details are not sufficient).

10- For every task, tell your students what you are going to score such as organization, spelling mistakes, coherence, etc…

11- Give your students enough time to do the written work. Your haste may be interpreted that "this task is not important”.

12- Get your students own a journal for their writings. This will make the students proud of their individual work.

13- Keep updated of the newly publications concerned with writing skill.

The stakeholders:

1- Assign certain lesson periods for teaching writing.

2- According to the results of the study and the proved utility of the writing process approach; the Ministry of Education should ask all teachers of English language to use it.

3- The program used in this study can be applied in the field of Palestinian education.

4- Design a website to enable students to publish their writings.

5- Announce a yearly, semi-yearly or quarterly competition for English written works.

6- Develop courses to train teachers of English language on the approaches of teaching writing.

7- Distribute frequent publications about teaching writing to the teachers.
8- Supervisors should visit the teachers and see the students' writings and their drafts.

9- Supervisor may ask the teacher that he wants to see a writing lesson, as many of the teachers avoid asking the students to write while visitors are in the class.

5.7 Recommendations for further studies:

1- The effectiveness of applying the writing process approach on teaching languages in Palestinian schools.

2- Do similar researches on composition, essay, short story or story writing.

3- Studying writing strategies which can be used in our schools.

4- Investigating evaluation techniques which are used at schools.

5- Investigating the amount of writing exercises in the school curricula in comparison with the other skills.

6- Studying the learners' attitudes towards learning writing and ways of modifying positive attitude towards writing.

7- Comparing between writing process and writing product approaches in Palestinian schools.
Resources:


151


Appendixes
Appendix (1)

The Islamic University- Gaza
Deanery of Postgraduate Studies
College of Education
Department of Curricula & English Teaching Methods

A suggested Program for Tackling Letter Writing Deficiencies Among 11th Graders in

The Middle Governorate

A - Teacher's Guide

Submitted by
Nasser Abdullah Sdoudi

Supervised by:
Dr. Awad Keshta

2011
Dear educators,

The researcher is conducting a study entitled "A Suggested Program for Tackling Letter Writing Deficiencies among 11th Graders in The Middle Governorate", to obtain the Master Degree in Curricula & English Teaching Methodology.

One of the requirements of this study is to design a suggested program and to apply it on the 11th graders. Please, you are kindly requested to look carefully at the attached program and fill in the following form whether the program touches its objectives (high – average – low). Your notes and responses will be highly appreciated and confidential.

**Program Refereeing**

<table>
<thead>
<tr>
<th>Name: -----------</th>
<th>Job: --------------------------</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience:----</td>
<td>Date: ----------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Items</th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- The objectives of the program are suitable to tackle the problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- The activities of the program reflect the objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- The activities of the program are suitable to the Ss level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- The program covers the four letter writing types of the 11th grade.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- The writing process is clear in the program as a base for tackling the deficiencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- The strategy of questioning plays a role in the program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- The program reduces the Ss sufferings in other writing types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8- The time assigned is suitable.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any further comments are highly appreciated.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
……………………………………

Best Regards

The researcher: Nasser Sdoudi
The Suggested Program for Tackling Letter Writing Deficiencies

Among The 11th Graders

INTRODUCTION:

Letter writing is an important means among those kinds practiced by using the writing skill, which is one of the four skills that should be mastered to communicate with others. It is an active means of communication. It is equated with speech because both of them are concerned with conveying ideas, notions and information. Writing is an important language activity and a major classroom procedure. Letter writing is one of the important activities which is practiced in our schools.

Letter writing is a progressive activity like the other written kinds (essay, article, story, novel). This means that when you first write something down, you should have already thought about what you are going to say and how you are going to say it. Then, after you have finished writing, you read it over and over to make changes and corrections. Therefore, writing is a process that has several steps.

The first step in the writing process is Prewriting. Here students are asked to gather and generate ideas to write about them. To produce ideas for writing, students can practice any prewriting activity, such as: brainstorming, questioning, clustering, webbing, mapping, listing, or sticky notes. Next, Drafting, here students are to write, just to write (i.e. to put their thoughts on paper). They shouldn’t worry about the conventions of writing. Revision is to follow. In order to improve a piece of writing, changes in the wording could be made. Then, comes Editing. Students are to edit their work by consulting teachers, dictionaries and other resources. They can do Peer editing. They are to edit their work over and over again. The Final stage is Presentation (which might take us back to the first stage). So, writing is cyclic. Believing that the process-based
approach is the best one for improving students’ writing, the researcher introduces this program to help secondary school English teachers to teach writing via this approach. To achieve the objectives of this program, the researcher introduces the teacher’s guide which includes steps and procedures that help teachers to use this program appropriately. Please read it carefully before starting to teach writing in secondary schools to get the full benefit.

**General Objectives of the Suggested Program:**

The participants are expected to:

1. Name the stages of the writing process.
2. Utilize the five stages of the writing process in letter writing.
3. Write the address of the sender clearly and in the correct place.
4. Write the address of the recipient clearly and in the right place.
5. Write the date properly and in the right order.
6. Write the salutation in a suitable place and in the correct form.
7. Write suitable opening paragraphs which lead to the content of the letters.
8. Write contents that clarify and convey the purpose of the letters.
9. Write closing paragraphs that show the sender's expectations from the recipient of the letter.
10. Write the sender's signature correctly and in the right place.
11. Practice leaving suitable space between paragraphs.
12. Use capitalization in the right places.
13. Use the comma where it is necessary.
14. Put periods (full-stops) in the proper places.
15. Use the question mark in the needed places.
16. Write meaningful sentences and avoid fragment sentences.
17- Write letters using sentences in active voice.

18- Write grammatically correct sentences.

19- Distinguish between formal and informal letters.

20- Write with keeping the addressee in the letter.

21- Avoid spelling mistakes.

22- Write cohesive sentences and paragraphs.

23- Write without redundancy.

24- Write clear and concise letter.

The importance of using the writing process in teaching writing:

Surveying the related literature shows that many EFL/ESL (English as a foreign language/English as a second language) programs now use a process approach to writing instruction. Process writing is playing a large role in ESL classes for teaching writing. The researcher finds that all the previous studies and researches assert using the writing process in teaching writing, because it helps writers to deal with the writing skill as a process which needs a plan and stages. When the students want to write any written work and look at the holistic work, they feel that the work is over than their levels and beyond their abilities, so they feel broken in front of the work. But, when they use the stages of the writing process and utilize some strategies to perform any of the stages, they will find it easier and more productive. On the other hand, the teacher will find it so helpful that it can lead him to know the reasons behind the deficiencies in the students' writing in each stage of the process. Hence, the researcher found that the students were a bad need to use the writing process at our schools to face the students' deficiencies of writing.
# Unit 1  The Informal Letter

## Lesson 1

Class: 11<sup>th</sup>  
Date: ------------------

### Specific Objectives:

By the end of the lesson, the students are expected to:

1. Define the informal letter.
2. Mention the occasions of using the informal letter.
3. Put the parts of the informal letter in the correct order. (layout)
4. Write the address of the sender in the right place and correct order.
5. Use the suitable salutation.
6. Use the correct complimentary phrase and signature.

### Teaching aids:

Chalkboard, LCD projector, Power Point, Ss notebooks, Letter samples.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures and Activities</th>
<th>Formative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warming up</strong></td>
<td>T: presents two or three letters by using the LCD. Get the students to find out that they are informal letters. Ss: justify why the letters are informal.</td>
<td>T: Gets the students’ responses</td>
</tr>
<tr>
<td><strong>Work sheet</strong> (group work)</td>
<td>T: distributes the work sheets to the students. Ss: define the informal letter. T: receives the Ss answers to elicit the definition of the informal letter.</td>
<td>T: Covers the definition on the board. Ss: write the</td>
</tr>
</tbody>
</table>
**Informal letter:** is a type of letter which provides communication between a small number of people, usually two. There are many types of informal letters and they are written for a wide variety of occasions: congratulations, condolences, invitations, thanks and apology.

Ss: individually, read the definition loudly a few times.

---

### Presentation

A  
T: (using a picture of an informal letter) presents the components of the informal letter, using (C/G/S) technique.  
Ss: (individually) explain what we mean by each component.  
T: (draw balloons on the board) in each balloon write a wh-question word.  
T-s: Why do I write the letter? I write this letter to …….. .  
(Repeat this strategy with the other question words)

B  
T: present a number of addresses and get the Ss elicit that the address is written on top right corner of the page and arranged from the specific to the general.  
N.B: when the letter is sent to any place inside the country there is no need to write the country name.  
Ss: rearrange jumbled addresses.

C  
T: How can we great the addressee of the informal letter?  
Ss: (brainstorm) to give- as much as they can- informal salutations.  
T: receive responses and write on the board.  
T: Observes the students’ responses.

D  
T: How do we close and sign the informal letter?  
T: receives responses and write on the board.  
T: Covers or erases the complimentary phrases and
| **T**: discusses the Ss responses. S.B – page 1 – Ex: C. |
| **T**: (group work) writes the layout of an informal letter clarifying the components of the letter. |
| **T**: Goes around and gives advice. |
| **S.B** – page 1 – Ex: C. |
| **T**: Observes the Ss performance. |
| **Drill** |
| **T**: (group work) writes the layout of an informal letter clarifying the components of the letter. |
| **T**: Goes around and gives advice. |
| **S.B** – page 2 – Ex: D. |
| **Summative evaluation** |
| (individually) the students write the layout of the informal letter with clear components. |
| **S.B** – page 2 – Ex: D. |
| **T**: Observes the Ss performance. |
| **T**: Observes the Ss performance. |
| **Rounding up** |
| **T**: Asks questions to close the lesson: |
| 1- Define the informal letter? |
| 2- What are the components of the informal letter? |
| 3- Where do you write the sender's address? |
| 4- How do we arrange the address? |
| 5- For what occasions do we use the informal letter? |
| 6- Can we write the job title under the signature, why? |
| **T**: Observes the Ss answers. |
| **T**: Observes the Ss answers. |
## Unit 1

### Lesson 2

**Class:** 11<sup>th</sup>  
**Date:** -----------------------------

### Specific Objectives:

By the end of the lesson, the students are expected to:

1. Name the five stages of the writing process.
2. Differentiate between the stages according to function.
3. Match strategies suitable to each stage.
4. Apply the writing process on the informal letter writing.

### Teaching aids:

- Chalkboard, LCD projector, Power Point, Ss notebooks, Letter samples.

### Steps | Procedures and Activities | Formative Evaluation
--- | --- | ---
**Warming up** | T: Greetings and getting the students' reflection regarding the previous lesson. | T: Gets the Ss responses
**Presentation A** | T: Evokes the Ss to brainstorm about things around them as much as possible with concentration on the stages of making each one (building a school, cars production etc…).  
T: When you write any written piece, do you use stages or steps?  
T: Gets answers and comments, until they conclude that every work has its own stages as a process, and this is | T: Observes the Ss participation
applicable to the writing performance specially letter writing.

| B | T: (on the screen, show the stages of the writing process)
T: Have you ever used the writing process when you wrote any written piece: composition, letter, and essay?
T: If yes, have you compared the quality of the written work using the writing process and another work without using the writing process?
T: Gets the Ss motivated that they will modify their letter writing by good participation in the program. |
Understanding the Writing Process

When you look at a book, you do not see the process the writer used to make it. What you see in print might not be much like the first plan for the book. The author might have rewritten many times.

The writing process is often divided into five stages. Most writers go back and forth through these stages. There is no one correct way to write.

<table>
<thead>
<tr>
<th>Prewriting</th>
<th>Drafting</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this stage, you plan what you are going to write. You choose a topic, identify your audience and purpose, brainstorm ideas, and organize information.</td>
<td>In this stage, you write your ideas in sentences and paragraphs. Follow your prewriting plan to write a first draft of your composition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revising</th>
<th>Proofreading</th>
</tr>
</thead>
<tbody>
<tr>
<td>This stage is the first part of editing your writing. You may work by yourself or with a partner or a group. Make changes that will improve your writing.</td>
<td>In this stage, you finish your editing by polishing your work. Check for errors in grammar, spelling, capitalization, and punctuation. Make a final copy of your composition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finally, you choose a way to present your work to an audience. You may want to add pictures, make a class book, or read your work aloud.</td>
</tr>
</tbody>
</table>

www2.pylusd.k12.ca.us/glk/jlaurich/calendar.htm

T: observe the interaction of the Ss.

| C | T: present the stages of the writing process. |
| Ss: C/G/S name the stages of the writing process. | T: Covers the screen, the Ss write the |
T: explains each stage, and the strategies suitable for applying it (see the table below).

T: presents a table (on the LCD) that contains the stages of the writing process, strategy to apply each stage and the steps of applying it.

<table>
<thead>
<tr>
<th>Writing process</th>
<th>Strategy</th>
<th>Steps</th>
</tr>
</thead>
</table>
| **Pre-writing** | Questioning    | Who is writing the letter?  
Who is the letter written to?  
Why do I write the letter?  
What information shall I put to support the purpose of the letter?  
Where shall I write the address, the date, the salutation and the signature? |
| **Drafting**    | Writing without stop | Answer the above questions; just jot down the answers of the questions without paying much attention to mistakes of grammar, spelling, punctuation, cohesive devices. |
| **Revising**    | Individual, pair, or group work | Revise the ideas you have written to modify or change any of them, this will improve your writing. Use the approach of A.R.R.R. (Adding, Rearranging, Removing, Replacing). |
| **(Editing) Proof reading** | Individually or by a classmate | Read again to check:  
-Are there any words used too many times?  
-Are there any difficult sentences to understand?  
-Which words can be cut to make a sentence stronger?  
-Are the sentences grammatically correct?  
-Are there any spelling mistakes? |
<table>
<thead>
<tr>
<th><strong>Publishing</strong></th>
<th><strong>Drill</strong></th>
<th><strong>Summative evaluation</strong></th>
<th><strong>Homework</strong></th>
<th><strong>Rounding up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read to audience</td>
<td>T: (get out your notebooks) writes an invitation letter to your friend using the writing process. T: Goes around for help and advice. After each stage, discuss and comment. Repeat with (drafting- revising – proofreading) until the Ss finish writing the letter. Ss: Publish their letters by reading some of them in front of the class.</td>
<td>Ss: Write the body of an informal letter to condole his friend on his grandmother's death. You may use the words (sorry – heavens- condolences- feelings- barrier- grave yard). S.B – page 4 – Ex: C.</td>
<td>Ss: write another letter of congratulations using the writing process stages.</td>
<td>T: Asks questions to close the lesson: 1-Define the informal letter? 2-What are the stages of the writing process? 3-Can we change the order of the writing process? 4-What strategy do you use to do the pre-writing stage? 5-What should you do in the revising stage? 6-What do you prefer, to write a letter using the writing process or to write it directly? Why?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T: Observes the Ss answers</td>
</tr>
</tbody>
</table>
Unit 1

Lesson 3

Class: 11th

Date: ------------------------

Specific Objectives:

By the end of the lesson, the students are expected to:
1- Write informal salutations as much as they can.
2- Write an opening paragraph of an informal letter.
3- Write supporting paragraph/s with correct punctuation, grammar and cohesive devices.
4- Utilize the writing process (pre-writing, drafting, revising, editing, and presentation).
5- Close the body of the letter with suitable closing paragraph.
6- Finish the letter using a suitable complimentary phrase and signature.

Teaching aids:

Chalkboard, LCD projector, Power Point, Ss notebooks, Letter samples.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures and Activities</th>
<th>Formative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision</td>
<td>T: Oral questions to revise the components and layout of the informal letter.</td>
<td>T: Observes the Ss participation</td>
</tr>
<tr>
<td>Presentation</td>
<td>T: presents few opening paragraphs of informal letters. Ss: locate similarities between them. T: Gets the students elicit that it answers the question of &quot;Why&quot;.</td>
<td>T: Observes the Ss interaction</td>
</tr>
<tr>
<td></td>
<td>Ss: (in pairs) write an opening paragraph of an informal</td>
<td>Ss read in front</td>
</tr>
</tbody>
</table>
| Drill |  | letter using process writing:  
|       | A | Pre-writing: why I'm writing the letter.  
|       |   | Drafting: supporting ideas about reasons of writing the letter.  
|       |   | Revising: wording, spelling mistakes, grammar, punctuation, etc….  
|       |   | Editing: by consulting teachers, dictionaries and other resources. They can do Peer editing.  
|       |   | Presentation: present the outcome to the audience, (classmates). |
|       | B | The same previous technique to get the students write the supporting paragraph/s.  
|       |   | T: Gets Ss to present their work in front of the class |
|       | C | T: elicit from the students what complimentary phrases can be used in such situation.  
|       |   | Ss: (in pairs) write as much as they can complimentary phrases.  
|       |   | T: shows on the LCD some complimentary phrases and let Ss compare.  
|       |   | T: Goes around and checks the Ss work. |
|       | D | T: Do you have to write your job title when you sign an informal letter?  
|       |   | Ss: give answers and teacher comment.  
|       |   | T: gets the Ss to find out that it is the personal name which is used for signing the informal letter.  
|       |   | T: Observes the Ss responses. |
Activity

Get students to read their letters in front of their classmates.

Use the following words to complete the informal letter below:


Dear ...........,

I feel like such a long time since ............... I saw you. I know it's only been several weeks since I....... you. So far my ............... has been great!

I spend all my weekends at the beach. I am getting a nice tan and you can ........ say I am paler than you. I have been............. lots of volleyball, surfing and building a nice ............... of sea shells. Just this past weekend I took second place in a ............. building contest!

On the weekdays I ...... I drive an ice cream truck around and sell .......... to the kids. It is so cool. It is a combination of the two things I love .........., ice cream and kids. The pay isn't too great but I love the....... so much.

I hope the summer's been ............ for you too. There's only a month and a half left in summer ............ and after that it's back to school. ........... you like to meet up some time to before school starts?

.................

.................

Summative evaluation

S.B – page 6 – Ex: C.

T: Checks the Ss work

Home work

Ss: choose a classmate and write an informal letter to him on any occasion from his own choice.
**Rounding up**

<table>
<thead>
<tr>
<th></th>
<th>T: Asks questions to close the lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How do you salute in the informal letter?</td>
</tr>
<tr>
<td>2</td>
<td>What do you write in the first paragraph of the informal letter?</td>
</tr>
<tr>
<td>3</td>
<td>Can you enclose things in the informal letter?</td>
</tr>
<tr>
<td>4</td>
<td>What complimentary phrases do you put to finish the informal letter?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>T: Observes the Ss answers</th>
</tr>
</thead>
</table>

174
# Unit 2  Formal Letter of Inquiry

## Lesson 1

**Class:** 11th  
**Date:** ____________________

<table>
<thead>
<tr>
<th><strong>Specific Objectives:</strong></th>
<th><strong>Teaching aids:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the lesson, the students are expected to:</td>
<td>Chalkboard, LCD projector, Power Point, Ss notebooks, Letter samples.</td>
</tr>
<tr>
<td>1- Define the formal letter.</td>
<td></td>
</tr>
<tr>
<td>2- Mention the occasions of using the formal letter.</td>
<td></td>
</tr>
<tr>
<td>3- Put the parts of the formal letter in the correct order (layout).</td>
<td></td>
</tr>
<tr>
<td>4- Write the address of the sender in the right place and correct order.</td>
<td></td>
</tr>
<tr>
<td>5- Write the address of the addressee in the right place and correct order.</td>
<td></td>
</tr>
<tr>
<td>6- Use the suitable salutation.</td>
<td></td>
</tr>
<tr>
<td>7- Close the body of the letter by suitable closing paragraph (expectations).</td>
<td></td>
</tr>
<tr>
<td>8- Use the correct compliment phrase and signature.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Steps</strong></th>
<th><strong>Procedures and Activities</strong></th>
<th><strong>Formative Evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warming up</strong></td>
<td>T: presents two or three letters by the LCD. Attract the students' attention to the layout of the letters, the addresses, the closing paragraphs, the complimentary</td>
<td>T: Gets the students' responses</td>
</tr>
</tbody>
</table>

175
phrases and the signatures. Get the students to discriminate that they are formal letters.
Ss: justify why the letters are formal.

<table>
<thead>
<tr>
<th>Work sheet (group work)</th>
<th>T: distributes the work sheets to the students.</th>
<th>T: Covers the definition on the board.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ss: define the formal letter.</td>
<td>Ss: write the definition in their notebooks.</td>
</tr>
<tr>
<td></td>
<td>T: receives the Ss answers to elicit the definition of the formal letter.</td>
<td>T: uncovers the definition and Ss compare.</td>
</tr>
<tr>
<td></td>
<td><strong>Formal letter:</strong> is a type of letter which provides communication between a small number of people, usually two. There are many types of formal letters and they are written for a wide variety of purposes: inquiry, job application, complaint.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ss: individually, read the definition a loud a few times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A letter of inquiry asks someone for specific information. In some cases, such as a request for interpreting certain actions, the recipient will have a clear interest in responding to your letter. In other cases, such as a request for specific information on a product, the recipient may or may not be as motivated to respond quickly. Consequently, always make the tone of the letter friendly and make it easy for the recipient to identify and provide the information you need.</td>
<td><a href="http://www.mhhe.com/mayfieldpub/tsw/letters.htm">www.mhhe.com/mayfieldpub/tsw/letters.htm</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>technique.</td>
<td>components of the formal letter.</td>
</tr>
<tr>
<td></td>
<td>Ss: (individually) explain what we mean by each component.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>T: (draw balloons on the board) in each balloon writes a wh- question word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T-s: When do I write the letter (date of writing the letter)? I write this letter on ..........</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Repeat this strategy with the other question words to get answers about all the components of the formal letter).</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>B T: clarifies that there are two addresses in the formal letter and we have to discriminate between them in usage and place in the layout of the letter.</td>
<td>(on model letters), get Ss to point to the addresser and the addressee and to differentiate between both of them.</td>
</tr>
<tr>
<td></td>
<td>T: presents a number of addresses and get the Ss elicit that the address of the addresser is written on top right corner of the page and arranged from the specific to the general, and the address of the addressee is written below the date level on the left side.</td>
<td>Ss: rearrange jumbled addresses.</td>
</tr>
<tr>
<td></td>
<td>N.B: when the letter is sent to any place inside the country there is no need to write the country name.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>C T: Do you think that the salutation in the formal letter is similar to that in the informal letter?</td>
<td>T: Covers or erases the greetings. Then</td>
</tr>
<tr>
<td></td>
<td>Ss: give answers and the teacher categorize the</td>
<td></td>
</tr>
</tbody>
</table>
answers.
T: gets the respondents justify their answers.
T: writes the correct answers together (Dear/ Mr. Miss/Madam/Manager/Director/Dr. etc…

gets the Ss write some from their memories

D T: What complimentary phrase and signature do we use to finish the formal letter?
T: Gets the Ss to give answers like (Yours faithfully, Yours sincerely, Faithfully yours, Sincerely yours, Yours very truly, Very truly yours, Very sincerely yours, Cordially yours).
T: Where and in what form do we finish the formal letter?
Cordially yours,
Ahmed Mahmoud
Job title or position

Ss: (in their notebooks) write three formal letter endings.

Drill S.B – page 8 – Ex: C.
T: (group work) Ss fill in the layout of a formal letter clarifying the components of the letter.
T: Goes around and give advice.

T: Observes the Ss performance

Summative evaluation (individually) the students write the layout of the formal letter with clear components.

T: Checks the Ss writings

Rounding up T: Asks questions to close the lesson:
1- What is the inquiry letter?
2-What are the components of the inquiry letter?
3-Where do you write the sender's address?
4-What about the recipient's address?

T: Observes the Ss answers and
| 5-What are the differences between the job application letter and the inquiry letter? |
| 6-Can we write the job title under the signature, why? | comments on them. |
Unit 2

Lesson 2

Class: 11\textsuperscript{th}  
Date: -----------------------------

<table>
<thead>
<tr>
<th>Specific Objectives:</th>
<th>Teaching aids:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the lesson, the students are expected to:</td>
<td>Chalkboard, LCD projector, Power Point, Ss notebooks, Worksheets.</td>
</tr>
<tr>
<td>1- Name the punctuation marks.</td>
<td></td>
</tr>
<tr>
<td>2- Differentiate between them in usage.</td>
<td></td>
</tr>
<tr>
<td>3- Answer questions about the punctuation marks.</td>
<td></td>
</tr>
<tr>
<td>4- Use them in sentences correctly.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures and activities</th>
<th>Formative evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up</td>
<td>Greetings and questions about the previous lesson.</td>
<td>T: Observes the Ss responses</td>
</tr>
<tr>
<td>Presentation</td>
<td>T: presents the types of punctuation marks on by one with examples for each one.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Capitalization</strong>: putting the initial letter of a word in capital letter, proper nouns, names of places, names of establishments, salutations, names of publications.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Hassan- Omar El-Mukhtar street- The Islamic University- Dear....., The Old Man and The Sea.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The colon</strong>: it is used to separate between an independent clause on the left and related list or explanation on the right.</td>
<td></td>
</tr>
</tbody>
</table>

**The semi colon:** it is used to link *independent clauses* not joined by a *coordinating conjunction*. Semicolons should join only those independent clauses that are closely related in meaning.

The first appropriate use of the semicolon is to connect two related sentences. The pattern looks like this:

**COMPLETE SENTENCE** + ; + **COMPLETE SENTENCE**

- Ali feels hungry; he hasn't eaten any food for a long time.

A semicolon can also team up with a transition—often a *conjunctive adverb*—to connect two sentences close in meaning. The pattern looks like this:

**COMPLETE SENTENCE** + ; + transition + , + **COMPLETE SENTENCE**

The Ss should give similar examples after presenting each one of the marks.
-My father does not approve of his father cruising around town on a Harley motorcycle; however, Grand dad has never cared what anyone thinks.

Finally, use the semicolon to avoid confusion when you have complicated lists of items. The pattern looks like this:

\[ \text{ITEM} + , + \text{more information} + ; + \text{ITEM} + , + \text{more information} + ; + \text{and} + \text{ITEM} + , + \text{more information} \]

- The attendants of the party, Dr. Ahmed, the Manager of the Company; Mr. Adam, the General Affairs Principle; and Mrs. Huda, Marketing Principle.

**The comma:** it is used to separate phrases or items in a list.

- She bought milk, eggs, and bread.

**An apostrophe:** it is used as a substitute for a missing letter or letters in a word.

- He's Sam, he'd travelled to USA to visit his brother's son.

**A period:** it is used to note the end of a declarative
A question mark: it is used at the end of a question.

- The man bought the red car.

- When will the final exams begin?

- Did you come to school yesterday?

Quotation marks: are used at the beginning and end of a phrase to show that it is being written exactly as it was.

- Teacher asked: "Why is your friend absent today?"

(Punctuation Marks, 2010)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Punctuate the following sentences below?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the people in the car look very unhappy</td>
<td></td>
</tr>
<tr>
<td>2. i can see a shirt a pair of shoes socks and a hat falling off the car</td>
<td></td>
</tr>
<tr>
<td>3. one of the cars front tyres is broken</td>
<td></td>
</tr>
<tr>
<td>4. how many of the cars wheels can you see</td>
<td></td>
</tr>
<tr>
<td>5. i don't want to go in that car</td>
<td></td>
</tr>
<tr>
<td>6. do you want a ride in that car</td>
<td></td>
</tr>
<tr>
<td>7. my head is hurting said the woman in the front</td>
<td></td>
</tr>
<tr>
<td>8. i am going to be sick said the woman in the back</td>
<td></td>
</tr>
</tbody>
</table>

Ss: Do the exercise in pairs.
T: Checks the Ss work then, gets individuals to write correct answers on the board.
<table>
<thead>
<tr>
<th><strong>Summative evaluation</strong></th>
<th>Ss: (individually) Do exercise (B) page (9) in the S.B.</th>
<th>T: Checks and comments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rounding up</strong></td>
<td>T: Asks questions to close the lesson:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-What is a question mark?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2-Where do you use the question mark?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-What is a colon?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4-Where do you use it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeat with the other punctuation marks.</td>
<td></td>
</tr>
</tbody>
</table>
### Specific Objectives:

By the end of the lesson, the students are expected to:

1. Write formal salutations as much as they can.
2. Write an opening paragraph of an inquiry formal letter.
3. Write supporting paragraph/s with correct punctuation, grammar and cohesive devices.
4. Utilize the writing process (pre-writing, drafting, revising, editing and presentation).
5. Close the letter with suitable closing paragraph.
6. Finish the letter by suitable complimentary phrase and signature.

### Teaching aids:

Chalkboard, LCD projector, Power Point, Ss notebooks, Letter samples.

### Formative Evaluation Procedures and Activities

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures and Activities</th>
<th>Formative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision</td>
<td>T: Oral questions to revise the components and layout of the formal letter.</td>
<td>T: Observes the Ss participation</td>
</tr>
<tr>
<td>Presentation</td>
<td>T: Presents few opening paragraphs of inquiry formal letters which indicate some information about the writer of the letter (name, career, point of interest in the recipient work). Ss: locate similarities between them.</td>
<td>T: Observes the Ss interaction</td>
</tr>
</tbody>
</table>
T: Gets the students elicit that the purpose of the letter comes in the second paragraph and answers a question of "Why".

Drill A

<table>
<thead>
<tr>
<th>Writing process</th>
<th>Strategy</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-writing</td>
<td>Questioning</td>
<td>Who is writing the letter?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When is the letter written?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who is the letter written to?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why do I write the letter?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What information shall I put to support the purpose of the letter?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where shall I write the address, the date, the salutation and the signature?</td>
</tr>
<tr>
<td>Drafting</td>
<td>Writing</td>
<td>Answer the above questions; just jot the answers of the questions without paying much attention to mistakes of grammar, spelling, punctuation, cohesive devices.</td>
</tr>
<tr>
<td>Revising</td>
<td>Individual,</td>
<td>Revise the ideas you have written to modify or change any of them, this will improve your writing. Use the approach of A.R.R.R. (Adding, Rearranging, Removing, and Replacing).</td>
</tr>
<tr>
<td></td>
<td>pair, or group</td>
<td>work.</td>
</tr>
<tr>
<td>证</td>
<td>Individual or</td>
<td>Individually or by a friend</td>
</tr>
<tr>
<td>(Editing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **Reading to audience** | - Show your written letter to your teacher.  
- Read aloud in front of your friends. |

| B | The same previous technique to get the students write the supporting paragraph/s.  
T: Gets the students to elicit that it answers the question of "what".  
T: Goes around and checks the Ss work.  
Ss: (in pairs) write closing paragraphs as much as they can.  
T: Elicits from the students what closing paragraphs can be used in such situation. |

<table>
<thead>
<tr>
<th>C</th>
<th></th>
</tr>
</thead>
</table>
| **Activity** | - Write the first paragraph of the inquiry letter body  
S.B – page 10 – Ex: B; the students write a body of an inquiry letter using the stages of writing process.  
T: Corrects the Ss work.  
T: Goes |

**Activity**  
- Write the first paragraph of the inquiry letter body

T: Goes
to give information about yourself
(you are owner of clothes store).
- Write the closing paragraph to show your
  expectations from the recipient of the letter.

<table>
<thead>
<tr>
<th>Summative evaluation</th>
<th>S.B – page 11 – Ex: D; the students (using the writing process) write the following formal letter: You are Ahmed and have graduated from the university, Electrical Engineering College; you want to write to the manager of Gaza Electricity Distribution Company LTD in Gaza town to inquire about the problems they face, and informing them that you can help in solving the problem. You are from Rafah; you live in El-Shaboora (105/4), your phone No: 21888888.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home work</td>
<td>Ss: write a formal letter in response to the above inquiry letter.</td>
</tr>
</tbody>
</table>
| Rounding up | T: Asks questions to close the lesson:
1- Define the formal letter of inquiry?
2- What are the components of the formal letter?
3- Where do you write the sender's address?
4- How do we arrange the address?
5- For what reasons do we use the inquiry letter?
6- Where do you write the purpose of the inquiry letter?
7- What is written in the last paragraph of the inquiry letter body?
8- Can we write the job name under the signature, why? |

T: Goes around and gives advice.
T: Gets students to read their letters in front of their classmates.
T: Observes the Ss answers to get feedback.
# Unit 3 Formal Letter of Job Application

## Lesson 1

Class: 11th  
Date: -----------------------------

<table>
<thead>
<tr>
<th>Specific Objectives:</th>
<th>Teaching aids:</th>
</tr>
</thead>
</table>
| By the end of the lesson, the students are expected to:  
1- Define the formal job application letter.  
2- Put the parts of the formal job application letter in the correct order (layout).  
3- Write the address of the sender in the right place and correct order.  
4- Write the address of the addressee in the right place and correct order.  
5- Use the suitable salutation.  
6- Use the correct compliment phrase and signature. | Chalkboard, LCD projector, Power Point, Ss notebooks, Letter samples. |

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures and Activities</th>
<th>Formative Evaluation</th>
</tr>
</thead>
</table>
| Warming up | T: presents two or three letters by the LCD. Get the students to discriminate that they are formal job application letters.  
Ss: justify why the letters are formal job application. | T: Gets the students’ responses and discusses. |
| Work sheet (group work) | T: distributes the work sheets to the students.  
Ss: define the formal job application letter. | T: Covers the definition on the |
T: receives the Ss answers to elicit the definition of the formal job application letter.

A job application letter, also known as a cover letter, is a letter of introduction sent from a job seeker to those who are looking to hire someone. The application letter is usually accompanied by a resume (C.V) and or a job application.


Ss: individually, read the definition loudly a few times.

**Presentation**

T: (using a picture of the formal job application letter) presents the components of the formal letter, using the questioning strategy as a means to apply the first stage of the writing process which is "pre-writing".

- Who is writing the letter?
- When is the letter written?
- Who is the letter written to?
- Why do I write the letter?
- What information shall I put to support the purpose of the letter?
- Where shall I write the address, the date, the salutation and the signature?

Ss: (on a blank format) write the components of the formal job application letter.

B T: presents a number of addresses and get the Ss elicit that the address of the addresser is written on board.

Ss: write the definition in their notebooks.

T: Uncovers the definition and Ss compare.
top right corner of the page and arranged from the smaller to the bigger, and the address of the addressee is written below the date level on the left side.

N.B: when the letter is sent to any place inside the country there is no need to write the country name.

<table>
<thead>
<tr>
<th></th>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td>T: Do you think that the salutation in the formal letter of job application is similar to that in the informal letter?</td>
<td>T: Covers or erases the salutations. Then gets the Ss write some from their memories</td>
</tr>
<tr>
<td></td>
<td>Ss: give answers and the teacher categorizes the answers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T: gets the respondents justify their answers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T: writes the correct answers together (Dear Mr./Miss/Madam/Manager/Director/Dr. etc…)</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>T: What compliment phrase and signature do we use to finish the formal letter of job application?</td>
<td>Ss: (in their notebooks) write three formal letter endings.</td>
</tr>
<tr>
<td></td>
<td>T: Gets the Ss to give answers like (Yours faithfully, Yours sincerely, Faithfully yours, Sincerely yours, Yours very truly, Very truly yours, Very sincerely yours, Cordially yours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T: Where and in what form do we finish the formal letter?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For example, Faithfully yours, Ahmed Ahmed Mahmoud</td>
<td></td>
</tr>
<tr>
<td><strong>Drill</strong></td>
<td>T: (group work) writes the layout of a formal letter of job application clarifying the components of the letter.</td>
<td>T: Observes the Ss performance.</td>
</tr>
</tbody>
</table>
T: Goes around and gives advice.

**Summative evaluation**
(Individually) the students write the layout of the formal letter of job application with clear components.

T: Checks the Ss writings

**Home Work**
Fill in the missing words. Read the whole passage before doing the exercise; S.B – page 13 – Ex: C.

for– at — in fact - to– been – else – you - surely - there – in– be – will
– hotel – only— whole— the position - am - supportive – to — soon –
the.

---

**PLAZA HOTEL**

The Promenade, Regent mere

Tel: 025555-55 Fax:027777-77

8\textsuperscript{th} April 2011

Mr. Adam Walters
15 Long Street
York Share.

Dear Mr. Walters,

Thank you for your letter of the 2\textsuperscript{nd} of April, applying
(…………..) the position of assistant chef (…………) the Plaza
Hotel Restaurant.

(………………..) I was impressed by your qualifications. I
regret (………………..) inform you that the above position has
already (………………..) by someone (…………….) wider
experience than (………………..).
I can, (………………), inform you that (………………) will be
a further vacancy opening up (………………) six months.
Although that opening will not (…………) for assistant chef, it (…………) allow you gain experience by working in our restaurant. Our (………………), as you know, has a reputation for excellence, not (………) in this town, but also throughout (……………) country. (……………) you are interested, I (…………) able to offer you that position. I am always (……………) for people who have potential and are willing (…………) learn.

Please phone me as (…………) as possible in order to arrange (…………) interview.

Sincerely yours,

John Barnes

Labor Assistant Manager

(Green R., 1995, p.442)

<table>
<thead>
<tr>
<th>Rounding up</th>
<th>T: Asks questions to close the lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-What is the job application letter?</td>
</tr>
<tr>
<td></td>
<td>2-What are the components of the job application letter?</td>
</tr>
<tr>
<td></td>
<td>3-Where do you write the sender's address?</td>
</tr>
<tr>
<td></td>
<td>4-What about the recipient's address?</td>
</tr>
<tr>
<td></td>
<td>5-What are the differences between the job application letter and the inquiry letter?</td>
</tr>
<tr>
<td></td>
<td>6-Can we write the job name under the signature, why?</td>
</tr>
</tbody>
</table>

T: Observes the Ss answers
### Specific Objectives:

By the end of the lesson, the students are expected to:

1. Say what the fragment sentence is.
2. Mention the types of fragments.
3. Modify the fragment sentences to make them complete ones.
4. Say what the run-on sentence is.
5. Mention the types of run-on sentences.
6. Modify the run-on sentences to make them complete ones.

### Teaching aids:

Chalkboard, LCD projector, power point, Ss notebooks, tables.

### Steps | Procedures and Activities | Formative evaluation
--- | --- | ---
Warming up | T: Greetings and questions about the previous lesson (job application letter). | T: Receives responses and comments
Presentation A | **Fragment sentence** is an **incomplete sentence**. Some fragments are incomplete because they lack either a subject or a verb, or both. The fragments that most students have trouble with are **dependent clauses**—they | T: Reads the definition a few
Fragment sentences happen typically under the following circumstances:

- **lacking a proper subject-verb relationship within an independent clause:**

  *In Japan, during the last war and just before the armistice.* (there is neither a subject nor an object)

- **It describes something, but there is no subject-verb relationship:**

  *Working far into the night in an effort to salvage her little boat.*

- **It may have most of the makings of a sentence**
but still be missing an important part of a verb string:

Some of the students working in Professor Espinoza's laboratory last semester.

- It may even have a subject-verb relationship, but it has been subordinated to another idea by a dependent word and so cannot stand by itself:

*Even though he had the better arguments and was by far the more powerful speaker.*

(The Writing Center, University of North Carolina, 1998-2007)

<table>
<thead>
<tr>
<th>Activity</th>
<th>S.B – page 14 – Ex: C. Rewrite the following fragments to make correct sentences:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-While she was running after the bus.</td>
</tr>
<tr>
<td></td>
<td>2-Sometimes downcast, depressed, or just unhappy.</td>
</tr>
<tr>
<td></td>
<td>3-Must have been abandoned by someone.</td>
</tr>
<tr>
<td></td>
<td>4-Whomever he invites.</td>
</tr>
<tr>
<td></td>
<td>5-Frequent loud interruptions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>A RUN-ON SENTENCE (sometimes called a &quot;fused sentence&quot;) has at least two parts, either one of which can stand by itself (in other words, two independent clauses), but the two parts have been smoothed together instead of being properly connected.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N.B.: It is important to realize that the length of a sentence really has nothing to do with whether a sentence</td>
</tr>
</tbody>
</table>
is a run-on or not; being a run-on is a structural flaw that can plague even a very short sentence:

The sun is high, put on some sunscreen.

**comma-splice:**

When two independent clauses are connected by *only* a comma, they constitute a run-on sentence that is called a *comma-splice*. The example just above (about the sunscreen) is a comma-splice. When you use a comma to connect two independent clauses, it must be accompanied by a little conjunction (*and, but, for, nor, yet, or, so*).

<table>
<thead>
<tr>
<th>B</th>
<th>Run-on sentences happen typically under the following circumstances:</th>
<th>Ss: Mention the situations in which fragment sentences occur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. <strong>When an independent clause gives an order or directive based on what was said in the prior independent clause:</strong></td>
<td>This next chapter has a lot of difficult information in it, you should start studying right away. (We could put a period where that comma is and start a new sentence. A semicolon might also work there.)</td>
<td></td>
</tr>
<tr>
<td>b. <strong>When two independent clauses are connected by a transitional expression (conjunctive adverb) such as however, moreover, nevertheless.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mr. Sameer has sent his four children to special schools, however, he has sacrificed his health working day and night in that dusty bakery.

(Again, where that first comma appears, we could have used either a period — and started a new sentence — or a semicolon.)

c. When the second of two independent clauses contains a pronoun that connects it to the first independent clause.

This computer doesn't contain download programs, it came without a manual.

(Although these two clauses are quite brief, and the ideas are closely related, this is a run-on sentence. We need a period where that comma now stands.)

(Capital Community College Foundation)

**Activity**

S.B – page 15 – Ex: C. Rewrite the following to make correct sentences:

- They weren't dangerous criminals they were detectives in disguise.
- I didn't know which job I wanted I was too confused to decide.
- The boy showed us his tickets someone gave them to him.
- It is nearly half past five we cannot reach town before

**Ss:** do the activity and teacher check.
- Storm clouds gathered, lightning lit up the sky.

<table>
<thead>
<tr>
<th>Summative evaluation</th>
<th>Identify each word group as either a sentence (S) or a fragment (F). And correct the false ones.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He went to the conference.</td>
<td>Ss: (in pairs) answer the exercise and the teacher check the Ss work.</td>
</tr>
<tr>
<td>2. When he went to the conference.</td>
<td></td>
</tr>
<tr>
<td>3. When he went to the conference, he met with training officers from many Government agencies.</td>
<td></td>
</tr>
<tr>
<td>4. As mentioned in the preceding letter.</td>
<td></td>
</tr>
<tr>
<td>5. As mentioned in the preceding letter, we will send you a draft of this year’s report.</td>
<td></td>
</tr>
<tr>
<td>6. We will send you a draft of this year’s report.</td>
<td></td>
</tr>
<tr>
<td>7. Regarding your letter of April 15 about the recent revisions to the Federal Tax Code and their implications for the U.S. economy.</td>
<td></td>
</tr>
<tr>
<td>8. Thank you for your letter of April 15 about the recent revisions to the Federal Tax Code and their implications for the U.S. economy.</td>
<td></td>
</tr>
<tr>
<td>9. We read with interest your letter of April 15 about the recent revisions to the Federal Tax Code and their implications for the U.S. economy.</td>
<td></td>
</tr>
<tr>
<td>10. With respect to your letter of April 15 about the recent revisions to the Federal Tax Code and their implications for the U.S. economy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rounding up</th>
<th>T: Asks questions to close the lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is a fragment sentence?</td>
<td></td>
</tr>
<tr>
<td>2. What are the forms of the fragment sentences?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>3-How can you correct fragment sentences?</td>
<td></td>
</tr>
<tr>
<td>4-What is a run-on sentence?</td>
<td></td>
</tr>
<tr>
<td>5-What are the forms of the run-on sentences?</td>
<td></td>
</tr>
<tr>
<td>6-How can you correct the run-on sentences?</td>
<td></td>
</tr>
</tbody>
</table>
# Unit 3

## Lesson 3

**Class:** 11th  
**Date:** -------------------------------

<table>
<thead>
<tr>
<th>Specific Objectives:</th>
<th>Teaching aids:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the lesson, the students are expected to:</td>
<td>Chalkboard, LCD projector, PowerPoint, Ss notebooks, Letter samples.</td>
</tr>
<tr>
<td>1- Write formal salutations as much as they can.</td>
<td></td>
</tr>
<tr>
<td>2- Write an opening paragraph of a formal letter of job application.</td>
<td></td>
</tr>
<tr>
<td>3- Write supporting paragraph/s with correct punctuation, grammar, spelling and cohesive devices.</td>
<td></td>
</tr>
<tr>
<td>4- Utilize the writing process (pre-writing, drafting, revising, editing and presentation.</td>
<td></td>
</tr>
<tr>
<td>5- Close the letter with suitable closing paragraph.</td>
<td></td>
</tr>
<tr>
<td>6- Finish the letter by formal complimentary phrase and signature.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures and Activities</th>
<th>Formative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision</td>
<td>T: Oral questions to revise the components and layout of the formal letter.</td>
<td>T: Observes the Ss participation</td>
</tr>
<tr>
<td>Presentation</td>
<td>T: presents few opening paragraphs of formal letters of job application.</td>
<td>T: Observes the Ss</td>
</tr>
<tr>
<td>Writing process</td>
<td>Strategy</td>
<td>Steps</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| **Pre-writing** | Questioning | Who is writing the letter?  
Who is the letter written to?  
Why do I write the letter?  
What information shall I include to support the purpose of the letter?  
Where shall I write the address, the date, the salutation and the signature? |
| **Drafting** | Writing without stop | Answer the above questions; just jot the answers of the questions without paying much attention to mistakes of grammar, spelling, punctuation, cohesive devices. |
| **Revising** | Individual, pair, or group work. | Revise the ideas you have written to modify or change any of them, this will improve your writing. Use the approach of A.R.R.R. (Adding, Rearranging, Removing, and Replacing). |
| **(Editing)** **Proof** | Individually or by a classmate | Read again to check:  
-Are there any words used too many times? |
| **Reading** | - Are there any hard sentences to understand?  
- Which words can be cut to make a sentence stronger?  
- Are there any fragment sentences?  
- Are the sentences in active voice?  
- Are the sentences grammatically correct?  
- Are there any spelling mistakes?  
- Are the punctuation marks used correctly?  
- Are the cohesive devices used correctly? |
|-------------|--------------------------------------------------|
| **Publishing** | - Show your written letter to your teacher.  
- Read aloud in front of your classmates. |
| **B** | The same previous technique to get the students write the supporting paragraph/s.  
T: Gets the students to elicit that it answers the question of "what".  
Get Ss to present their work in front of the class |
| **C** | T: Get the Ss elicit from the students what closing paragraphs can be used in such a situation.  
Ss: (in pairs) write as much as they can closing paragraphs.  
T: Goes around and checks the Ss work. |
| **D** | T: How do you finish the formal letter of job application?  
Ss: have to remember that job application letter is formal and its compliment differs from the friendly letter.  
Yours Faithfully,  

Ali Hamed  
T: Gets the Ss answers and comments on them.
The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include:

- I have successfully designed, developed, and supported live use applications
- I strive for continued excellence
- I provide exceptional contributions to customer service for all customers

With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience.

I can be reached anytime via email at george.gillhooley@email.com or my cell phone, 909-555-5555.
**evaluation**  
The students (using the writing process) write the following formal letter:

The Bank of Palestine-LTD has advertised a job of cashier. You are Hassan and have graduated from the university, Administration and Economics College; you want to write to the manager of **Bank of Palestine -LTD** in Gaza town to apply for the advertised job. You are from Jabalia, you live in 92 El- Shohada street.

**Home work**  
Ss: Write a formal letter in response to the above letter of job application.

**Rounding up**  
T: Asks questions to close the lesson:
1-Define the formal letter of job application?
2-What are the components of the formal letter?
3-Where do you write the sender's address?
4-How do we arrange the address?
5-For what reasons do we use the job application letter?
6-Where do you write the purpose of the job application letter?
7-What is written in the last paragraph of the job application letter body?
8-Can we write the job name under the signature, why?

T: Goes around and gives advice.  
Get students to read their letters in front of their classmates.
Lesson 1

Class: 11th

Date: --------------------------

<table>
<thead>
<tr>
<th>Specific Objectives:</th>
<th>Teaching aids:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the lesson, the students are expected to:</td>
<td>Chalkboard, LCD projector, power Point, Ss notebooks, Letter samples.</td>
</tr>
<tr>
<td>1- Define the formal letter of complaint.</td>
<td></td>
</tr>
<tr>
<td>2- Put the parts of the formal letter of complaint in the correct order. (layout)</td>
<td></td>
</tr>
<tr>
<td>3- Write the address of the sender in the right place and correct order.</td>
<td></td>
</tr>
<tr>
<td>4- Write the address of the addressee in the right place and correct order.</td>
<td></td>
</tr>
<tr>
<td>5- Use the suitable salutation.</td>
<td></td>
</tr>
<tr>
<td>6- Use the correct compliment phrase and signature.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures and Activities</th>
<th>Formative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up</td>
<td>T: presents two or three letters by the LCD. Get the students to find out that they are formal letters of complaint. (Attract the students’ attention to the purpose of the letter, usually in the first paragraph in the body of the letter).</td>
<td>T: Discusses the students’ responses</td>
</tr>
<tr>
<td></td>
<td>Ss: justify why the letters are formal letters of</td>
<td></td>
</tr>
</tbody>
</table>
| **Work sheet (group work)** | T: distributes the work sheets to the students.  
Ss: define the formal letter of complaint.  
T: receives the Ss answers to elicit the definition of the formal letter of complaint.  
A letter written by a consumer to a manufacturer or service supplier regarding a problem with a product or service. This type of letter is written usually with the expectation that corrective action will be taken. (see the Ss book)  
Ss: individually, read the definition loudly a few times. | T: covers the definition on the board.  
Ss: write the definition in their notebooks.  
T: uncover the definition and Ss compare. |
| **Presentation** | T: (using a model of the formal letter of complaint) presents the components of the formal letter, using the questioning strategy as a means to apply the first stage of the writing process which is "pre-writing".  
- Who is writing the letter?  
- When is the letter written?  
- Who is the letter written to?  
- Why do I write the letter?  
- What information shall I put to support the purpose of the letter?  
- Where shall I write the address, the date, the salutation and the signature? | Ss: (on a blank format) write the components of the formal letter of complaint. |
| A | T: presents a number of addresses and gets the Ss to elicit that the address of the addressee is written on the top right corner of the page and arranged from the specific to the general, and the address of the addressee is written below the date level on the left side.  
N.B: when the letter is sent to any place inside the country there is no need to write the country name. | Ss: rearrange jumbled addresses. |
| --- | --- | --- |
| B | T: Do you think that the greetings in the formal letter of complaint is similar to that in the informal letter?  
Ss: give answers and the teacher categorize the answers.  
T: gets the respondents justify their answers.  
T: writes the correct answers together (Dear Mr. /Miss/Madam/Manager/Director/Dr. etc…)  
Cover or clean the greetings.  
Get the Ss write some from their memories. | Ss: (in their notebooks) write three formal letter endings. |
| C | T: What compliment phrase and signature do we use to finish the formal letter of complaint?  
T: Gets the Ss to give answers like (Yours faithfully, Yours sincerely, Faithfully yours, Sincerely yours)  
T: Where and in what form do we finish the formal letter?  
Sincerely yours,  
*Ahmed*  
Ahmed Mahmmoud  
Director of Sales Department | Ss: (in their notebooks) write three formal letter endings. |
| Drill | S.B – page 19 – Ex: C.  
T: (group work) On the layout of a formal letter of complaint the Ss put the parts of the letter in the correct places.  
T: Goes around and gives advice. | Observe the Ss performance. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative evaluation</td>
<td>(Individually) the students write the layout of the formal letter of complaint with clear components.</td>
<td>Check the Ss writings.</td>
</tr>
</tbody>
</table>
| Rounding up | T: Asks questions to close the lesson:  
1-Define the letter of complaint?  
2-What are the components of the letter of complaint?  
3-Where do you write the sender's address?  
4-What about the recipient's address?  
5-What are the differences between the friendly letter and the letter of complaint?  
6-Can we write the job name under the signature, why? | T: Observes the Ss answers and comments on them. |
### Specific Objectives:

By the end of the lesson, the students are expected to:

1. Recognize the types of the cohesive devices.
2. Mention cohesive devices as much as they can.
3. Use the cohesive devices correctly to achieve coherence within and between the sentences.

### Teaching aids:

- Chalkboard, LCD projector, Power Point,
- Ss notebooks, charts.

### Steps | Procedures and Activities | Formative Evaluation
--- | --- | ---
**Warming up**

Greetings and questions to revise the previous lesson.

T: (write on the board)

Ahmed has eaten falafel; **whereas**, Ali has eaten cheese.

Ss: read the sentence and say what type is the shadowed word.

T: Observe the Ss responses

**Presentation**

T: present the categories of the cohesive devices.

**Cohesive Devices: Linking Adverbials**

We use linking adverbials to explicitly state relationships between sentences, paragraphs, and ideas. The result is

Ss: Give
increased cohesion of text.

Linking adverbials can show 6 different categories of relationships:

1. Enumeration & addition
2. Summary
3. Apposition
4. Result/Inference
5. Contrast/Concession
6. Transition

**B**

Enumerative linking adverbials: They can be used to show the order of pieces of information. Enumeration can follow logical or time sequences, or they can simply be used to move on to the next piece of information.

A few enumerative linking adverbials are:

1. Ordinal numbers: first, second, third, etc.
2. Adverbs: finally, lastly
3. Phrases: for one thing, to begin with, next

**C**

Additive Linking Adverbials

Similar to enumerative linking adverbials, additive linking adverbials link items together. They state explicitly that two items are similar to each other. Examples of additive linking adverbials include:

also – similarly - by the same token - further (more) - likewise - moreover

<table>
<thead>
<tr>
<th>sentences using the adverbials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss: Give sentences using the adverbials</td>
</tr>
<tr>
<td><strong>D</strong></td>
</tr>
<tr>
<td><strong>E</strong></td>
</tr>
<tr>
<td><strong>F</strong></td>
</tr>
<tr>
<td><strong>G</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>H</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>J</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>L</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

213
Unlike coordinators, these words and phrases introduce ideas that are dependent to the main clause in a sentence. 

after, as, because, if, since, although, whether, while, as, then, that, if, that, whether, as far as, as long as, given that, on condition that, provided that, so that, supposing that, now that, except that, even though, in case, even if. 

(Regan, 2002)

<table>
<thead>
<tr>
<th><strong>Summative evaluation</strong></th>
<th><strong>Sentences using the adverbials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss : Fill in the spaces with the correct cohesive device form the box. Correct answers respectively: the same like - on the contrary - Firstly - whereas - secondly - on the other hand - Finally - other than - otherwise.</td>
<td></td>
</tr>
<tr>
<td>T: Checks the Ss work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Rounding up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Asks questions to sum up the lesson:</td>
</tr>
<tr>
<td>1-What is a cohesive device?</td>
</tr>
<tr>
<td>2-Why do you use the cohesive devices in your writing?</td>
</tr>
<tr>
<td>3-Are all the cohesive devices used for the same function? Why?</td>
</tr>
</tbody>
</table>

214
## Unit 4

### Lesson 3

Class: 11th  
Date:  

<table>
<thead>
<tr>
<th>Specific Objectives:</th>
<th>Teaching aids:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the lesson, the students are expected to:</td>
<td>Chalkboard, LCD projector, Power Point, Ss notebooks, Letter samples.</td>
</tr>
<tr>
<td>1- Write formal salutations as much as they can.</td>
<td></td>
</tr>
<tr>
<td>2- Write an opening paragraph of a formal letter of complaint.</td>
<td></td>
</tr>
<tr>
<td>3- Write supporting paragraph/s with correct punctuation, grammar, spelling and cohesive devices.</td>
<td></td>
</tr>
<tr>
<td>4- Utilize the writing process (pre-writing, drafting, revising, editing and presentation.</td>
<td></td>
</tr>
<tr>
<td>5- Close the letter with suitable closing paragraph.</td>
<td></td>
</tr>
<tr>
<td>6- Finish the letter by the suitable compliment phrase and signature.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures and Activities</th>
<th>Formative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision</td>
<td>T: Oral questions to revise the components and layout of the formal letter.</td>
<td>Observe the Ss participation</td>
</tr>
<tr>
<td>Presentation</td>
<td>T: presents few opening paragraphs of formal letters of complaint.</td>
<td>Observe the Ss interaction</td>
</tr>
</tbody>
</table>
Ss: locate similarities between them.
T: Gets the students to elicit that the purpose of the letter answers question of "Why".

<table>
<thead>
<tr>
<th>Drill A</th>
<th>Ss: (in pairs) write the opening paragraph of formal letter of complaint and the purpose of the letter (why do I write the letter) using process writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss read in front of the class their writings</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing process</th>
<th>Strategy</th>
<th>Steps</th>
</tr>
</thead>
</table>
| Pre-writing     | Questioning | Who is writing the letter?  
When is the letter written?  
Who is the letter written to?  
Why do I write the letter?  
What information shall I put to support the purpose of the letter?  
Where shall I write the address, the date, the salutation and the signature? |
<p>| Drafting        | Writing without stop | Answer the above questions; just jot the answers of the questions without paying much attention to mistakes of grammar, spelling, punctuation, cohesive devices. |
| Revising        | Individual, pair, or group work. | Revise the ideas you have written to modify or change any of them, this will improve your writing. Use the approach of A.R.R.R. (Adding, Rearranging, Removing and Replacing). |</p>
<table>
<thead>
<tr>
<th>Editing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proofreading</strong></td>
</tr>
<tr>
<td>Individually or by a classmate</td>
</tr>
<tr>
<td>- Are there any words used too many times?</td>
</tr>
<tr>
<td>- Are there any hard sentences to understand?</td>
</tr>
<tr>
<td>- Which words can be cut to make a sentence stronger?</td>
</tr>
<tr>
<td>- Are there any fragment sentences?</td>
</tr>
<tr>
<td>- Are the sentences in active voice?</td>
</tr>
<tr>
<td>- Are the sentences grammatically correct?</td>
</tr>
<tr>
<td>- Are there any spelling mistakes?</td>
</tr>
<tr>
<td>- Are the punctuation marks used correctly?</td>
</tr>
<tr>
<td>- Are the cohesive devices used correctly?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read to audience</td>
</tr>
<tr>
<td>- Read aloud in front of your classmates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>The same previous technique to get the students write the supporting paragraph/s.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Gets the students to elicit that it answers the question of &quot;what&quot;.</td>
<td></td>
</tr>
<tr>
<td>T: Gets Ss to present their work in front of the class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>T: elicits from the students what closing paragraphs can be used in such a situation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss: (in pairs) write as much as they can closing paragraphs.</td>
<td></td>
</tr>
<tr>
<td>T: Goes around and checks the Ss work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>T: How do you finish the formal letter of inquiry?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss: have to remember that inquiry letter is formal and differs from the friendly letter.</td>
<td></td>
</tr>
</tbody>
</table>
| Yours Faithfully,  
Ali Hamed | T: Gets the Ss answers and comments |

217
<table>
<thead>
<tr>
<th>S.B – page 22 – Ex: C.</th>
<th>Director of Sales Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ss read the complimentary phrases and write other complimentary phrases in the blanks. For example:</td>
<td></td>
</tr>
<tr>
<td>Yours sincerely – Yours cordially - Yours truly.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>S.B – page 23 – Ex: D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students (using the writing process) write the following formal letter of complaint:</td>
<td></td>
</tr>
<tr>
<td>You are Yousif Khalid and run a store for selling personal computers in Nusierat, 5 El Qussam street and your telephone 2555555. You want to complain to Microsoft Corporation, Cairo Branch, in Egypt, 355 El Ahram street. The last delivery was not good and 12 computer sets were damaged. You want them to refund your money.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative evaluation</th>
<th>Ss: write a formal letter in response to the above letter of complaint.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rounding up</th>
<th>T: Asks questions to close the lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>Define the formal letter of complaint?</td>
</tr>
<tr>
<td>2-</td>
<td>What are the components of the formal letter?</td>
</tr>
<tr>
<td>3-</td>
<td>Where do you write the sender's address?</td>
</tr>
<tr>
<td>4-</td>
<td>Where do you write the recipient's address?</td>
</tr>
<tr>
<td>5-</td>
<td>For what reasons do we use the complaint letter?</td>
</tr>
<tr>
<td>6-</td>
<td>Where do you write the purpose of the complaint letter?</td>
</tr>
<tr>
<td>7-</td>
<td>What is written in the last paragraph of the</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>T: Goes around and gives advice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Get students to read their letters in front of their classmates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>T: Observes the Ss answers to get feedback</th>
</tr>
</thead>
</table>

218
| complaint letter body? | 8- What do you do when you do not receive any response to your complaint letter? |
**Dear teacher,**

**Writing as a process**

There is no consensus regarding the number of stages of the approach of process writing between the educators, some of them put it in eight or six stages and others are satisfied with the five stages, which the researcher think they are applicable and satisfying for our students as non native learners of the English language. Hence, you are recommended to use 5 steps to writing when asking students to complete a writing assignment. Start with **Pre-Writing**: get the students to gather ideas for writing any given topic from their experience, past knowledge and give them enough time to talk about the topic. The second step involves **Drafting**: students begin to write what they think is important and relevant to be included. Step three is **Revising**: students check the draft and decide on what to add, rearrange, remove, and replace. Fourth is **Editing**: students check for spelling, punctuation; and other mechanical considerations. The final copy is then prepared. The fifth and final step is **Publication**: students share their writing with an audience of choice.

**The role of the teacher:**

- **Motivator**: One of our roles in writing tasks will be to motivate the students, create the right conditions for generating ideas, persuading them of the usefulness of the activity, and encouraging them to do some efforts.

- **Human resource**: socially during more extended writing tasks, we should be ready to supply information and language where necessary.
● **Feedback provider:** Teacher should respond positively to the content of what the students have written. When offering correction, teachers should choose what and how much to focus on.

**Decide on the purpose of writing:**

There are lots of different reasons for writing something. The reason you write is called the **purpose**. For example, the purpose of your writing could be:

- To send a letter to your friend to congratulate him/her on his /her success.
- To write a complaint about a train being delayed.
- To write an essay about the importance of recycling.

**Decide on your audience:**

**For example:** You want to write to a friend to tell him/her about where you went on holiday this summer. This is the **purpose** of your writing, and you are writing to a friend. So, the **audience** is your friend.

The person or people, you are writing to, is called the audience. For example you could be writing to:

- the bank manager requesting an overdraft.
- all the students at your school for the school newsletter.
- the manager of the Beach Hotel in Gaza applying for a summer job.
Your writing should affect:

1- The **content**: the ideas and information you write.

2- The **form**: the layout of your writing (letter, essay).

3- The **style**, or language used.

For example:

You are writing to the mayor of your municipality complaining about an environmental problem. The mayor is your **audience**.

You are writing as a citizen, this is the **context**. The **purpose** of your writing is to complain about a bad environmental problem such as (rubbish on streets)

1- You will list your reasons why you are unhappy about the conditions of the streets. This is the **content**.

2- You will write a letter to the mayor. This is the **form**.

3- You will use formal language as you are writing a letter of complaint. This is the **style** you will use.(Donna, 2009)
Stages of process writing

Prewriting
(select a topic, decide on your audience and create your plan).

Drafting
(write a rough draft by widening your ideas).

Revising
(Add, Remove, Replace, Rearrange).

Editing
(Polish your work, check: punctuation, spelling, grammar to get your final copy).

Publishing
(Share with audience).

Prewriting:

"Prewriting is the first stage in the writing process. It's also the most important and the most interesting part. The purpose of the prewriting stage is to find a topic for writing, to collect ideas and information, and to do research if necessary. By the time you have finished prewriting, a lot of the hard work has already been done. It's not unusual for a writer to spend more time in the prewriting stage than the writing stage. It's also common to return to the pre need to collect more ideas". (Oxford University Press, p.74).
Planning:

There are many different methods you can use when planning your writing. One tool you use all the time when planning is your head. For example, when sending a text message you would first think it through in your head. You do not always need to use a written plan.

Written methods of planning.

There are many different ways you can plan your writing. There is not a correct way to plan; you choose the method that suits you or the situation.

Here are some examples of planning methods:

- Clustering
- Chain events
- Spider map
- Flow chart
- Sticky notes
- Journal questions

Clustering:

Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word. As students cluster, their thoughts tumble out, enlarging their word bank for writing and often enabling them to see patterns in their ideas. Clustering may be a class or an individual activity.
Chain of Events:

Chain of Events is used to describe the stages of an event, the actions of character or the steps in a procedure.

Key questions: What is the first step in the procedure or initiating event? What are the next stages or steps? How does one event lead to one another? What is the final outcome?
**Spider Map:**

The Spider Map is used to describe a central idea: a thing, a process, a concept, a proposition. The map may be used to organize ideas or brainstorm ideas for a writing project.

Key frame questions: What is the central idea? What are its attributes? What are its functions?

(North Central Regional Educational Laboratory, 1988).
journal questions:

- **Who?**: Who are the participants? Who is affected? Who are the primary actors? Who are the secondary actors?
- **What?**: What is the topic? What is the significance of the topic? What is the basic problem? What are the issues?
- **Where?**: Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?
- **When?**: When is the issue most apparent? (past? present? future?) When did the issue or problem develop? What historical forces helped shape the problem or issue and at what point in time will the problem or issue culminate in a crisis? When is action needed to address the issue or problem?
- **Why?**: Why did the issue or problem arise? Why is it (your topic) an issue or problem at all? Why did the issue or problem develop in the way that it did?
- **How?**: How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved? (KUWRITING CENTER: The University of Kansas, 2007-2011)
Drafting:

- What should students do in this stage and what is the teacher's role?

In this stage students should know these questions:

Are my thoughts organized? -

- Do I stick with the same idea throughout my writing?

Do I know what order I want to say things in? -

- Which ideas do I want to develop?

On your prewriting identify the ideas which you must use, might use, and will not use.

Do not cross anything totally out. You may decide at a later time to use it.

What ideas should I develop further?

- In what order do I want to say my ideas?

On your prewriting, number your thoughts or ideas. Place them in the order that would make the most logical sense.

If you are dealing with time, make sure they are in chronological order.

Did I skip lines? -

- This will allow room for yourself and others to make corrections.

- Did I label everything?

My name is on the page and all pages have a page numbers.
Revising:

Students should take these notes into their consideration in this stage.

**Improve your writing…**

- Are my details clear?
- Are my words descriptive?
- Did I use repetitive words?
- Should I add or take out parts?
- Do I need to explain more?

Is there something missing that I should include? -

Is my writing in a sensible order? -

- Does my writing need to be in time order?
- Does the information need to be presented in a way that is easy for others to follow?

**Keep it up…**

You have been working really hard on your writing…now make it look your best! Read over your writing. Make sure the content makes sense to the reader. You may need to read it out loud to yourself. Consider reading it more than once.
**Editing:**

**Correct your work…**

- Have I used complete sentences?
- Are all of my thoughts complete?
- Are there any run-ons?
- Are my language conventions correct? Spelling, Capitalization and punctuation, Grammar?
- Have I used editing marks to make corrections?

Remember to look in your writing folder if you forgot what to use.

**Correct your work…**

Have I had at least two people edit my paper?

Choose two people in the classroom, that are on the editing stage. If no one is, you may choose to look over your work again. You may also write in your journal if you cannot find someone to edit your work. Be sure to check after a few minutes to see if someone is ready.

Editing others’ work…

Make sure to check for the same items you did when editing your own work.

Check for complete sentences, check the language conventions, and use editing marks for corrections.
Publishing (final copy):

Get ready to share…

- Did I do my best work?
- Did I include a title (if needed)?)
- Is my final copy neat?
- Should I illustrate the pages?

You may use the computer to create this or draw your own.

- Do I need a title page with illustrations?
- Should I read it out loud?

The finish line…

Take your writing through the final stage. You may choose to either type your writing or hand write it on paper. Be sure to reread your work before turning it in. Self-assess your work using the rubric given to you. Show your BEST work!

Typing your work…

Sign up for a time to get on the computer.

Be sure to reread your work. Spell check is not always reliable.

Look in your writing folder for requirements when typing your work.

Handwriting your work…

- If you are given certain forms of paper to fill in, make sure you have revised it.
- There should be no errors in your work. Erase all mistakes so that you cannot see them.
• Use your best handwriting.

• Be sure to reread your work before turning it in.

• You may also type your work if you would like.

_A Brief Guide to Writing Student Papers_ (Mike, 2002)
Appendix (II)

(B) Student's Book

This part of the program (student's book) contained of four units, each unit consisted of three lessons. Each lesson was accompanied by power point preparation added to exercises, models of letters and activities. The program was based on the process writing and strategies. This content is designed for 11th grade learners in Palestine to enable them overcome the writing deficiencies and to write communicatively through focusing on letter writing. Writing letters is one of the writing activities required from the students in most of the text books of Palestinian English language curriculum; specially, the 11th and the 12th grades. Straightforward, Letter writing was chosen to be the spot for tackling writing deficiencies among the 11th graders because it contains the vast majority of the writing skills.

Learning aims of the program:

By the end of this program, Participants will be able to:

1. Name the stages of the writing process.
2. Utilize the five stages of the writing process in letter writing.
3. Write the address of the sender clearly and in the correct place.
4. Write the address of the recipient clearly and in the right place.
5. Write the date properly and in the right order.
6. Write the salutation in a suitable place and in the correct form.
7. Write suitable opening paragraphs which lead to the content of the letters.
8. Write contents that clarify and convey the purpose of the letters.
9. Write closing paragraphs that show the sender's expectations from the recipient of the letter.
10. Write complimentary phrases and the sender's signature correctly and in the right place.
11. Practice leaving suitable space between paragraphs.
12. Use capitalization in the right places.
13. Use the comma where it is necessary.
14. Put periods (full-stops) in the proper places.
15. Use the question mark in the needed places.
16. Write meaningful sentences and avoid fragment sentences.
17. Write grammatically correct sentences.
18. Write with keeping the addressee in the letter.
19. Avoid spelling mistakes.
20. Write cohesive sentences and paragraphs.
21. Write without redundancy.

**Content of the Suggested Program**

<table>
<thead>
<tr>
<th>Unit</th>
<th>No. of lessons</th>
<th>Function</th>
<th>Activities &amp;Techniques</th>
<th>Teaching aids</th>
</tr>
</thead>
</table>
| Unit (1) | 3              | Writing informal letter | - Defining the informal letter. - layout. - putting the address in the correct order. - write the content of the letter with keeping: e) Order of the paragraphs. f) Coherence of the paragraphs. g) Punctuation. h) Correct spelling. - complimentary phrase signature. | - Student's book  
- Ss' notebooks  
- LCD  
- Models of letters  
- chalk board |
| Unit (2) | 3              | Writing formal letter "inquiry" | - Defining the formal letter of inquiry. - layout. - putting the addresses in the correct order. - Punctuation marks. - Underlying the stages of the writing process on the written work. - write the content of the letter with keeping: e) Order of the paragraphs. f) Coherence of the | - Student's book  
- Ss' notebooks  
- LCD  
- Models of letters  
- chalk board |
<table>
<thead>
<tr>
<th>Unit</th>
<th>No. of lessons</th>
<th>Function</th>
<th>Activities &amp; Techniques</th>
<th>Teaching aids</th>
</tr>
</thead>
</table>
| Unit (3) | 3              | Writing formal letter "job application" | - Defining the formal letter of job application.  
- layout.  
- putting the addresses in the correct order.  
- Fragment and Run-on sentences.  
- Underlying the stages of the writing process on the written work.  
- write the content of the letter with keeping:  
  a) Order of the paragraphs.  
  b) Coherence of the paragraphs.  
  c) Punctuation.  
  d) Correct spilling.  
- complimentary phrase -signature. | - Student's book  
- Ss' notebooks  
- LCD  
- Models of letters  
- chalk board |
| Unit (4) | 3              | Writing formal letter of "complaint"  | - Defining the formal letter of complaint.  
- layout.  
- putting the addresses in the correct order.  
- Cohesive devices.  
- Underlying the stages of the writing process on the written work.  
- write the content of the letter with keeping:  
  a) Order of the paragraphs.  
  b) Coherence of the paragraphs.  
  c) Punctuation.  
  d) Correct spilling.  
- complimentary phrase -signature. | - Student's book  
- Ss' notebooks  
- LCD  
- Models of letters  
- chalk board |
Look and answer:

1. Andrew Moore
   123 Green Lane
   Lexington, Virginia 24450
   June 30, 1999

   Dear Amy,

   How are you? I am writing to tell you about my summer. It has really been fun. I have gone to the pool several times and I have visited several of my friends from school. Next week, I am going to the beach with my family. I hope you are having a fun summer, too.

   Your friend,
   Andrew

2. Hi!
   How’s your project about Hong Kong English going? Sounds like it must be pretty hard? But I thought I might be able to give you a hand! I’ve got an uncle who’s travelled all over the world, including Hong Kong (he was actually born there, left when he was little, but went back later & stayed for years). Maybe if you ask him nicely, he’ll be able to give you loads of examples of the way English is used out there. He could tell you about words and idioms which are only used in Hong Kong, and about things like pronunciation and differences in grammar. Anyway, I think you should write to him, explain about the project, and ask if he can help out. You’d better remember to tell him you’re an old friend of mine, though! He’s called Chris Smith and his address is 75 Clare Road, Carlisle.

   All the best
   Jane

115, King Road,
York
Share.
5th April.

1. Are the addresses arranged in the same way?
2. Are the above letters similar in form?
3. Are the letters signed similarly?
4. What type of letters are they? Why?

B The informal letter is

We salute:
Dear Ali, Hi,

Dear Dad,

and

We compliment:
Best wishes,

Your friend,

All the best

C In the informal letter:

We salute:
Dear Ali, Hi,

Dear Dad,

and

We compliment:
Best wishes,

Your friend,

All the best
D. Fill in the blanks with the correct parts of the informal letter:

Body of the letter - date - complimentary phrase - address of the writer - signature -...
Stages of the Writing Process:

Understanding the Writing Process

When you look at a book, you do not see the process the writer used to make it. What you see in print might not be much like the first plan for the book. The author might have rewritten many times.

The writing process is often divided into five stages. Most writers go back and forth through these stages. There is no one correct way to write.

- **Prewriting**: In this stage, you plan what you are going to write. You choose a topic, identify your audience and purpose, brainstorm ideas, and organize information.

- **Drafting**: In this stage, you write your ideas in sentences and paragraphs. Follow your prewriting plan to write a first draft of your composition.

- **Revising**: This stage is the first part of editing your writing. You may work by yourself or with a partner or a group. Make changes that will improve your writing.

- **Proofreading**: In this stage, you finish your editing by polishing your work. Check for errors in grammar, spelling, capitalization, and punctuation. Make a final copy of your composition.

- **Publishing**: Finally, you choose a way to present your work to an audience. You may want to add pictures, make a class book, or read your work aloud.
Stages of The Writing Process:

<table>
<thead>
<tr>
<th>Writing process</th>
<th>Strategy</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-writing</td>
<td>Questioning</td>
<td>Who is writing the letter? When is the letter written? Who is the letter written to? Why do I write the letter? What information shall I put to support the purpose of the letter? Where shall I write the address, the date, the salutation, And the signature?</td>
</tr>
<tr>
<td>Drafting</td>
<td>Writing without stop</td>
<td>Answer the above questions; just jot the answers of the questions without paying much attention to mistakes of grammar, spelling, punctuation, cohesive devices.</td>
</tr>
<tr>
<td>Revising</td>
<td>Individual, pair, or group work.</td>
<td>Revise the ideas you have written to modify or change any of them, this will improve your writing. Use the approach of A.R.R.R. (Adding, Rearranging, Removing and Replacing).</td>
</tr>
<tr>
<td>(Editing) Proof reading</td>
<td>Individually or by a friend</td>
<td>Read again to check: -Are there any words used too many times? -Are there any hard sentences to understand? -Which words can be cut to make a sentence stronger? -Are there any fragment sentences? -Are the sentences in active voice? -Are the sentences grammatically correct? -Are there any spelling mistakes? -Are the punctuation marks used correctly? -Are the cohesive devices used correctly?</td>
</tr>
<tr>
<td>Publishing</td>
<td>Read to audience</td>
<td>-Show your written letter to your teacher. -Read aloud in front of your friends.</td>
</tr>
</tbody>
</table>

Write the body of an informal letter to condole your friend on his grandmother's death; you may use the words (sorry- heavens- condolences- feelings- barrier- grave yard).
Opening paragraphs:
How's your project about Hong Kong English going? Sounds like it must be pretty hard?
Hi, how are you doing? I know that you've just moved up a year at school.
I'm having a wonderful time here in Palestine.

Supporting Paragraphs:
We are planning a special visit to the museum. My mom will call your mom later this week to make all arrangements. Be sure to bring your swimsuit when you come! We're planning an afternoon trip to the lake. Like you say, I've just got too much stuff to do. And yesterday, guess what? The library informed me the book I requested would take between 8 and 10 weeks to arrive!

So please tell Chris this is what I need to know:
- Words / idioms only used in Hong Kong
- Pronunciation - Grammar
- Anything else he thinks would be relevant

Informal compliments and signatures

love to you both

All the best

Jane

Best wishes,

Nigel

Your friend,

Allison

Best wishes,

Hani.

Dear…………………………
I feel like such a long time since ………………… I saw you. I know it's only been several weeks since I……………… you. So far my ………………… has been great!
I spend all my weekends at the beach. I am getting a nice tan and you can ………………… say I am paler than you. I have been………… lots of volleyball, surfing and building a nice ………………… of sea shells. Just this past weekend I took second place in a ………………… building contest!
On the weekdays I ………………… I drive an ice cream truck around and sell ………………… to the kids. It is so cool. It is a combination of the two things I love ………………… ice cream and kids. The pay isn't too great but I love the……………… so much.
I hope the summer's been ………………… for you too. There's only a month and a half left in summer ………………… and after that it's back to school. ………………… you like to meet up some time to before school starts?

(Letter Writing Guide, 2009)
Writing Practice: (Use the stages of writing process).

Write a letter to your friend Ibrahim to congratulate him on his success in getting a driving licence. You are Sami, and live in Khan Younis, 35 El- Bahar Street.

| Pre-writing: | ............................................................................................................................ |
|             | ............................................................................................................................ |
|             | ............................................................................................................................ |
|             | ............................................................................................................................ |
|             | ............................................................................................................................ |
|             | ............................................................................................................................ |
|             | ............................................................................................................................ |

| Drafting: | ............................................................................................................................ |
|          | ............................................................................................................................ |
|          | ............................................................................................................................ |
|          | ............................................................................................................................ |
|          | ............................................................................................................................ |
|          | ............................................................................................................................ |
|          | ............................................................................................................................ |

| Revising: | ............................................................................................................................ |
|          | ............................................................................................................................ |
|          | ............................................................................................................................ |
|          | ............................................................................................................................ |
|          | ............................................................................................................................ |
|          | ............................................................................................................................ |

| Editing: | ............................................................................................................................ |
|         | ............................................................................................................................ |
|         | ............................................................................................................................ |
|         | ............................................................................................................................ |
|         | ............................................................................................................................ |
|         | ............................................................................................................................ |
|         | ............................................................................................................................ |
Look and answer:

Arlington Heights Programming Associates
Springfield, CA 90467
November 11, 1996

Customer Relations
Tuning Data Solutions
2345 Maple Avenue
Mountain View, CA 94941
Dear Customer Relations:
I am a systems engineer at Arlington Heights Programming Associates developing a new client-server network database system for two nonprofit corporations. My team is considering using your new release of Omega Database Plus 1.0 as a key part of the system. If we incorporate your product into our design, our clients will need to purchase at least a total of 140 copies of your software. We have read your promotional material and are very interested in using your product, but we need however the answers to the following questions before we can decide whether to use Omega Database Plus:

1. Are you still planning to release the Omega Database Plus version 1.0 on February 12, 1998?
2. What LAN environments will your product support?
3. Will your product support PGP encryption?

I would be happy to talk to you further about your product. You can call me at (415)666 or e-mail me at egarrels@arlpro.com.

Sincerely,
Edgar Garrels
Senior Systems Engineer

(The Mayfield Handbook of Technical & Scientific Writing, 2001)

1- Is this letter the same like the letters in unit 1? 5- How many addresses are there in the letter?
2- Whose address is on the top right corner? 6- Whose address is on the left?
3- Where is the date? 7- Is the compliment similar to the informal one?
4- What is written below the signature? 8- What does the red paragraph tell us?

B The formal letter:

is a type of letter which provides communication between a small number of people, usually two. There are many types of formal letters and they are written for a wide variety of purposes: inquiry, job application, complaint.
Fill in the blanks with the correct parts of the formal letter:

Body of the letter - date - full name of the writer - complimentary phrase - address of the writer - signature - salutation - address of the recipient of the letter - enclosed papers
A  Punctuation Marks:

<table>
<thead>
<tr>
<th>Punctuation Mark</th>
<th>Symbol</th>
<th>Punctuation Mark</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>apostrophe</td>
<td>'</td>
<td>hyphen</td>
<td>-</td>
</tr>
<tr>
<td>colon</td>
<td>:</td>
<td>parentheses</td>
<td>( )</td>
</tr>
<tr>
<td>comma</td>
<td>,</td>
<td>period</td>
<td>.</td>
</tr>
<tr>
<td>dash</td>
<td>—</td>
<td>question mark</td>
<td>?</td>
</tr>
<tr>
<td>ellipsis</td>
<td>...</td>
<td>quotation mark</td>
<td>&quot;</td>
</tr>
<tr>
<td>exclamation mark</td>
<td>!</td>
<td>semicolon</td>
<td>;</td>
</tr>
</tbody>
</table>

B  Punctuate the following sentences:

1. the dog is howling

2. can you see the three stars and the moon in the sky

4. there is a man standing at the door of the cabin

5. what do you think the man will do

6. i would like to go and pet the dog

7. why do you think the dog is crying

8. i can see stars trees grass and a person in the picture

9. my car is wide but my brother's car is wider
Format of the Letter of Inquiry

Follow this format in writing a letter of inquiry:

1. In the first paragraph, identify yourself and, if appropriate, your position, and your institution or firm.
2. In the second paragraph, briefly explain why you are writing and how you will use the requested information. Offer to keep the response confidential if such an offer seems reasonable.
3. List the specific information you need. You can phrase your requests as questions or as a list of specific items of information. In either case, make each item clear and discrete.
4. Conclude your letter by offering your reader some incentive for responding.

Body of an inquiry letter:

**Opening paragraph:**

| …………………………………………………………………………………………………… |
| …………………………………………………………………………………………………… |
| …………………………………………………………………………………………………… |
| …………………………………………………………………………………………………… |
| …………………………………………………………………………………………………… |

**Purpose paragraph:**

| …………………………………………………………………………………………………… |
| …………………………………………………………………………………………………… |
| …………………………………………………………………………………………………… |

**Details of inquiry:**

| …………………………………………………………………………………………………… |
| …………………………………………………………………………………………………… |
| …………………………………………………………………………………………………… |

**Your incentive for the reader to respond:**

| …………………………………………………………………………………………………… |
| …………………………………………………………………………………………………… |
You are Ahmed and have graduated from the university, Electrical Engineering College; you want to write to the manager of Gaza Electricity Distribution Company LTD in Gaza town to inquire about the problems they face, and inform them that you can help in solving the problem. You are from Rafah; you live in El-Shaboora (105/4), your phone No: 21888888.

Use the writing process stages to write the following inquiry letter:

Yours faithfully,

You are Ahmed and have graduated from the university, Electrical Engineering College; you want to write to the manager of Gaza Electricity Distribution Company LTD in Gaza town to inquire about the problems they face, and inform them that you can help in solving the problem. You are from Rafah; you live in El-Shaboora (105/4), your phone No: 21888888.
A  Look and answer:

1- What is there between the paragraphs?  
2- Whose address is on the top right corner?  
3- Where is the date?  
4- What is written below the signature?  
5- What is the purpose of the letter?  
6- How many addresses are there in the letter?  
7- Whose address is on the left?  
8- Is the compliment similar to the informal ones?  
9- What does the red paragraph tell us?  
10- How are the addresses arranged?

B  Job Application letter:

A job application letter, also known as a cover letter, is a letter of introduction sent from a job seeker to those who are looking to hire someone. The application letter is usually accompanied by a resume and or a job application.

Fill in the missing words. Read the whole passage before doing the exercise.


**PLAZA HOTEL**

*The Promenade, Regent mere*

**Tel: 025555-55 Fax:027777-77**

April 2011

Mr. Adam Walters
15 Long Street
York Share.

Dear Mr. Walters,

Thank you for your letter of the 2nd of April, applying (………………) the position of assistant chef (………………) the Plaza Hotel Restaurant.

(………………) I was impressed by your qualifications. I regret (………………) inform you that the above position has already (………………) filled by someone (………………) wider experience than (………………).

I can, (………………), inform you that (………………) will be a further vacancy opening up (………………) six months. Although that opening will not (………………) for assistant chef, it (………………) allow you gain experience by working in our restaurant. Our (………………), as you know, has a reputation for excellence, not (………………) in this town, but also throughout (………………) country. (………………) you are interested, I (………………) able to offer you that position. I am always (………………) for people who have potential and are willing (………………) learn.

Please phone me as (………………) as possible in order to arrange (………………) interview.

Sincerely yours,

John Barnes

Labor Assistant Manager

A **Fragment sentences:**

A fragment sentence is an incomplete sentence. Some fragments are incomplete because they lack either a subject or a verb, or both. The fragments that most students have trouble with, are dependent clauses—they have a subject and a verb, so they look like complete sentences, but they don't express a complete thought.

B **Fragment sentences happen typically under the following circumstances:**

∃ - lacking a proper subject-verb relationship within an independent clause:

*In Japan, during the last war and just before the armistice.* (there is neither a subject nor an object)

∃ - It describes something, but there is no subject-verb relationship:

*Working far into the night in an effort to salvage her little boat.*

∃ - It may have most of the components of a sentence but still be missing an important part of a verb string:

*Some of the students working in Professor Espinoza's laboratory last semester.*

∃ - It may even have a subject-verb relationship, but it has been subordinated to another idea by a dependent word and so cannot stand by itself:

*Even though he had the better arguments and was by far the more powerful speaker.*

C Rewrite the following fragments to make correct sentences:

1-While she was running after the bus.

2-Sometimes downcast, depressed, or just unhappy.

3-Must have been abandoned by someone.

4-Whomever he invites.
Run-on sentences:

A RUN-ON SENTENCE (sometimes called a "fused sentence") has at least two parts, either one of which can stand by itself (in other words, two independent clauses), but the two parts have been smoothed together instead of being properly connected.

Run-on sentences happen typically under the following circumstances:

A-When an independent clause gives an order or directive based on what was said in the prior independent clause:

This next chapter has a lot of difficult information in it, you should start studying right away.

(We could put a period where that comma is and start a new sentence. A semicolon might also work there.)

B-When two independent clauses are connected by a transitional expression (conjunctive adverb) such as however, moreover, nevertheless.

Mr. Sameer has sent his four children to special schools, however, he has sacrificed his health working day and night in that dusty bakery.

(Again, where that first comma appears, we could have used either a period — and started a new sentence — or a semicolon.)

C-When the second of two independent clauses contains a pronoun that connects it to the first independent clause.

This computer doesn't contain my download programs, it came without a manual.

(Although these two clauses are quite brief, and the ideas are closely related, this is a run-on sentence. We need a period where that comma now stands.)

Rewrite the following to make correct sentences:

1 -They weren't dangerous criminals they were detectives in disguise.

2 -I didn't know which job I wanted I was too confused to decide.

3 -The boy showed us his tickets someone gave them to him.

4 -It is nearly half past five we cannot reach town before dark.

5 -Storm clouds gathered lightening lit up the sky
A Opening paragraphs of job application letters:

I am applying for the position of Trades Assistant/Laborer, which was advertised in "The Courier Mail" on Saturday 14 April 2005.

I am writing to apply for the post of Management Trainee, which was advertised on the Student Affairs Office notice board of the Hong Kong Polytechnic University on 12 December 2009.

This is in response to your advertisement in the Times Union dated on Sunday 22 March 2009 for the post of the programmer position.

B Supporting paragraphs:

In the supporting paragraphs you should include:

- Your experience in the field of the job.
- Your most relevant skills.
- The reasons for your interest in the job.

C Closing paragraphs of job application letters:

Thank you for your time and consideration. Really, I look forward to speaking with you about this employment opportunity.

I am available for interview at any time. I can be contacted most easily on the mobile phone number given above. I look forward to meeting you.

I have enclosed my resume and can be contacted at any time for an interview on 88888888.

D Writing practice:

Using the writing process, write the following job application letter:

The Bank of Palestine-LTD has advertised a job of cashier. You are Hassan and have graduated from the university, Administration and Economics college; you want to write to the manager of Bank of Palestine -LTD in Gaza City to apply to the advertised job. You are from Jabalia, you live in 92 El-Shohada street.
The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include:

- I have successfully designed, developed, and supported live use applications
- I strive for continued excellence
- I provide exceptional contributions to customer service for all customers

With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience.

I can be reached anytime via email at george.gillhooley@email.com or my cell phone, 909-555-5555.
Fortune Goods  
317 Orchard Road  
Singapore  
10 December 2009  

Attn: Mr David Choi  
Sales Manager  
Everlong Batteries  
171 Choi Hung Road  
Hung Hom  
Hong Kong  

Dear Mr Choi  

Re. Order No. 768197  

I am writing to inform you that the goods we ordered from your company have not been supplied correctly.  

On 3 December 2009 we placed an order with your firm for 12,000 ultra super long-life batteries. The consignment arrived yesterday but contained only 1,200 batteries.  

This error put our firm in a difficult position, as we had to make some emergency purchases to fulfill our commitments to all our customers. This caused us considerable inconvenience.  

I am writing to ask you to please make up the shortfall immediately and to ensure that such errors do not happen again. Otherwise, we may have to look elsewhere for our supplies.  

I look forward to hearing from you by return.  

Yours sincerely  

J. Wong  

---  

Samantha Harbinson  
1220 Water Way Dr.  
Indianapolis, IN, 71233  
714-336-1484  

8/15/2009  

Laundry Machinery & Washing Machines  
370 Industrial Area-A,  
Ludhiana,  
Punjab,  
India  

Dear manager,  

I recently purchased a washing machine from your company. Unfortunately, it has fallen far short of my expectations. When I attempted to use it, it did not work well.  

I am appalled at the substandard quality of this product, and will be returning it to you. I expect a refund within two weeks. I paid $300 for it at your branch of . If you have any questions, you can reach me at 555-555-5555.  

I hope that I will not be forced to report this incident to the Better Business Bureau and state and federal consumer agencies, as well as popular consumer advocacy blogs.  

Sincerely,  

Samantha  
Samantha Harbinson  

---  

1-What is there between the paragraphs ?  
2- Whose address is on the top right corner?  
3-Where is the date in both letters?  
4-What is written in the yellow paragraphs ?  
5- How are the addresses arranged?  
6- How many addresses are there in each letter ?  
7- Whose address is on the left side of every letter?  
8- Are the compliments similar to the informal ones?  
9- What do the blue paragraphs tell us ?  
10- What is the purpose of the letter?
The formal letter of complaint is

Dear Sir or Madam:

I have recently ordered a new pair of soccer cleats (item #6542951) from your website on June 21. I received the order on June 26. Unfortunately, when I opened it I saw that the cleats were used. The cleats had dirt all over it and there was a small tear in front of the part where the left toe would go. My order number is AF26168156.

To resolve the problem, I would like you to credit my account for the amount charged for my cleats. I have already went out and bought a new pair of cleats at my local sporting goods store so sending another would result in me having two pairs of the same cleats.

Thank you for taking the time to read this letter. I have been a satisfied customer of your company for many years and this is the first time I have encountered a problem. If you need to contact me, you can reach me at (555) 555-5555.

Sincerely yours,

Signature

Ken Thomas

65 Market Street
Val Haven, CT 95135

June 30, 2004

Customer Service
Cool Sports, LLC
8423 Green Terrace Road
Asterville, WA 65435

Dear Sir or Madam:

I have recently ordered a new pair of soccer cleats (item #6542951) from your website on June 21. I received the order on June 26. Unfortunately, when I opened it I saw that the cleats were used. The cleats had dirt all over it and there was a small tear in front of the part where the left toe would go. My order number is AF26168156.

To resolve the problem, I would like you to credit my account for the amount charged for my cleats. I have already went out and bought a new pair of cleats at my local sporting goods store so sending another would result in me having two pairs of the same cleats.

Thank you for taking the time to read this letter. I have been a satisfied customer of your company for many years and this is the first time I have encountered a problem. If you need to contact me, you can reach me at (555) 555-5555.

Sincerely yours,

Signature

Ken Thomas

(WriteExpress Corporation, 2010)
**A  Cohesive Devices:**

They are linking adverbials which are used to explicitly state relationships between sentences, paragraphs, and ideas. The result is increased cohesion of text. Linking adverbials can show 6 different categories of relationships: (1) Enumeration & addition (2) Summary (3) Apposition (4) Result/Inference (5) Contrast/Concession (6) Transition

**B  Samples of Cohesive Devices**

<table>
<thead>
<tr>
<th>Enumeration and addition</th>
<th>Summary and conclusion</th>
<th>Apposition</th>
<th>Result and inference</th>
<th>Contrast and concession</th>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (ly)</td>
<td>In all</td>
<td>Above</td>
<td>As a result</td>
<td>However</td>
<td>As far as</td>
</tr>
<tr>
<td>secondly</td>
<td>In brief</td>
<td>Beyond</td>
<td>Accordingly</td>
<td>In contrast</td>
<td>Concerned</td>
</tr>
<tr>
<td>Next</td>
<td>In short</td>
<td>In the back</td>
<td>Consequently</td>
<td>Instead</td>
<td>As for</td>
</tr>
<tr>
<td>Then</td>
<td>To sum up</td>
<td>Elsewhere</td>
<td>Since</td>
<td>Regardless</td>
<td>Incidentally</td>
</tr>
<tr>
<td>Again</td>
<td>In conclusion</td>
<td>Far</td>
<td>If not,….</td>
<td>Whereas</td>
<td>To turn to</td>
</tr>
<tr>
<td>Also</td>
<td>On the whole</td>
<td>To the left</td>
<td>Otherwise</td>
<td>Although it is</td>
<td>With reference to</td>
</tr>
<tr>
<td>And</td>
<td>Basically</td>
<td>Farther on</td>
<td>Then</td>
<td>It may appear</td>
<td>Concerning</td>
</tr>
<tr>
<td>And then</td>
<td>Therefore</td>
<td>In front</td>
<td>In (that) case</td>
<td>Of course</td>
<td>With regard to</td>
</tr>
<tr>
<td>besides</td>
<td>To summarize</td>
<td>Closer to</td>
<td>That implies</td>
<td>certainly</td>
<td>now</td>
</tr>
</tbody>
</table>

**C  Fill in the spaces with the correct cohesive device from the following:**

Finally – on the other hand - the same like – on the contrary – Firstly – otherwise – whereas – secondly – other than.

I am writing to complain about the video sets which we ordered on the 22\(^{nd}\) April 2011. We used to receive your goods exactly ……………………………what is advertised in your magazine; but in this invoice, the matter is…………………………:

- ……………………………., The advertised video has a silver panel; ……………………………., the received video has a faint black panel.
- ……………………………., The number of buttons in the advertised video is ten, ……………………………., the received video has only five buttons.
- ……………………………., The remote control of the advertised video contains facilities ……………………………. those in the remote of the received video.

I expect that you will do well to correct this mistake within two weeks, ……………………………., I will be obliged to contact the consumer protection office.
Use the devices in the box to fill in the sentences:

<table>
<thead>
<tr>
<th>Concerning</th>
<th>Therefore</th>
<th>obviously</th>
<th>wherever</th>
<th>in order to</th>
<th>then</th>
<th>as soon as</th>
<th>elsewhere</th>
<th>moreover</th>
<th>second</th>
<th>until</th>
<th>besides</th>
<th>although</th>
<th>too</th>
<th>furthermore</th>
<th>otherwise</th>
<th>last</th>
<th>unless</th>
</tr>
</thead>
</table>

1. ………………………you work, you will have to do it on a computer.

2. If you are always late, ………………you will be fired

3. First type the letter, ………………….edit it.

4. ……………….having the highest sales, Paul is a nice man.

5. Tom is a good dancer. ……………………………….he is an excellent singer

6. First type the letter; second edit it, ……………….mail it.

7. …………………you finish your report, you will not go home early today.

8. We hope to receive the order on time; …………………we will cancel.

9. She was attractive; ………………….she was not beautiful

10. ………………..the boss arrives, I am the one who makes rules.

11. ………………..he can, the director will receive you

12. ………………..fulfill his contract, he will have to submit his sketches by Friday.

13. Our company expanded; …………………we hired new personnel.

14. …………………., you seem to be always on time.

15. The president will be coming …………………

16. You have to be on time; ………………….Try to come early.

17. ………………….the computers we have ordered; 70% of them are out of order.
A  Opening paragraphs of complaint letters:

I am writing to inform you that the goods we ordered from your company have not been supplied correctly.

I attended your exhibition Sound Systems 2009 (22-25 January) and found it informative and interesting. Unfortunately, my enjoyment of the event was spoiled by a number of organizational problems.

I am writing to inform you of my dissatisfaction with the food and drinks at the "European Restaurant" on 18 January this year.

Students write opening paragraphs of complaint letters in their notebooks.

B  Supporting paragraphs of complaint letters:

On 3 December 2009 we placed an order with your firm for 12,000 ultra super long-life batteries. The consignment arrived yesterday but contained only 1,200 batteries.

Firstly, I had difficulty in registering to attend the event. You set up an on-line registration facility, but I found the facility totally unworkable. Even after spending several wasted hours trying to register in this way, the computer would not accept my application.

You sent us an invoice for $10,532, but did not deduct our usual 10% discount.

I am therefore returning the invoice to you for correction.

Students write supporting paragraphs of complaint letters in their notebooks.

C  Read the complimentary phrases and write others in the blanks:

Yours faithfully, ........................................ Faithfully yours,

........................................ Very truly yours, ........................................

Very sincerely yours, Cordially yours, ........................................
D | Write a letter of complaint. Use the stages of writing process and write the final draft below:

You are Yousif Khalid and run a store for selling personal computers in Nusierat, 5 El Qussam Street and your telephone number is 2555555. You want to complain to Microsoft Corporation, Cairo Branch in Egypt, 355 El Ahram street. The last delivery was not good (12 computer sets were damaged). You want them to refund your money.
Appendix (III)

The Islamic University- Gaza
Deanery of Postgraduate Studies
College of Education
Department of Curricula & English Teaching Methods

A suggested Program for Tackling Letter Writing Deficiencies Among 11th Graders in
The Middle Governorate

Power Point Presentation

Submitted by
Nasser Abdullah Sdoudi

Supervised by:
Dr. Awad Keshta

2011
Hi!

How’s your project about Hong Kong English going? Sounds like it must be pretty hard! But I thought I might be able to give you a hand! I’ve got an uncle who’s travelled all over the world, including Hong Kong (he was actually born there, left when he was little, but went back later & stayed for years). Maybe if you ask him nicely, he’ll be able to give you loads of examples of the way English is used out there. He could tell you about words and idioms which are only used in Hong Kong, and about things like pronunciation and differences in grammar. Anyway, I think you should write to him, explain about the project, and ask if he can help out. You’d better remember to tell him you’re an old friend of mine, though! He’s called Chris Smith and his address is 75 Clare Road, Carlisle.

All the best

Jane
Jane,
Thank God for your letter!
Like you say, I've just got too much stuff to do. And yesterday, guess what? The library informed me the book I requested would take between 8 and 10 weeks to arrive!

So please tell Chris this is what I need to know about:
- Words / idioms only used in Hong Kong
- Pronunciation
- Grammar
- Anything else he thinks would be relevant

Thanks a million!
Kate

---

Dear Scott,
Hi, how are you doing? I know that you've just moved up a year at school. What's your new teacher like? I bet he's really cool. Does he teach you how to write letters? Ours does. Today, my teacher taught us how to set a personal letter out correctly.

I'm in the top group for Literacy which is great. My two best friends in class are in the group too so we have a lot of fun. I've just started to use a fountain pen to write with, so my handwriting's getting really neat. I have to be very careful not to smudge my work; do you have fountain pens at school?

We've been swimming nearly every day since Easter. Our school has an outdoor pool which is fantastic. It's a bit cold to start with, but you soon warm up. I've learned to swim breaststroke now, but I still need to work on my frog's legs!

Well, I'm running out of room, so I'd better say goodbye for now. I hope your new class is good fun and you're learning lots!

Best wishes,
Nigel
Dear Scott,

Hi, how are you doing? I know that you've just moved up a year at school. What's your new teacher like? I bet he's really cool. Does he teach you how to write letters? Ours does. Today, my teacher taught us how to set a personal letter out correctly.

I'm in the top group for Literacy which is great. My two best friends in class are in the group too so we have a lot of fun. I've just started to use a fountain pen to write with, so my handwriting's getting really neat. I have to be very careful not to smudge my work, do you have fountain pens at school?

We've been swimming nearly every day since Easter. Our school has an outdoor pool which is fantastic. It's a bit cold to start with, but you soon warm up. I've learned to swim breaststroke now, but I still need to work on my frog's legs!

Well, I'm running out of room, so I'd better say goodbye for now. I hope your new class is good fun and you're learning lots!

Best wishes,

Nigel

---

Hamilton Secondary School,
King George Street,
Hamilton,
United Kingdom
Informal letter: is a type of letter which provides communication between a small number of people, usually two. There are many types of informal letters and they are written for a wide variety of reasons: congratulations, condolences, invitations, thanks and apology.

Friendly letters have five parts:

- The Heading
- The Salutation (greeting)
- The Body
- The Closing
- The Signature
The Heading

The heading can include your address and the date. In casual, friendly letters your address is not necessary.

Dear _________. The blank is for the name of the person you are writing. After you write the person's name you put a comma (, ).
The Body

The body of the letter is the information you are writing in your letter.

Dear Susan,

I hope you will be able to come and visit next month. We are planning a special visit to the museum. My mom will call your mom later this week to make all arrangements. Be sure to bring your swimsuit when you come! We're planning an afternoon trip to the lake.

Your friend,
508 Bluebird Street
Clarksville, Ohio
January 5, 2004

Dear Susan,

I hope you will be able to come and visit next month. We are planning a special visit to the museum. My mom will call your mom later this week to make all arrangements. Be sure to bring your swimsuit when you come! We’re planning an afternoon trip to the lake.

Your friend,

Allison

Match the following:

1. The address of the writer is number 1.
2. What number is the date? 2.
3. The paragraphs of the letter are number 3.
4. Number 4 is the closing of the letter.
5. We put Dear ... in number 5.
6. What number is the name of the writer? 6.
Match the following:

1. The address of the writer is number 1.
2. What number is the date? 2.
3. The paragraphs of the letter are number 3.
4. Number 5 is the closing of the letter.
5. 6.

Informal letter writing:

Read and order.

I've just read your letters to Mom and Dad, and saw Majid's great photos! I'm glad you're enjoying your visit.

This is just a short letter to tell you that I will be seeing you both in a few months. I'm flying to Africa tomorrow and then I'm going on a great adventure. I'm going to travel the length of the River Nile. I'll finish at Alexandria in Egypt and go from there to see you in Palestine. I'll write again to tell you when I will arrive.

Love from your brother

265 Main Street
New York
12th November

Dear Majid and Huda.
Informal letter writing

2 Read and order.

I've just read your letters to Mom and Dad, and seen Majed's great photos! I'm glad you're enjoying your visit.

This is just a short letter to tell you that I will be seeing you both in a few months. I'm flying to Africa tomorrow and then I'm going on a great adventure. I'm going to travel the length of the River Nile. I'll finish at Alexandria in Egypt and go from there to see you in Palestine. I'll write again to tell you when I will arrive.

Love from your brother.

Jomar

265 Main Street
New York
12th November

Dear Majed and Hiba

I've just read your letters to Mom and Dad, and seen Majed's great photos! I'm glad you're enjoying your visit.

This is just a short letter to tell you that I will be seeing you both in a few months. I'm flying to Africa tomorrow and then I'm going on a great adventure. I'm going to travel the length of the River Nile. I'll finish at Alexandria in Egypt and go from there to see you in Palestine. I'll write again to tell you when I will arrive.

Love from your brother.

Jomar
Unit One
Informal Letter – Lesson Two
By: Nasser Sdoudi

How's your project about Hong Kong English going? Sounds like it must be pretty hard?

Hi, how are you doing? I know that you've just moved up a year at school.

I'm having a wonderful time here in Palestine.

Thank God for your letter!
But I thought I might be able to give you a hand! I’ve got an uncle who's travelled all over the world, including Hong Kong (he was actually born there, left when he was little, but went back later & stayed for years). Maybe if you ask him nicely, he’ll be able to give you loads of examples of the way English is used out there. He could tell you about words and idioms which are only used in Hong Kong, and about things like pronunciation and differences in grammar. Anyway, I think you should write to him, explain about the project, and ask if he can help out.

Like you say, I've just got too much stuff to do. And yesterday, guess what? The library informed me the book I requested would take between 8 and 10 weeks to arrive!
So please tell Chris this is what I need to know about:
- Words / idioms only used in Hong Kong
- Pronunciation
- Grammar
- Anything else he thinks would be relevant
We are planning a special visit to the museum. My mom will call your mom later this week to make all arrangements. Be sure to bring your swimsuit when you come! We’re planning an afternoon trip to the lake.
Use the following words to complete the informal letter below:
- going well
- ice cream
- work
- the last time
- saw
- Would
- summer
- no longer
- playing
- collection
- most
- sandcastle
- job
- vacation.

Dear ……..,
I feel like such a long time since ………………… I saw you. I know it's only been several weeks since I…… you. So far my ………………… has been great!
I spend my all my weekends at the beach. I am getting a nice tan and you can ………… say I am paler than you. I have been…………. lots of volleyball, surfing and building a nice ……………. of sea shells. Just this past weekend I took second place in a …………… building contest!
On the weekdays I ……. I drive an ice cream truck around and sell …………. to the kids. It is so cool. It is a combination of the two things I love ………….. ice cream and kids. The pay isn't too great but I love the……… so much.
I hope the summer's been ……………… for you too. There's only a month and a half left in summer ………………… and after that it's back to school. ……………….. you like to meet up some time to before school starts?

1-Write a letter to a friend you haven't seen or spoken to for a long time. Tell him / her about what you have been doing and ask them how they are and what they have been up to recently.
2-Write a letter to a cousin and invite them to your wedding. Give them some details about your future husband / wife.
3-Write a letter to a friend you know has been having some problems. Ask him / her how she / he is doing and if you can help.
<table>
<thead>
<tr>
<th>Writing process</th>
<th>Strategy</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-writing</td>
<td>Questioning</td>
<td>Who is writing the letter? When is the letter written? Who is the letter written to? Why do I write the letter? What information shall I put to support the purpose of the letter? Where shall I write the address, the date, the salutation and the signature?</td>
</tr>
<tr>
<td>Drafting</td>
<td>Writing without stop</td>
<td>Answer the above questions, just jot the answers of the questions</td>
</tr>
<tr>
<td>Revising</td>
<td>Individual, pair, or group work</td>
<td>Revise the ideas you have written to modify or change any of them, this will improve your writing.</td>
</tr>
<tr>
<td>Proof reading</td>
<td>Individually or by a friend</td>
<td>Read again to check: capitalization, commas, full stops, grammar, spelling and coherence to get the final copy of your letter.</td>
</tr>
<tr>
<td>Publishing</td>
<td>Read to audience</td>
<td>-Show your written letter to your teacher. -Read aloud in front of your friends.</td>
</tr>
</tbody>
</table>
Understanding the Writing Process

When you look at a book, you do not see the process the writer went through to make it. What you see is print might not be much like the first plan for the book. The author might have rewritten many times.

The writing process is often divided into five stages. Most writers go back and forth through these stages. There is no one correct way to write.

1. **Prewriting**: In this stage, you plan what you are going to write. You choose a topic, clarify your audience and purpose, brainstorm ideas, and organize information.

2. **Drafting**: In this stage, you write your ideas in sentences and paragraphs, following your previous plan to write a first draft of your composition.

3. **Revising**: This stage is the first part of editing your writing. You may work by yourself or with a partner or a group. Make changes that will improve your writing.

4. **Proofreading**: In this stage, you finish your editing by polishing your work. Check for errors in grammar, spelling, capitalization, and punctuation, and check a final copy of your composition.

5. **Publishing**: Finally, you choose a way to present your work to an audience. You may want to add pictures, make a class book, or read your work aloud.
### Writing process

<table>
<thead>
<tr>
<th>Writing process</th>
<th>Strategy</th>
<th>Steps</th>
</tr>
</thead>
</table>
| Pre-writing     | Questioning   | Who is writing the letter?  
Who is the letter written to?  
Why do I write the letter?  
What information shall I put to support the purpose of the letter?  
Where shall I write the address, the date, the salutation and the signature? |
| Drafting        | Writing without stop | Answer the above questions, just jot the answers of the questions. |
| Revising        | Individual, pair, or group work | Revise the ideas you have written to modify or change any of them, this will improve your writing. |
| Proof reading   | Individually or by a friend | Read again to check: capitalization, commas, full stops, grammar, spelling and coherence to get the final copy of your letter. |
| Publishing      | Read to audience | - Show your written letter to your teacher.  
- Read aloud in front of your friends. |

---

### Slide No. 34

**Thank You**  
Nasser Sdoudi
Formal Inquiry letter

By:
Nasser Sdoudi

Lesson One
**Formal letter:**

is a type of letter which provides formal written communication between a small number of people, usually two. There are many types of formal letters and they are written for a wide variety of reasons: Inquiry Letter, Job application, and Complaining Letter.

---

Customer Relations
Tuning Data Solutions
2345 Maple Avenue
Mountain View, CA 94941

Dear Customer Relations:

I am a systems engineer at Arlington Heights Programming Associates developing a new client-server net worked database system for two nonprofit corporations.

My team is considering using your new release of Omega Database Plus 1.0 as a key part system. If we incorporate your product into our design, our clients will need to purchase at least a total of 140 copies of your software.

We have read your promotional material and are very interested in using your product. We need however the answers to the following questions before we can decide whether or not to use Omega database plus:

1. Are you still planning to release the Omega Database Plus 1.0 on February 12, 1998?
2. What LAN environments will your product support?
3. Will you support PGP encryption?

I would be happy to talk to you further about your product. You can call me at (415) 666 or e-mail me at edgarrels@arlpro.com.

Sincerely,

Edgar Garrels
Senior Systems Engineer

Arlington Heights Programming Associates
Springfield, CA 90467
November 11, 1996
A letter of inquiry

A letter of inquiry asks someone for specific information. In some cases, such as a request for interpreting certain actions, the recipient will have a clear interest in responding to your letter. In other cases, such as a request for specific information on a product, the recipient may or may not be as motivated to respond quickly. Consequently, always make the tone of the letter friendly and make it easy for the recipient to identify and provide the information you need.

---

364 Oak Street
Minneapolis, Mn55106
United States of America

March 22,1997

Mr. Eli Grant
Customer Service Department
A came Seed Company
Paris, Il 124789
France.

Dear Mr. Grant,

For the past ten years I have followed your career through news events, interviews and web research. Your dedication to the Fourth Estate and your understanding of the important role journalists play in today’s fast-paced information highway, coupled with your belief in the power of the press is exemplary.

I have had the privilege of honing my journalistic abilities on three widely different publications. When I left college, I immediately went to work for the typical small town newspaper and learned all aspects of getting the paper to the people in a timely manner. I then moved to regional manager for a media corporation composed of small to mid-size newspapers in the Midwest. In my current position, I am Chief Correspondent for one of the largest newspapers in the southwest.

I would like an opportunity to visit with you to get your insight and suggestions on where my skills and abilities would be of the greatest value to the ABD Company, and to inquire about possible job openings with the company.

I will call your office to set a convenient time. I do look forward to meeting you.

Faithfully yours,

Leslie Ames
Chief Correspondent of Daily Times Newspaper
Punctuation Mark Symbol Definition Examples

apostrophe ' An apostrophe is used as a substitute for a missing letter or letters in a word (as in the contraction cannot = can’t), to show the possessive case (Jane's room), and in the plural of letters, some numbers and abbreviations. Note: groups of years no longer require an apostrophe (for example, the 1950s or the 90s).

I can't see the cat's tail.
Dot your i's and cross your t's.
100's of years.
### Slide No. 9

<table>
<thead>
<tr>
<th>Punctuation Mark</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>colon (:)</td>
<td>A colon is used before a list or quote.</td>
<td>The time is 2:15.</td>
</tr>
<tr>
<td></td>
<td>A colon is used to separate hours and minutes.</td>
<td>The ratio of girls to boys is 3:2.</td>
</tr>
<tr>
<td></td>
<td>A colon is used to separate elements of a mathematical ratio.</td>
<td></td>
</tr>
<tr>
<td>comma (,)</td>
<td>A comma is used to separate phrases or items in a list.</td>
<td>She bought milk, eggs, and bread.</td>
</tr>
<tr>
<td>dash (—)</td>
<td>A dash is used to separate parts of a sentence.</td>
<td>The dash is also known as an &quot;em dash&quot; because it is the length of a printed letter m — it is longer than a hyphen.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Slide No. 10

<table>
<thead>
<tr>
<th>Punctuation Mark</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ellipsis (...)</td>
<td>An ellipsis (three dots) indicates that part of the text has been intentionally been left out.</td>
<td>0, 2, 4, ..., 100</td>
</tr>
<tr>
<td>exclamation point</td>
<td>An exclamation point is used to show excitement or emphasis.</td>
<td>It is cold!</td>
</tr>
<tr>
<td>hyphen (-)</td>
<td>A hyphen is used between parts of a compound word or name. It is also used to split a word by syllables to fit on a line of text.</td>
<td>The sixteen-year-old girl is a full-time student.</td>
</tr>
<tr>
<td>parentheses ()</td>
<td>Parentheses are curved lines used to separate explanations or qualifying statements within a sentence (each one of the curved lines is called a parenthesis). The part in the parentheses is called a parenthetical remark.</td>
<td>This sentence (like others on this page) contains a parenthetical remark.</td>
</tr>
</tbody>
</table>


<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>period</strong> A period is used to note the end of a declarative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sentence.</td>
</tr>
<tr>
<td>I see the house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>question mark</strong> A question mark is used at the end of a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>question.</td>
</tr>
<tr>
<td>When are we going?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>quotation mark</strong> Quotation marks are used at the beginning and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>end of a phrase to show that it is being written exactly as it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>was originally said or written.</td>
</tr>
<tr>
<td>She said, &quot;Let's eat.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>semicolon</strong> A semicolon separates two independent clauses in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a compound sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A semicolon is also used to separate items in a series (where</td>
</tr>
<tr>
<td></td>
<td></td>
<td>commas are already in use).</td>
</tr>
<tr>
<td>Class was canceled</td>
<td></td>
<td>today; Mr. Smith was home sick.</td>
</tr>
<tr>
<td>Relatives at the</td>
<td></td>
<td>reunion included my older brother, Bob; my cousin, Art; and my</td>
</tr>
<tr>
<td>reunion included</td>
<td></td>
<td>great-aunt, Mattie.</td>
</tr>
</tbody>
</table>

**Can you rewrite and punctuate the sentences below?**

1. the people in the car look very unhappy

2. i can see a shirt a shoe socks and a hat falling off the car

3. one of the cars front tyres is broken

4. how many of the cars wheels can you see

5. i don't want to go in that car

6. do you want a ride in that car

7. my head is hurting said the woman in the front

8. i am going to be sick said the woman in the back
Format of a Letter of Inquiry

Follow this format in writing a letter of inquiry:

1. In the first paragraph, identify yourself and, if appropriate, your position, and your institution or firm.
2. In the second paragraph, briefly explain why you are writing and how you will use the requested information. Offer to keep the response confidential if such an offer seems reasonable.
3. List the specific information you need. You can phrase your requests as questions or as a list of specific items of information. In either case, make each item clear and discrete.
4. Conclude your letter by offering your reader some incentive for responding.
How to write an inquiry letter:

• Be courteous. Remember, by making this request you are imposing on the reader's time and/or resources.

• Don't send an inquiry letter for information you could easily find out by other means, such as with a quick search on the Internet.

• Your letter can be fairly short, but it should be long enough to adequately explain what it is that you are inquiring about and what you want the reader to do in response to your letter.

• Generally, give at least a couple of weeks for the person, company, or organization to respond to your inquiry before you send a follow-up letter or make a follow-up phone call.

If appropriate, you may want to mention that you will keep confidential any information provided. (This may increase the likelihood that the reader will respond to your inquiry.)

• Make it as easy as possible for the person to respond to your request. This might mean offering to pay for any needed photocopies or mailing costs, or perhaps including a self-addressed, stamped envelope; necessary forms, questionnaires, or other documents; and so forth.

• Make sure to include contact information so that the person can easily get in touch with you if necessary, such as your cell or home phone number or e-mail address.

• When the person responds to your inquiry, it is a good idea to send a quick note of thanks expressing your appreciation and telling how the information helped (or can help) you. If appropriate, you may want to offer to return the favor in the future.
### Writing process

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-writing</strong></td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td>Who is writing the letter?</td>
</tr>
<tr>
<td></td>
<td>When is the letter written?</td>
</tr>
<tr>
<td></td>
<td>Who is the letter written to?</td>
</tr>
<tr>
<td></td>
<td>Why do I write the letter?</td>
</tr>
<tr>
<td></td>
<td>What information shall I put to support the purpose of the letter?</td>
</tr>
<tr>
<td></td>
<td>Where shall I write the address, the date, the salutation and the signature?</td>
</tr>
<tr>
<td><strong>Drafting</strong></td>
<td>Writing without stop</td>
</tr>
<tr>
<td></td>
<td>Answer the above questions , just jot the answers of the questions</td>
</tr>
<tr>
<td><strong>Revising</strong></td>
<td>Individual, pair, or group work.</td>
</tr>
<tr>
<td></td>
<td>Revise the ideas you have written to modify or change any of them, this will improve your writing.</td>
</tr>
<tr>
<td><strong>Proof reading</strong></td>
<td>Individually or by a friend</td>
</tr>
<tr>
<td></td>
<td>Read again to check : capitalization, commas, full stops, grammar, spilling and coherence to get the final copy of your letter.</td>
</tr>
<tr>
<td><strong>Publishing</strong></td>
<td>Read to audience</td>
</tr>
<tr>
<td></td>
<td>-Show your written letter to your teacher.</td>
</tr>
<tr>
<td></td>
<td>-Read aloud in front of your friends.</td>
</tr>
</tbody>
</table>
Job Application Letter
BY:
NASSER SDOUDI

Lesson One
**Definition:** A letter of application, also known as a cover letter, is a document sent with your resume to provide additional information on your skills and experience.

A letter of application typically provides detailed information on why you are qualified for the job you are applying for. Effective application letters explain the reasons for your interest in the specific organization and identify your most relevant skills or experiences.
Mr William Chan  
Personnel Manager  
Wong And Lim Consulting  
PO Box 583  
Kwai Chung  
Kowloon  
Dear Mr Chan,

Application for the Post of Management Trainee  
I am writing to apply for the post of Management Trainee, which was advertised on the Student Affairs Office notice board of the Hong Kong Polytechnic University on 12 December 2009.

My working experience at Lucky Star Garment Manufactory Limited improved my leadership skills, communication skills and ability to work in a team environment. I have fluent spoken and written English. I also have fluent spoken and written Mandarin, and can therefore work in mainland China.

Currently I am studying a B.A. in Management at the Hong Kong Polytechnic University, graduating in 2010. Subjects which I am studying that are relevant to the post of Management Trainee include Operations Management, Human Resources Management, Accounting, Marketing and Strategic Management.

My final year project is entitled Knowledge Management Practices in HK. Carrying out this project has improved my communication skills, my leadership skills and my ability to lead and supervise subordinates effectively. I have also learned how to run a project from the planning stage to its completion.
During my studies I have held the post of Executive in the Management Society. While leading and organizing Management Society activities I have improved my ability to lead and supervise subordinates effectively, ability to work under pressure and ability to work in a team environment.

Working for Wong And Lim Consulting appeals to me because it has a good reputation and it provides excellent training. Your organization produces a high-quality service, and I can contribute to this with my leadership skills and my ability to work under pressure.

I am available for interview at any time. I can be contacted most easily on the mobile phone number given above. I look forward to meeting you.

Yours sincerely
Wong
Wong Wai Man Wilfred
Encl: Resume
**Fragment sentence** is an incomplete sentence. Some fragments are incomplete because they lack either a subject or a verb, or both. The fragments that most students have trouble with, however, are dependent clauses—they have a subject and a verb, so they look like complete sentences, but they don't express a complete thought.

**Examples:**
- John waited for the bus all morning in the rain last Tuesday.
- Wishing he'd brought his umbrella, John waited for the bus all morning in the rain last Tuesday
- Because his car was in the shop (What did he do?)
- After the rain stops (What then?)

**Fragment sentences happen typically under the following circumstances:**

- **lacking a proper subject-verb relationship within an independent clause:**
  *In Japan, during the last war and just before the armistice.* (there no subject nor object)

- **It describes something, but there is no subject-verb relationship:**
  *Working far into the night in an effort to salvage her little boat.*

- **It may have most of the makings of a sentence but still be missing an important part of a verb string:**
  *Some of the students working in Professor Espinoza's laboratory last semester.*

- **It may even have a subject-verb relationship, but it has been subordinated to another idea by a dependent word and so cannot stand by itself:**
  *Even though he had the better arguments and was by far the more powerful speaker.*
A RUN-ON SENTENCE (sometimes called a "fused sentence") has at least two parts, either one of which can stand by itself (in other words, two independent clauses), but the two parts have been smoothed together instead of being properly connected.

N.B.: It is important to realize that the length of a sentence really has nothing to do with whether a sentence is a run-on or not; being a run-on is a structural flaw that can plague even a very short sentence:
The sun is high, put on some sunscreen.

**comma-splice:**
When two independent clauses are connected by *only* a comma, they constitute a run-on sentence that is called a comma-splice. The example just above (about the sunscreen) is a comma-splice. When you use a comma to connect two independent clauses, it must be accompanied by a little conjunction (and, but, for, nor, yet, or, so).

Run-on sentences happen typically under the following circumstances:

When an independent clause gives an order or directive based on what was said in the prior independent clause:
This next chapter has a lot of difficult information in it, you should start studying right away.
(We could put a period where that comma is and start a new sentence. A semicolon might also work there.)

When two independent clauses are connected by a transitional expression (conjunctive adverb) such as *however, moreover, nevertheless.*
Mr. Sameer has sent his four children to special schools, however, he has sacrificed his health working day and night in that dusty bakery.
(Again, where that first comma appears, we could have used either a period — and started a new sentence — or a semicolon.)

When the second of two independent clauses contains a pronoun that connects it to the first independent clause.
This computer doesn't make sense to me, it came without a manual.
(Although these two clauses are quite brief, and the ideas are closely related, this is a run-on sentence. We need a period where that comma now stands.)
Slide No. 13

<table>
<thead>
<tr>
<th>Writing process</th>
<th>Strategy</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-writing</td>
<td>Questioning</td>
<td>Who is writing the letter?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When is the letter written?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who is the letter written to?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why do I write the letter?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What information shall I put to support the purpose of the letter?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where shall I write the address, the date, the salutation and the signature?</td>
</tr>
<tr>
<td>Drafting</td>
<td>Writing without stop</td>
<td>Answer the above questions, just jot the answers of the questions without paying much attention to mistakes of grammar, spelling, punctuation, cohesive devices.</td>
</tr>
<tr>
<td>Revising</td>
<td>Individual, pair, or group work.</td>
<td>Revise the ideas you have written to modify or change any of them, this will improve your writing. Use the approach of A.R.R.R. (Adding, Rearranging, Removing, Replacing).</td>
</tr>
</tbody>
</table>
| (Editing) Proof reading | Individually or by a friend | Read again to check:  
- Are there same word used too many times?  
- Are there any hard sentences to understand?  
- Which words can be cut to make a sentence stronger?  
- Are the sentences grammatically correct?  
- Are there any spelling mistakes?  
- Are the punctuation marks used correctly?  
- Are the cohesive devices used correctly?  |
| Publishing      | Read to audience | Show your written letter to your teacher.  
Read aloud in front of your friends. |

Slide No. 14

Lesson Three
Fill in the missing words (one word in each space); the missing word may be any part of speech. Read the whole passage before doing the exercise.

**PLAZA HOTEL**
The Promenade, Regent mere  
Tel: 025555-55  Fax:027777-77  

8th April 2011  

Mr. Adam Walters  
15 Long Street  
York Share.

Dear Mr. Walters,

Thank you for your letter of the 2nd of April, applying (………..) the position of assistant chef (………..) the Plaza Hotel Restaurant.

(………………) I was impressed by your qualifications. I regret (………………) inform you that the above position has already (………………) by someone (………………) wider experience than (………………).

I can (………………), inform you that (………………) will be a further vacancy opening up (………………) six months. Although that opening will not (………………) for assistant chef, it (………………) allow you gain experience by working in our restaurant. Our (………………) , as you know, has a reputation for excellence, not (………………) in this town ,but also throughout (………………) country. (………………) you are interested, I (………………) able to offer you that position. I am always (………………) for people who have potential and are willing (………………) learn.

Please phone me as (………..) as possible in order to arrange (………………) interview.

Sincerely yours,

John Barnes  
Labor Assistant Manager

---

The students (using the writing process) write the following formal letter:

The Bank of Palestine-LTD has advertised a job of cashier. You are Hassan and have graduated from the university, Administration and Economies college, you want to write to the manager of Bank of Palestine -LTD in Gaza town to apply to the advertised job. You are from Jabalia, you live in 92 El- Shohada street.
Unit 4
Formal Letter of Complaint
By: Nasser Sdoudi
A letter of complaint is written by a consumer to a manufacturer or retailer regarding a problem with a product or service. This type of letter is written usually with the expectation that corrective action will be taken.
Attn: Mr David Choi
Sales Manager
Everlong Batteries
171 Choi Hung Road
Hung Hom
Hong Kong

Dear Mr Choi,

Re. Order No. 768197

I am writing to inform you that the goods we ordered from your company have not been supplied correctly.

On 3 December 2009 we placed an order with your firm for 12,000 ultra super long-life batteries. The consignment arrived yesterday but contained only 1,200 batteries.

This error put our firm in a difficult position, as we had to make some emergency purchases to fulfill our commitments to all our customers. This caused us considerable inconvenience.

I am writing to ask you to please make up the shortfall immediately and to ensure that such errors do not happen again. Otherwise, we may have to look elsewhere for our supplies.

I look forward to hearing from you by return.

Yours sincerely,

J. Wong

---

Flat 303 Lucky Mansions
856 Cheung Sha Wan Road
Cheung Sha Wan
Kowloon

9 December 2009

The Administrative Officer
Exhibition Services
Exhibitions International
33 Kadoorie Avenue
Kowloon

Dear Sir/Madam,

I attended your exhibition Sound Systems 2009 at the Fortune Hotel from 27 November - 2 December and found it informative and interesting. Unfortunately, my enjoyment of the event was spoiled by a number of organizational problems. I explain each of the problems below.

Firstly, I had difficulty in registering to attend the event. You set up an on-line registration facility, but I found the facility totally unworkable. Even after spending several wasted hours trying to register in this way, the computer would not accept my application. I eventually succeeded in registering by faxing you.
Secondly, the exhibition was held at one of Hong Kong’s most prestigious hotels, but frankly the venue was better suited to a medium-sized business conference than to a large exhibition open by registration to the public. The lack of space led to serious overcrowding in the venue, particularly at peak visiting times (i.e. lunch times and early evening). On one or two occasions I was also seriously concerned about the physical safety of attendees.

The final point I want to make concerns product information. It is very enjoyable to see and test a range of excellent sound systems, but it is also important to be able to take away leaflets on interesting products, so that more research can be done before deciding which system to buy. However, by the time I attended the exhibition all the leaflets had been taken.

Could I please ask you to look into these matters - not only on my behalf but also on behalf of other attendees, and in fact on behalf of your company, too.

I look forward to hearing from you.

Yours faithfully,

Michael Leung

Michael Leung
### Cohesive Devices

#### Addition
- again
- also
- and
- and then
- besides
- equally
- further (more)
- in addition (to...)
- indeed
- next
- in fact
- moreover
- too
- what is more
- finally

#### Comparison
- compared with
- in comparison with
- in the same way/manner
- similarly
- likewise
- again
- also

#### Contrast
- besides
- but
- however
- in contrast
- instead
- conversely
- it may be the case that
- certainly
- also
- likewise
- naturally
- nevertheless
- of course
- on the contrary
- on the other hand
- regardless
- like
- different from
- Alternatively
- still
- whereas
- while
- yet
- although
- despite
- it is true that
- notwithstanding

#### Enumeration
- firstly
- secondly
- etc.
- last
- to (begin) with
- more important
- on top of (that)
- next
- then
**Slide No. 10**

<table>
<thead>
<tr>
<th>Concession</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>although it is true that</td>
<td>granted that</td>
<td>of course</td>
<td></td>
</tr>
<tr>
<td>it may appear</td>
<td>naturally</td>
<td>it may be the case that</td>
<td></td>
</tr>
<tr>
<td>regardless</td>
<td>it is true that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>certainly</td>
<td>I admit that</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exemplification</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>as (evidence of...)</td>
<td>such as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for example</td>
<td>to show what (I mean)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for instance</td>
<td>specifically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thus</td>
<td>let us (take the case of...)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to illustrate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inference</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>if not, ...</td>
<td>otherwise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in (that) case</td>
<td>that implies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>then</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Slide No. 11**

<table>
<thead>
<tr>
<th>Summary/Conclusion</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>in all</td>
<td>in short</td>
<td>on the whole</td>
<td></td>
</tr>
<tr>
<td>in brief</td>
<td>in conclusion</td>
<td>to sum up</td>
<td></td>
</tr>
<tr>
<td>to summarise</td>
<td>therefore</td>
<td>basically</td>
<td></td>
</tr>
<tr>
<td>in summary</td>
<td>in a nutshell</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time and Sequence</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>after (a while)</td>
<td>before (that time)</td>
<td>since (then)</td>
<td></td>
</tr>
<tr>
<td>afterwards</td>
<td>finally</td>
<td>so far</td>
<td></td>
</tr>
<tr>
<td>at first</td>
<td>in the end</td>
<td>then</td>
<td></td>
</tr>
<tr>
<td>at last</td>
<td>meanwhile</td>
<td>(up to)</td>
<td></td>
</tr>
<tr>
<td>at (the same time)</td>
<td>next</td>
<td>(then)</td>
<td></td>
</tr>
<tr>
<td>while</td>
<td>subsequently</td>
<td>later</td>
<td></td>
</tr>
<tr>
<td>first, second, third...</td>
<td>in the future</td>
<td>somewhat</td>
<td></td>
</tr>
<tr>
<td>thereafter</td>
<td>next</td>
<td>earlier</td>
<td></td>
</tr>
<tr>
<td>concurrently</td>
<td>firstly, secondly, thirdly...</td>
<td>shortly</td>
<td></td>
</tr>
<tr>
<td>soon</td>
<td>in the future</td>
<td>over the next</td>
<td></td>
</tr>
<tr>
<td>as soon as</td>
<td>subsequently</td>
<td>(2 days)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>at that time</td>
<td>as long as</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>last</td>
<td></td>
</tr>
</tbody>
</table>
### Slide No. 12

<table>
<thead>
<tr>
<th><strong>Result</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>accordingly</td>
</tr>
<tr>
<td>as a result</td>
</tr>
<tr>
<td>consequently</td>
</tr>
<tr>
<td>since</td>
</tr>
<tr>
<td>as a consequence of...</td>
</tr>
<tr>
<td>caused</td>
</tr>
<tr>
<td>accordingly</td>
</tr>
<tr>
<td>for that reason</td>
</tr>
<tr>
<td>hence</td>
</tr>
<tr>
<td>thus</td>
</tr>
<tr>
<td>if...then...</td>
</tr>
<tr>
<td>...result(s) in ...</td>
</tr>
<tr>
<td>contribute to</td>
</tr>
<tr>
<td>in consequence</td>
</tr>
<tr>
<td>then</td>
</tr>
<tr>
<td>therefore</td>
</tr>
<tr>
<td>the ( consequence ) of</td>
</tr>
<tr>
<td>that is...</td>
</tr>
<tr>
<td>...is due to...</td>
</tr>
<tr>
<td>brought about by/because...</td>
</tr>
<tr>
<td>lead to...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reformulation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>in other words</td>
</tr>
<tr>
<td>rather</td>
</tr>
<tr>
<td>Briefly</td>
</tr>
<tr>
<td>put simply</td>
</tr>
<tr>
<td>that is (to say)</td>
</tr>
<tr>
<td>to put it more (simply)</td>
</tr>
<tr>
<td>basically</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Replacement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>again</td>
</tr>
<tr>
<td>alternatively</td>
</tr>
<tr>
<td>(better) still</td>
</tr>
<tr>
<td>on the other hand</td>
</tr>
<tr>
<td>the alternative is...</td>
</tr>
</tbody>
</table>

### Slide No. 13

<table>
<thead>
<tr>
<th><strong>Transition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>as far as ... is concerned</td>
</tr>
<tr>
<td>as far as ...</td>
</tr>
<tr>
<td>incidentally</td>
</tr>
<tr>
<td>how to turn to...</td>
</tr>
<tr>
<td>with ( reference) to</td>
</tr>
<tr>
<td>with regard to...</td>
</tr>
<tr>
<td>Concerning...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Place/Position</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
</tr>
<tr>
<td>beyond</td>
</tr>
<tr>
<td>in the back</td>
</tr>
<tr>
<td>nearby</td>
</tr>
<tr>
<td>elsewhere</td>
</tr>
<tr>
<td>opposite to</td>
</tr>
<tr>
<td>behind</td>
</tr>
<tr>
<td>adjacent</td>
</tr>
<tr>
<td>here</td>
</tr>
<tr>
<td>near</td>
</tr>
<tr>
<td>there</td>
</tr>
<tr>
<td>far</td>
</tr>
<tr>
<td>to the left</td>
</tr>
<tr>
<td>below</td>
</tr>
<tr>
<td>in front</td>
</tr>
<tr>
<td>there</td>
</tr>
<tr>
<td>closer to</td>
</tr>
<tr>
<td>farther on</td>
</tr>
<tr>
<td>to the right</td>
</tr>
</tbody>
</table>
Miscellaneous - Adverbs may be used at the beginning of sentences to show how the sentence which follows relates to the rest of the text. Many of them reveal the writer’s attitude to the idea they are expressing and so can be used as an important tool in evaluative writing.

<table>
<thead>
<tr>
<th>Admittedly</th>
<th>Fundamentally</th>
<th>Paradoxically</th>
</tr>
</thead>
<tbody>
<tr>
<td>All things considered</td>
<td>Generally speaking</td>
<td>Fundamentally</td>
</tr>
<tr>
<td>As a general rule</td>
<td>Interestingly</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>As far as we know</td>
<td>Ironically</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Astonishingly</td>
<td>Conclusively</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Broadly</td>
<td>Typically</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>By and large</td>
<td>Ultimately</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Characteristically</td>
<td>Understandably</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Cleary</td>
<td>Undoubtedly</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Coincidentally</td>
<td>Ultimately</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Conveniently</td>
<td>Understandably</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Curiously</td>
<td>Understandably</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Disappointingly</td>
<td>Understandably</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Equally</td>
<td>Understandably</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Essentially</td>
<td>Understandably</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Explicitly</td>
<td>Understandably</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Even so</td>
<td>Understandably</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Eventually</td>
<td>Understandably</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Fortunately</td>
<td>Understandably</td>
<td>Generally speaking</td>
</tr>
<tr>
<td>Fundamentally</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Generally speaking</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Interestingly</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Intricately</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>In essence</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>In general</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>In particular</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>In practice</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>In reality</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>In retrospect/hindsight</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>In theory</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>In view of this</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>More interestingly</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>More seriously</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>More specifically</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Naturally</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>On balance</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Obvously</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>On reflection</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Overall</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Paradoxically</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Potentially</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Predictably</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Presumably</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Primarily</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Probably</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Remarkably</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Remarkably</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Seemingly</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Significantly</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Surprisingly</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Theoretically</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>To all intents and purposes</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Typically</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Ultimately</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Understandably</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Undoubtedly</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>Unfortunately</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
<tr>
<td>With hindsight</td>
<td>More interestingly</td>
<td>Typically</td>
</tr>
</tbody>
</table>

Copyright - © 2002 David O'Regan - All rights reserved
**Body of the Letter**

**Background**

This section describes the situation; e.g.

- I am writing to inform you that the goods we ordered from your company have not been supplied correctly.
- I attended your exhibition Sound Systems 2009 at the Fortune Hotel (22-25 January) and found it informative and interesting. Unfortunately, my enjoyment of the event was spoiled by a number of organizational problems.
- I am a shareholder of Sunshine Bank and I am very concerned regarding recent newspaper reports on the financial situation of the bank. Your company is listed as the auditor in the latest annual report of the bank, so I am writing to you to ask for an explanation of the following issues.
- I am writing to inform you of my dissatisfaction with the food and drinks at the 'European Restaurant' on 18 January this year.

**Problem**

**Cause:**

- On 3 December 2009 we placed an order with your firm for 12,000 ultra super long-life batteries. The consignment arrived yesterday but contained only 1,200 batteries.
- Firstly, I had difficulty in registering to attend the event. You set up an on-line registration facility, but I found the facility totally unworkable.
- You sent us an invoice for $10,532, but did not deduct our usual 10% discount.
- We have found 16 spelling errors and 2 mislabeled diagrams in the sample book.
Slide No. 18

Effect:
• This error put our firm in a difficult position, as we had to make some emergency purchases to fulfill our commitments to all our customers. This caused us considerable inconvenience.
• Even after spending several wasted hours trying to register in this way, the computer would not accept my application.
• I am therefore returning the invoice to you for correction.
• This large number of errors is unacceptable to our customers, and we are therefore unable to sell these books.

Slide No. 19

Solution
• I am writing to ask you to please make up the shortfall immediately and to ensure that such errors do not happen again.
• Could I please ask you to look into these matters.
• Please send us a corrected invoice for $9,479

I enclose a copy of the book with the errors highlighted. Please re-print the book and send it to us by next Friday.
Closing
• I look forward to receiving your explanation of these matters.
• I look forward to receiving your payment.
• I look forward to hearing from you shortly.

<table>
<thead>
<tr>
<th>Writing process</th>
<th>Strategy</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-writing</td>
<td>Questioning</td>
<td>Who is writing the letter? When is the letter written? Who is the letter written to? Why do I write the letter? What information shall I put to support the purpose of the letter? Where shall I write the address, the date, the salutation and the signature?</td>
</tr>
<tr>
<td>Drafting</td>
<td>Writing without stop</td>
<td>Answer the above questions, just jot the answers of the questions.</td>
</tr>
<tr>
<td>Revising</td>
<td>Individual, pair, or group work.</td>
<td>Revise the ideas you have written to modify or change any of them, this will improve your writing.</td>
</tr>
<tr>
<td>Proof reading</td>
<td>Individually or by a friend</td>
<td>Read again to check: capitalization, commas, full stops, grammar, spilling and coherence to get the final copy of your letter.</td>
</tr>
<tr>
<td>Publishing</td>
<td>Read to audience</td>
<td>- Show your written letter to your teacher. - Read aloud in front of your friends.</td>
</tr>
</tbody>
</table>
Thank You
Nasser Sdoudi
Appendix (IV)

LETTER WRITING DIAGNOSTIC TEST
Eleventh grade

School: ................................................................. Time: One- hour
Name: .................................................. Class: ............... Date: ..............

==========================================================================

1. **Informal letter:**

You are Khalid, and you live in Jerusalem, Salah Al-Din Street, Building No. 7. Write a letter to your friend Bin who lives in Britain, London, Tower St., inviting him to visit Jerusalem.

**You may include the following ideas:**

- The importance of Jerusalem in the past and present.
- The places to see (Holy places - markets - museums).
- The culture and types of food he might like.
2. **Inquiry letter:**

Write a letter to the Olympic Games Manager, 145, J.K., London to inquire about the next competition conditions for the 100-meter race. Your name is Kamal, and you live at 217 Naser Street, Gaza.
3. **Job application letter:**

Write a letter to the Manager of Al Shoroq Factory in Nusiarat Camp, applying for the post of assistant manager advertised in 'Al Aqsa' Newspaper three days ago. Your name is Majid and you live in El Boraij, Omar bin El Khatab Street, Building No.95.

**Include** (qualifications, communication skills, experience, etc…).
4. Complaining letter:

Write a letter to the Manager of Gaza Electricity Distribution Company LTD, in Gaza city complaining about the frequent cut of the current and telling him to what extent it is harmful to you as a student. Your name is Hassan/Hanaa, you live in Dair El-Balah, El-Berka street, number 52.
### Criteria for Letter Writing Diagnostic Test – Eleventh grade

<table>
<thead>
<tr>
<th>NO.</th>
<th>LETTER WRITING CRITERIA</th>
<th>Widely clear</th>
<th>clear</th>
<th>Not clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- layout</td>
<td>The address of the sender is clear and in the correct place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The address of the recipient is clear and in the right place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The date is proper and in the right order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The salutation is suitable and in the correct form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The opening paragraph is suitable and leads to the content of the letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The content is clear and conveys the purpose of the letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The closing paragraph shows the sender's expectations from the recipient of the letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The sender's signature is correct and in the right place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Suitable space is left between paragraphs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B- Punctuation</td>
<td>Capitalization is used in the right places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Abbreviations are used with capitalization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The comma is used where necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Periods (full-stops) are existent in the proper places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The question mark is used in the needed places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C- Sentences</td>
<td>fragment sentences are avoided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Run – on sentences are avoided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sentences are active voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sentences are grammatically correct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>(Subject–verb-object) collocation is kept in the sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D- Language</td>
<td>The addressee is not missed in the letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Spelling mistakes are avoided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The letter is clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The letter is concise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Redundancy is avoided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The sentences are cohesive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Researcher: Nasser Sdoudi
Appendix (V)

LETTER WRITING POST TEST- Eleventh grade

School:…………………………………………………………. Time: One- hour
Name:…………………………………….Class:……………..Date:……………..

1. Informal letter:

You are Sami, and live in Khan-Younis, 16 Akka Street. Write a letter to your friend
Mark who lives in France, Paris, Tower St., inviting him to spend two weeks in
Gaza.

You may include the following ideas:
- The places he may visit in Gaza: El Omary Mosque, the sea beach, Barqooq Castle.
- The weather of Gaza and the types of clothes needed to such a weather.
- The culture and types of food he might like.
2. **Inquiry letter:**

You have graduated from the university, Electrical Engineering College; you want to write to the manager of *Gaza Electricity Distribution Company LTD* in Gaza City to inquire about the problems they face, and informing him that you can help in solving the problem. You are Farid from Rafah; you live in El- Shaboor (105/ 4), your email is *(faridml@hotmail.com)*.
3. **Job application letter:**

Write a letter to the Manager of El Awda Biscuits Factory in Dair El Balah; applying for the post of biscuits baker advertised in Al Hyat Newspaper two days ago. Your name is Tarek and live in Nusierat, Tel. 2555555, 33 Omar Bin El Khatab Street.

**Include** (qualifications and skills, experience, and why you are interested in the job).
4. **Letter of Complaint:**

Write a letter to the Mayor of Gaza Municipality in Gaza City to complain about the rubbish on the streets of Gaza city, telling him how much harm it may cause and how far it is ugly to have like scenes in Gaza. Also, you can suggest solutions to the problem. You are Ahmad; you live in Sheik Rodwan, Jawal 0599222222, 45 Market Street.
Criteria for Letter Writing Post Test – Eleventh Grade

<table>
<thead>
<tr>
<th>NO.</th>
<th>LETTER WRITING CRITERIA</th>
<th>Widely clear</th>
<th>clear</th>
<th>Not clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-</td>
<td>layout</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The address of the sender is clear and in the correct place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The address of the recipient is clear and in the right place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The date is proper and in the right order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The salutation is suitable and in the correct form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The opening paragraph is suitable and leads to the content of the letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The content is clear and conveys the purpose of the letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The closing paragraph shows the sender's expectations from the recipient of the letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The sender's signature is correct and in the right place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Suitable space is left between paragraphs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F-</td>
<td>Punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Capitalization is used in the right places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Abbreviations are used with capitalization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The comma is used where necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Periods (full-stops) are existent in the proper places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The question mark is used in the needed places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G-</td>
<td>Sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>fragment sentences are avoided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Run – on sentences are avoided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sentences are active voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sentences are grammatically correct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>(Subject–verb-object) collocation is kept in the sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H-</td>
<td>Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The addressee is not missed in the letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Spelling mistakes are avoided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The letter is clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The letter is concise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Redundancy is avoided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The sentences are cohesive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Researcher: Nasser Sdoudi
Appendix (VI)

Reflection of the English language teacher at Sabra and Shatella Secondary School on the Suggested Program Mrs. Amal Abu sharer

It's been always an obsession for the students who find themselves powerless to use all their knowledge of vocabulary and grammar to produce something distinguished to meet that need, the researcher applied a writing program for grade 11.

The program contained four units, twelve sessions. It started with the informal letter and discussed all its components, moreover the application of the writing process stages on the writing tasks. Then, the researcher explained the formal letter types (inquiry, job application and complaint). The program was also accompanied by a considerable number of model letters, the L.C.D, worksheets as teaching aids.

The program started with a diagnostic writing test including the types of the letters to diagnose the deficiencies of the students in letter writing. By the end, a post-writing test was followed to assess the progress achieved. Moreover, students were asked to fill in a reflection.

As the program started, the students were hesitant and ill-confident to write. After a session or two, they began to show courage when they were asked to write, all students held their pens to write the task - a sign that pleased me a lot.
By giving the students confidence stimulation and encouragement, they found themselves on the right track. On the other hand, being knowledgeable and well-prepared for the program, the researcher could cover its stages thoroughly and more from one stage to another after giving each a due discussion.

The program achieved what the researcher promised to do- a research to benefit from. The students' writing made a leap. They could write using the clear techniques. Furthermore, when the students were asked to write; the writing process stages: prewriting- drafting – revising – editing and publishing helped them to produce better coherent ideas.

In the end, I would like to thank the researcher on behalf of my students. He has indeed offered a practical and applicable solution for the problem for writing letters that has troubled me for a longtime without a satisfying results . I highly recommend that the researcher's program be published and taught for the 9th, 10th and 11th graders.

T: Amal Abu Sharar

Sabra & Shatilla Secondary School
Appendix (VII)

Reflection of the English language teacher at Ain El-Helwa Secondary School on the Suggested Program Mr. Abed El- Hadi Abu El- Amrain

The program aims mainly to provide the 11th grade of Ein El Helwa Boys Secondary School with the basic as well as the advanced skills in writing letters, throughout the suggested program. The program includes 12 sessions in writing the formal and informal letters.

The Targeted Group:

The 11th grade of Ein El Helwa Boys Secondary School in Al Zahra' City, in the Middle Area – Gaza Strip

Need of Students:

The students in Gaza Strip suffer greatly from writing in general and writing letters in particular. Therefore, the program came to meet the students' needs in this field. However, the students' aptitudes to the program were excellent because they know the importance of the program whether in the school or in the work market.

The Educational Aids:

The researcher has used the following resources and materials to facilitate the subject: BB – LCD - Worksheets – Notebooks – letter samples – References.

The techniques and methods the researcher used, were very interesting and new for students. Those aids attracted the students’ attentions toward the subject.

The Sequence and Application of the Program:

The researcher has used appropriate methods. He started from the simplest to the more difficult. The researcher used real examples using "power Point Program" and showed the material using LCD which is considered modern and attractive for the learners.
The learners have addressed some legal and official companies in Gaza and abroad.

The researcher used what he called "writing process" and tried hardly to provide the
students with the basic principles of writing letters either official or personal.

The researcher has used discussion method in presenting his material. Besides, he
sometimes used lecturing. He used LCD to show his material. He started from the first
point to discuss the subject of writing letters step by step. The students learnt how to
place the address and date in both formal and formal letter. The researcher alerted
them not to neglect the recipient's address in formal letters. Then, they learned how to
sign in the end of letter and to write closing paragraph which in most of time wait the
reply of the recipients especially, in formal letters. The students have been taught to
write the body of paragraph.

The Monitoring & Evaluation:

The students' activities have been monitored and assessed by giving them quizzes,
homework, exams and checking samples of letters. The monitoring and evaluation
were adequate.

Evaluation of the program:

The students has achieved development in their writing ability ,especially in letter
writing . But, I advice if the program had been taught for a longer time .

T: Abed El- Hadi Abu El- Amrain

Ain El-Helwa Secondary School
## Appendix (VIII)

### Attendance of participants at Sabra & Shatella Secondary School

**April & May 2011**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Date</th>
<th>S 2</th>
<th>T 5</th>
<th>S 9</th>
<th>T 12</th>
<th>S 16</th>
<th>T 19</th>
<th>S 23</th>
<th>T 26</th>
<th>S 30</th>
<th>T 3</th>
<th>S 7</th>
<th>T 10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amna Mohammad Toman</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Alaa Adnan Abu Shomar</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Aya Nazmi Abu Khobaiza</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Asmaa Hosni Tallaa</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Islam Hani Faraj Allah</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Ilham Ahmad Nofal</td>
<td></td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Iman M. Abu Kmail</td>
<td></td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Inas Mazin Daya</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>Dalia Jawad Salah</td>
<td></td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Daiana Walid Abu Tawela</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Rowida Kamal Loah</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>Salsabeel Faiz Najar</td>
<td></td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>11</td>
</tr>
<tr>
<td>13</td>
<td>Sahar Musa Shobaki</td>
<td></td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>Maha M. Abu Haya</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>11</td>
</tr>
<tr>
<td>15</td>
<td>Nevin Ziad Barakat</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>Hala Tawfiq Ramadan</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td>17</td>
<td>Haya Ramadan Meqdad</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Sum</strong></td>
<td></td>
<td>14</td>
<td>16</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>194</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needed Attendance</th>
<th>Actual Attendance</th>
<th>Attendance Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>204</td>
<td>194</td>
<td>95%</td>
</tr>
</tbody>
</table>

320
Appendix (IX)

Attendance of participants at Ain El-Helwa Secondary School
April & May 2011

<table>
<thead>
<tr>
<th>No.</th>
<th>Name:</th>
<th>Date:</th>
<th>S</th>
<th>T</th>
<th>S</th>
<th>T</th>
<th>S</th>
<th>T</th>
<th>S</th>
<th>T</th>
<th>S</th>
<th>T</th>
<th>S</th>
<th>T</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Hosni Talaa</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Abdallh Aklook</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Husam Shalail</td>
<td></td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Osama M. Quttawi</td>
<td></td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Osama Nasser Abu Itwi</td>
<td></td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Ayman Hassn Sharif</td>
<td></td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Sarif Mahmoud Sersawi</td>
<td></td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>Asim Osama Abu Mosamih</td>
<td></td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Azab Adnan Abu Shahada</td>
<td></td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Ali Mohammad Gamri</td>
<td></td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td></td>
<td>+</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>Mohammad M. Hudad</td>
<td></td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mohammad Maher Humdona</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>Mohammad A. Khalifa</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>Mahmoud I. Bargouth</td>
<td></td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td></td>
<td>+</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>Hashim Hisham loah</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td>Walid Ahmad Saifi</td>
<td></td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>17</td>
<td>Yousif M. Abu Amsha</td>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Sum</td>
<td>16</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>158</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needed Attendance</th>
<th>Actual Attendance</th>
<th>Attendance Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>204</td>
<td>158</td>
<td>77.4%</td>
</tr>
</tbody>
</table>
Student's Reflection on the Program

Dear student,

You have participated in a program entitled "A suggested Program for Tackling Letter Writing Deficiencies among 11th Graders in The Middle Governorate", which is a part of a study in the same title, to obtain the Master Degree in Curricula & English Teaching Methodology.

You are kindly requested to look carefully at the elements of this reflection and fill in. The scale contains five columns (5) very high (4) high (3) medium (2) low (1) very low. Put a tick (✓) in the place which reflects your opinion. Your notes and responses will be highly appreciated and confidential.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The program is important to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The program meets my needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The sequence of the program is appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The use of the writing process stages simplifies the writing tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The program helps me to create strategies to each stage in the writing process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The time of the program is suitable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The number of lessons included in the program is enough to acquire the content of the program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The tasks assigned are sufficient.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>My ability in writing letters has improved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The researcher:

Nasser Sdoudi
Appendix (XI)

Referee Committee for Study Tools

The refereeing committee for this study stages was composed of a Variety of PhD professors in ELT, MA. instructors and supervisors; and well experienced teachers as shown in the list below:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Qualification</th>
<th>Place of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prof. Ezzo Afanah</td>
<td>Prof. in Methodology and Statistical Maths</td>
<td>Vice Dean of College of Education</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Mohammad Atya</td>
<td>PhD in Methodology</td>
<td>Lecturer - Al- Aqsa University</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Mohammad Hamdan</td>
<td>PhD in Methodology</td>
<td>Associate Prof. of Curriculum and English Methodology. Al- Aqsa University- Gaza.</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Mohammad Abu Malooh</td>
<td>PhD in Methodology</td>
<td>The Quttan Center for Educational Research</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Ausamah Asdoudi</td>
<td>PhD in Economics and Administration</td>
<td>Lecturer – Al Azhar University</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Ahmad S. Abd Elhadi</td>
<td>MA. in Methodology</td>
<td>Lecturer – The Islamic University</td>
</tr>
<tr>
<td>7</td>
<td>Mr. Kamal Abu Shamla</td>
<td>MA. in Methodology</td>
<td>Supervisor of ELT in the Middle Area Governorate.</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Mostafa Abu Atwan</td>
<td>Ma. in Educational Administration</td>
<td>Supervisor of ELT in the Middle Area Governorate.</td>
</tr>
<tr>
<td>9</td>
<td>Mrs. Maha Barzaq</td>
<td>MA. in Methodology</td>
<td>The Quttan Center for Educational Research</td>
</tr>
<tr>
<td>10</td>
<td>Mr. Saeed El-Seesy</td>
<td>MA. in Linguistics</td>
<td>Lecturer – Al Azhar University</td>
</tr>
<tr>
<td>11</td>
<td>Mr. Ahmad Al Habash</td>
<td>BA. In English language.</td>
<td>Supervisor of ELT in West Gaza Directorate.</td>
</tr>
<tr>
<td>12</td>
<td>Mr. Moneer Saleh</td>
<td>BA. In English language.</td>
<td>Supervisor of ELT in West Gaza Directorate.</td>
</tr>
<tr>
<td>13</td>
<td>Mrs. Sahar Hassan</td>
<td>BA. In English</td>
<td>Supervisor of ELT in West</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Qualification</td>
<td>Institution</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>---------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>14</td>
<td>Mr. Moaen Kahail</td>
<td>BA. In English</td>
<td>Supervisor of ELT in West Gaza Directorate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>language.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Mr. Nader Abu Mualik</td>
<td>BA. In English</td>
<td>Ain El- Hilwa Secondary School.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amrain</td>
<td>language.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Mrs. Amal Abu Sharar</td>
<td>BA. In English</td>
<td>Sabra and Shatilla Secondary School.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>language.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Fatina El-Kfafi</td>
<td>BA. In English</td>
<td>Sabra and Shatilla Secondary School.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>language.</td>
<td></td>
</tr>
</tbody>
</table>
CURRICULUM VITAE

Nasser Abdullah Sdoudi
Nuseirat camp, Gaza
Home Tel: 2557048
Mobile: 0599183860
E-mail:

EDUCATION:
2011 M.Ed., The Islamic University- Gaza, Palestine

1999 B.A., Al- Quds Open University, Gaza Palestine
English language and methodology of teaching

1985 Diploma, Gaza Institute for Training Teachers
English language methodology

PROFESSIONAL EXPERIENCE:
2003- now School principle at governmental schools
2000 - 2002 Assistant of school principle at Zohair El- Almi Secondary School
1989 - 2000 Teacher for English language in the three stages at governmental schools

REFERENCES:
Dr. Awad Keshta
Department of Curricula & Methodology
Faculty of Education
The Islamic University of Gaza

Dr. Mohammed Atya
English Language Department
Faculty of Education
Al Aqsa University