THE EFFECT OF USING THE READING FOR WRITING APPROACH ON DEVELOPING THE WRITING ABILITY OF EGYPTIAN EFL LEARNERS AND THEIR ATTITUDES TOWARDS WRITING

By

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Abstract

Background. Research reveals that the division between reading and writing hinders the development of language learning in general and writing ability in specific.

Aims. The study examined the effect of using the reading for writing approach on developing the writing ability of Egyptian EFL learners and their attitudes towards writing.

Sample. Thirty, first year secondary school students participated in this study.

Method. A quasi-experimental pretest posttest control group design was used to form an experimental group.

Results. This small scale study enabled students to develop their writing skills and their attitudes towards writing, with no statistically significant differences between males and females.

Conclusion. The study corroborated the efficacy of the reading for writing approach as a feasible tool for enhancing the writing ability of Egyptian EFL learners and their attitudes towards writing.

Introduction

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It is a difficult skill for native and nonnative speakers alike, for writers should balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics. Moreover, it encourages thinking and learning, motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Writing is especially difficult for nonnative speakers because they are expected

to create written products that demonstrate mastery of all the aforementioned issues in a new language (Abu-Rass (2001).

Among the sources of difficulty is that writing generates its own context with a reader physically absent and sometimes not known to the writer. The writer is deprived of certain privileges such as making direct references, interacting and receiving immediate feedback from the reader, getting reliable information on the reader's background knowledge and understanding through gestures, facial expressions and other paralinguistic features (Pilus, 1993).

Along the history of writing learning and teaching, there were two dominant approaches that shaped this process; the product approach and the process approach. The formal stresses that students should master the language forms before aiming at "precision of expression, fluency" and "style" (Pilus, 1993). This approach existed as a reflection to the prevalence of the audio-lingual method in language teaching in the early 1950s and 1960s, and writing served to achieve the grammatical and syntactic forms.

The most influential development in the writing theory in this century took place in the late sixties and the seventies with the emergence of the process writing pedagogy. Process pedagogy aims to shift attention away from the text and towards the processes that created it, processes that should be understood as fluid, complex, and, above all, highly individual(Hyland, 2002).

Process pedagogy (Gocsik, 2005) offers professors a new way of thinking about the teaching of writing:

- Process pedagogy encourages students to understand writing as a process that is comprised of a series of interrelated activities and strategies. These include invention (brainstorming, freewriting, etc.), organization (nutshelling, outlining, etc.), drafting, and revision.

- It employs teaching methods that discourage appropriation of the writer's authority, seeking instead to help students to become confident contributors to the academic community. To achieve this end, process pedagogy promotes several methodologies, among them frequent student-teacher conferences, the use of peer group exercises and peer tutors in all phases of the writing process.

- It acknowledges the importance of students' personal experiences and voices, and seeks to find appropriate ways for the personal to inform academic writing.

Researchers tried to link the teaching of writing through the process approach with the content-area instruction, of which reading was the first to be associated with. The writing courses based on the integration between reading and writing was first developed for native English learners. There are numerous textbooks which prepare native English-speaking students to write across disciplines by presenting topics on which students will read articles and then react to their reading by writing compositions (Kennedy, 1994). The reason for this curricular link is palpable. Reading inspires students, introduces them to great ideas and improves their ability to think critically and analytically. Moreover, reading centers class discussion around the theme of the topic, gives students something to talk about, encourages them to retrieve the personal background knowledge, and forms new schemata for themselves. Reading also gives students something to write about, for students at this age lack the required sophisticated ideas to write about certain topic, and reading can provide these ideas for them. Finally, reading illustrates models of truly excellent writing, thereby offering students instruction in voice, organization, syntax, and language (Matsuda, 2003).

The relationship between reading and writing can be traced back in the history of second language research to the 1980s through the theory of Cummins (the common underlying proficiency hypothesis) which proposes the literacy transfer from the L1 to L2. Cummins assures that certain types of literacy skills transfer to support L2 literacy development. Researchers in this perspective are still debating about the direction of the influence whether it is from the reading to writing or the opposite (Grabe, 2003). The second theory that the reading/writing relationship can be traced back is (the language threshold hypothesis) of Alderson (1984). He argues that L2 writers should develop a reasonable L2 proficiency before the transfer take place.

Although the previous two theories are mainly related to language transfer from L1 to L2, researchers in the field of L2 argue that it can be considered the base for reading/writing relationship, especially the two theories have assured the link between reading and writing and that it is difficult to separate them.

Elley (1991) writes about four studies comparing language development of children who learned a second language in traditional classrooms and those who participated in a reading-based program in New Zealand. Results showed superior performance by participants in the reading-based program in the three tests administered to examine its effectiveness. In comparisons, the participants in the reading-based program outperformed their peers who learned in traditional classrooms. Two other research projects were conducted at a university in Arizona to examine the usefulness of integrating language and content and exposing ESL students to a massive amount of reading (Abu-Rass 1997; Ghawi 1996). In both case studies, participating students demonstrated significant gains in language proficiency, especially in writing. The students were also eager to read the assigned novels and enjoyed reading even though they encountered many unfamiliar words (cited in Abu-Rass, 2001).

On the other hand, teachers who teach writing through reading, often find themselves questioning the role of reading in the writing classrooms. These teachers are concerned about the amount of class time they devote to reading as opposed to the amount of class time they should devote to teaching writing. They worry that the attention to reading and analysing course materials risks crowding out writing instruction - which, they feel, should be the priority of the course. They are also aware of the debate concerning the relative usefulness of teaching literary analysis to students who do not plan to major either in English or in any of the Humanities.

However, it is not logical to separate reading from the writing classroom. Simply because active process in one domain may lead to the activation of the other domain. Moreover, if students read more about what they are going to write about, discussing and analyzing the ideas in the materials at hand, surely they will develop many ideas for writing, and reading and writing will interact together to form the schemata of the reader (writer).

Hao and Sivell (2002) has analyzed the context of the reading/writing connection and the benefits that students may gain via this connection. They assured that the texts should be of interest to the learners to generate the desire for real communication. Furthermore, these texts, available as a background source for writing, help students feel confident about finding something to say which is very important for low and intermediate levels of

foreign language learning because they lack control over the materials they are asked to consult. Moreover, introducing the materials and giving instruction around them will assist learners in gathering information to support, develop and generate new ideas, and at the same time, they may extend their lexical and syntactical repertoire by imitation and copying. This copying will increase their security in using the foreign language.

Whatever importance the reading/writing connection has, writing is till taught in isolation in the Egyptian context. The English course schedule in the basic and secondary stages in Egypt still includes a separate period for the composition and it is devoted to teaching the mechanics of writing, rather than following the steps of the process writing method. Moreover, when teachers ask students to write about a certain topic, they rush to bilingual dictionaries to find the seemingly equivalent words and try to translate their ideas into English, without consulting any relevant materials related to the topic (Abdel-Fattah, 1995; Ibrahim, 2002). As a result, they clothe the native language words and structures in English words without realizing that their language will be incomprehensible in the English context. Furthermore, teachers do not ask students to cooperate with each other or even write a draft of the topic and hand it to him, to give them the suitable feedback. Consequently, it is not surprising to see a college student, unable to write a complete and comprehensible sentence. Amer (2003) expresses the problem of Egyptian learners in writing in more specific words:

> "While I was teaching Egyptian EFL students, I noticed that almost all the students were complaining of the same problem that is they do not know what to write in a given composition. Sentences like "I do not know from where to begin"; "words do not come when I need them"; "I do not know what to write"; "I always stay for hours without writing a word" were common among students" (p:29).

The assumption behind this research is that if writing is taught through reading texts, students will gain ideas through which they can write different topics. Moreover, students will have a model for their own writing, and hence the quality of their writing will be enhanced. Furthermore, reading in the writing classroom will make the class environment enjoyable and interesting. Most people like to read about human situations, concerns, problems, solutions, and emotions. Sometimes people prefer to read stories because they

cover universal themes, such as family work, loneliness, love, and mortality, and readers can thus identify with the stories and their characters which in turn may lead to qualified writing (Vandrick, 2003).

Research aims and questions

The aim of the study was to investigate the effect of using the reading for writing approach on developing the writing ability of the Egyptian first year secondary school students and their attitudes towards writing.

To fulfill the previous aim the researcher tried to answer the following questions:

1. What is the effect of using the reading for writing approach on developing the writing ability of the Egyptian first year secondary school students?
2. Do boys have better scores in writing than girls?
3. What is the effect of the reading for writing approach on students' attitudes towards writing?
4. Do boys have better scores on the attitudes scale than girls?
5. Is there a relationship between students' writing ability and their attitudes towards writing?

Research hypotheses

1. There will be significant differences in writing ability between the mean scores of students on the pre-test and those on the post-test in favour of the post-test.
2. Students will gain more positive attitudes towards writing after the intervention.
3. Boys will have better scores in writing ability than girls.
4. Boys will have better scores on the attitude scale than girls.
5. Students with high scores in writing have high scores in attitudes.

The method

Design

To investigate the effect of the reading for writing approach on developing the writing ability of first year Egyptian secondary stage students and their attitudes towards writing, a pretest posttest control group design was used. More specifically, the sample of the study was assigned to the following conditions: pretest, intervention, and posttest. The intervention took place in an ecologically valid classroom, and the design can be referred to as a quasi-experimental study.

The sample

The sample of the study comprised of 30 mixed gender students, randomly selected from Helmeyet Akzaytoon secondary school in Cairo, Egypt. The group encompassed 14 male and 16 female to form an experimental group. All students were first year secondary stage. The school lies in a middle class area in Cairo, and the whole majority of students are from middle class families. The age of students was 15 years old. The class size in this school ranged from 30 to 45 with an average of almost 38 students per classroom.

Variables

The dependent variables of the study

1. Writing ability: it can be operationally defined as the students' ability to:
   - Express the ideas in a cohesive manner;
   - Logically organize the sentences;
   - Appropriately apply the mechanics of writing (grammar, punctuation, and spelling);
   - Properly tone the sentences.
2. Attitudes towards writing. It can be operationally defined as a psychological tendency that is expressed by evaluating writing with some degree of favor or disfavor (Eagley and Chaiken; 1992).

The independent variables

1. The reading for writing approach;
2. Gender.

The instruments

The writing ability of students was assessed through pre-post testing, using the multi-item test prepared by the researcher (see appendix 1, part 1). The test consists of 10 items covering the four sub-skills of the writing ability. The following table shows the sub-skills and the items that match them.

Table (1) the sub-skills of writing and the relevant questions

No.	Sub-skills	Item No.
1	Express the ideas in a cohesive manner;	1, 9
2	Logically organize the sentences;	2, 3
3	Appropriately apply the mechanics of writing	4, 5, 6, 7,
4	Properly tone the sentences	8, 10

The attitude of students towards writing was assessed using an attitude scale prepared by the researcher (see appendix 1, part 2). Students were given the instructions of the scale showing that there is no right or wrong answer to their response to the statements.

The validity and reliability of the instruments

Test reliability is the extent to which a measuring device is consistent in measuring whatever it measures. Prior to this purpose, Cronbach's Alpha was carried out, to test the reliability of the two instruments. As for the first instrument, the writing test, the running of Alpha has led to the removal of two items out of 12, to have an overall Alpha score 0.750 which is statistically significant to assume that the test is reliable. The second instrument, the attitude scale, has an Alpha score 0.759 without any deletion to any item, which in turn indicates that the scale is reliable. The following table shows the aforesaid results:

Table (2) Descriptive statistics and Cronbach's alpha for the two instruments

Test	No. of cases	No. of items	Mean	SD	Alpha
Writing test	20	2	8.00	8.94	0.750
Attitude scale	20	0	9.0	9.11	0759

In order to check the validity of the two instruments; the writing test and the attitude scale, content validity was investigated. It is defined as the extent to which the device represents the content of interest (Punch, 1998). A copy of the two instruments were sent via the email to a jury of four members (see appendix 2). After some amendments in the test and the scale, they confirmed that the test measures what it is intended to measure.

Administration of the instruments

Each instrument was administered twice, before and after the intervention from 9th to 28th of April 2005. This is the duration of the intervention and testing.

Threats to the validity of the instruments

A list of threats (internal or external) that might have affected the results of the study are listed below:

1. <u>History</u>: the normal English course studied in the school was running at the same time of the study and it might affect the study.

2. <u>Selection:</u> the group of the study was selected from a certain school which might be different in level and maturation from other schools.

3. <u>Testing:</u> the pre-test might have an effect on the group of the study.

4. <u>The sample size:</u> the sample of the study was 30 students, if it is bigger, the results might be different.

5. <u>The tutor bias:</u> the tutor might be biased to the experimental study to get better results.

6. <u>Randomization:</u> since the school was deliberately chosen, and randomization is only in the choice of the students, the issue of generalization is controversial.

7. <u>The interaction between treatment and testing.</u> As long as the testing process went on line with the approach of teaching, it might happen that there was interaction that led to the better scoring of the group on the post-test and that learners were ignorant of the method of testing when setting for the pre-test.

The treatment materials

In order to achieve the aims of the study a group of five lessons based on the reading for writing approach were designed. The lessons were about topics related to the students and their interest because the students themselves have agreed upon the topics which they would like to study. These topics were as follow:

1. Overpopulation in Egypt.
2. Whom I trust.
3. Poverty in Africa.
4. The intelligent village.
5. First love. (See appendix 3 for an example of the lessons)

The statistical analysis

The following statistical tests were used (with the help of the SPSS software, version 11.5) to test the results of the study:

1. Dependent (paired) sample T. test;
2. Independent sample T. test;
3. Alpha formula for testing the reliability of the test and the attitude scale.

Procedures of the study

Prior to the beginning of the study, all students were administered the pretest. After the pretesting, the intervention process started. Students were exposed to an experiment in which they studied five writing lessons explicitly designed according to the reading for writing approach. Teaching the lessons lasted for three weeks with five hours each. After the completion of the five lessons, the posttest was administered to the whole sample.
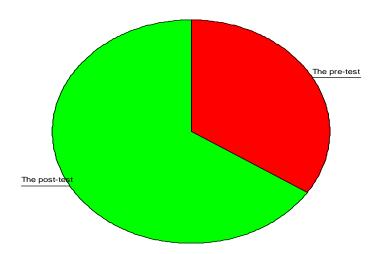
The results

The results of the study will be presented in the light of the study questions and hypotheses.

Hypothesis one:

The first hypothesis refered to the differential effects of the reading for writing approach on the writing ability of the learners. To address this hypothesis, a dependent (paired) sample T. test was used. Table (3) and graph (1) show the results of the T. test.

Table (3) The paired (dependent) sample T. test of the writing test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
▪ Writing knowledge before the intervention ▪ Writing knowledge after the intervention	-32.000	12.7035	2.319	-36.74	-27.25	-13.7	29	.000

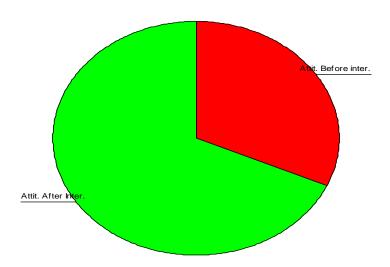**Graph (1) the difference between the pretest and the posttest in writing ability**

Results of the dependent sample T. test show a significant difference between the pretest and the posttest mean scores of the group at 0.05 level, suggesting that students achievement has significantly improved as a result of using the intervention (T.=-13.7) with mean (-32.00) and standard deviation (12.70). Consequently the first hypothesis was accepted.

Hypothesis two

The second hypothesis refered to the differential effects of the reading for writing approach on the attitudes of students towards the writing skill. On running the paired sample T. test, the following results of table (4) and the upcoming graph; graph (2) have been reached.

Table (4) The paired (dependent) sample T. test of the difference in attitudes before and after the intervention

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
-Attitudes before the intervention. -Attitudes after the intervention	-33.6333	10.8293	1.97716	-37.6771	-29.5896	-17.01	29	.000

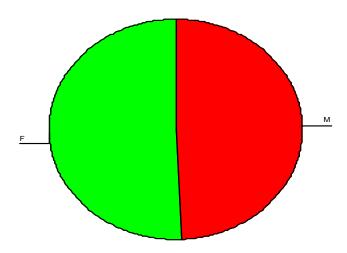**Graph (2) the difference in attitudes before and after the intervention**

Inspecting table (4) and graph (2), it is clear that students' scores on the attitude scale after the intervention are statistically higher than their scores before the intervention (T. = -17.01) with a men (-33.63) and standard deviation (10.82). These results show significant differences before the intervention and after the intervention in attitudes in favour of the post-administration at 0.05 level. These results indicate that the reading for writing approach was an effective method for teaching writing and for enhancing the attitudes of the learners towards writing. As a result, the second hypothesis was accepted.

Hypothesis three

It was hypothesized that boys would have better scores than girls on the posttest of the writing ability. To test this hypothesis, an independent sample T. test was used. The results can be seen in the following table (table 5) and the next graph (graph 3).

Table (5) The independent sample T. test of the difference between boys and girls on the posttest of the writing ability

Gender	No.	Mean	SD	t.	df	Sig.
Boys	14	64.28	10.89	-0.65	28	.0.518
Girls	16	68.12	19.39	-0.67	24.144	0.504

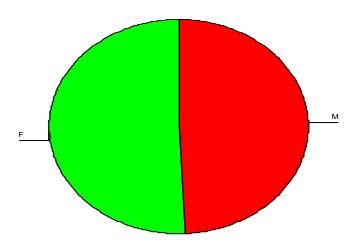**Graph (3) the difference in writing between males and females**

The previous table and graph show the differences between males and females on their writing knowledge. Females' scores are slightly higher than males' (mean 64.28 and 68.12 respectively). However, this difference is not statistically significant (T. value for males was -0.65, and for females -0.67 with significance at 0.51 and 0.50 correspondingly). This result is greater than (0.05). Consequently, the results were not significant and the third hypothesis was rejected.

Hypothesis four

The fourth hypothesis of the study referred to the difference between males and females in attitudes and it was directed towards males. To test this hypothesis, an independent sample T. test was used. The results can be illustrated in the following table (table 6) and the next graph (graph 4):

Table (6) The independent sample T. test of the difference between boys and girls on the attitude scale

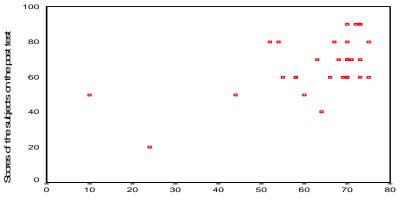| Gender	No.	Mean	SD	T.	DF	Sig.
Boys	14	66.21	6.41	1.16	28	0.255
Girls	16	60.00	19.7	1.22	18.76	0.235

Graph (4) the difference in attitudes between males and females

The results of T. test indicates that females' scores were higher than the males' (mean 66.21, and 60.00 in the same order). However, these results were not statistically significant (T. = 1.16 and 1.27 with significance 0.255 and 0.235 for females and females). These scores are higher than (0.05) level, and hence, the fourth hypothesis was rejected.

Hypothesis five

It was hypothesized that there would be a positive correlation between attitudes and writing. To conduct this correlation it was essential to plot a scatterplot to look at the general trend of the data. By using the SPSS software, the following graph (graph 5) presents this scatterplot:

Graph (5) A scatterplot of students scores on writing against their scores on attitudes

The scatterplot shows that the general trend of results indicates that higher scores of writing are associated with higher scores in attitudes.

The next step was to calculate the correlation using Pearson Correlation Coefficient (r.). By using the SPSS, the following table shows the results obtained:

Table (7) The Pearson Coefficient Correlation between reading and writing

		Scores of the subjects on the post test	Scores of the subjects on the attitude scale after the intervention
Scores of the subjects on the post test	**Pearson Correlation**	1	.564(**)
	Sig. (1-tailed)	.	.001
	N	30	30
Scores of the subjects on the attitude scale after the intervention	**Pearson Correlation**	.564(**)	1
	Sig. (1-tailed)	.001	.
	N	30	30

**Correlation is significant at the 0.01 level (1-tailed).

Investigating the above results, one can notice that the test of the two variables is one-tailed because before the data was collected, a specific kind of relationship was predicted (Field, 2000). The results of the table shows that each variable was perfectly correlated with itself and so r = 1. Moreover, students' attitudes were positively related to their performance in writing with a Pearson Correlation Coefficient of r = .564 and there is a less than 0.001 probability that this correlation would have occurred by chance in a sample of 30 people.

Discussion of the results

The findings of the current study raised several questions: How did the reading for writing approach assist in developing the writing ability of the learners? How did this integrative approach help increase the positive attitudes of the learners towards writing? Why was there correlation between writing and attitudes? And finally, why were there no differences between males and females in learning writing and in their attitudes towards writing?

The role of the reading for writing approach in developing the writing skills

The findings of the present study indicate that the integration between reading and writing had at least four roles in developing the writing skills of the learners. First and foremost, this approach led students to think analytically and critically about the topic they read and apply this type of thinking to the writing process. In addition, reading was the fuel to the writing process. Students knew that they are going to write about something they read, that is why they concentrate on both the ideas and the models of good writing. They do read not only to understand the gist of the topic, but to write about the ideas they get. Process writing here was useful as students experienced the free writing technique that required them to elaborate these ideas by writing about them, without paying attention to syntax or grammar. In this way freewriting helped them become "unstuck" when coming up with difficult ideas (Elley, 1991; Abu-Rass, 2001).

Another important point related to the combination of reading and writing is that the writing process included activities like planning, gathering information, drafting, revising, and editing. Teacher helped students in all these processes with the reading topic as a background for this process. Thus, they enjoyed both the reading as a model and the teacher as a facilitator in writing. Moreover, the reading materials helped them increase their lexical and syntactic repertoire and this is a very important task in writing process (Hao and Sivell, 2002).

The reading /writing integration and students' attitudes

One of the problems plaguing students is the rhetoric of right and wrong and the intellectual assumptions that this rhetoric engenders. Students in the reading/writing classroom did not work in an equation way; they did not have strict roles to follow, otherwise, their writing would be erratic. On the other hand, they had the freedom in writing, and furthermore, they had the models to imitate and copy. This helped them experience positive attitudes towards writing. This finding goes in line with those of Elley, 1991; Kennedy (1994) and Vandrick (2003) who assured that the integration of reading and writing in the writing process helps students develop positive attitudes not only to writing but also to the language learning.

The correlation between attitudes and writing

The development of students' attitudes towards writing was not surprising because students experienced interesting activities in which they developed their writing skills in a way that attracted their attention to one of the most important skills in language learning. Thus, they enjoyed positive attitudes that were associated with the task performed, the positive role in class, and their attachment to their teacher and classmates (Cabral, 2002). Instead of complaining that they often get stuck while writing, and that they are unable to generate ideas, they produced sentences that are similar to what they read; their syntactic and lexical repertoire has been increased and thus satisfied the need and the desire they have to engage in real communication.

Gender, writing and attitudes

The last finding of the current study related to the differences between males and females in writing and attitudes. The study has found that there were no statistically significant differences between males and females although females had better scores than males. Although these differences do not go on line with other researchers who confirmed that females score better than males in language learning (Erhman and Oxford, 1989; Nyikos, 1990; and oxford, 1993), but these studies were conducted in a different culture that is totally different from the eastern cultures in which males feel the responsibility of family life and that they should work hard to endure his own responsibilities. Moreover, the approach of integrating reading and writing might lead to the motivation of both males and females and hence the scores were similar. Both girls and boys were involved in interesting and intensive activities related to both reading and writing combined with the process writing. These activities motivated both groups to learn better and exert much effort.

Conclusion

From the findings of the study, it is concluded that moving towards an integrated reading/writing process approach would be very worthwhile. The integration between these two major skills will open up new avenues towards writing instruction in specific and language learning in general. This approach requires much effort in the area of curriculum design, and the language pedagogy itself. Bringing reading and writing

together in the writing classroom requires a new definition to the role of teachers and students themselves. But it is worth mentioning to say that the findings of the study need to be reexamined again in the light of the limited number of students, the limited time and the limited number of lessons experimented.

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Appendices

<u>Appendix (1)</u>

The writing test and the attitude scale

Dear students;

The following instrument includes two parts; the first is assigned to measure writing ability and the second for the attitudes towards writing.

Part one

This test is a multiple choice test and is divided into three parts; please read each part carefully and try to answer the questions that follow it.

{I}Read the following passage and then answer the questions that follow:

 (1) Many times art history courses focus on the great "masters," ignoring those women who should have achieved fame. **(2)** Often women artists like Mary Cassatt have worked in the shadows of their male contemporaries. **(3)** <u>They have</u> rarely received much attention during their lifetimes.

(4) My art teacher has tried to make up for it by teaching us about women artists and their work. **(5)** Recently she came to class very excited; she had just read about a little-known artist named Annie Johnson, a high school teacher who had lived all of her life in New Haven, Connecticut. **(6)** Johnson never sold a painting, and her obituary in 1937 did not even mention her many paintings. **(7)** Thanks to Bruce Blanchard, a Connecticut businessman who bought some of her watercolors at an estate sale. **(8)** There are portraits

and there are landscapes. **(9)** The thing that makes her work stand out are the portraits.

(10) My teacher described them as "unsentimental." **(11)** They do not idealize characters.

(12) Characters are presented almost photographically.

1. **In context, which is the best revision to the underlined part of sentence 3 (reproduced below)?**

   a) In fact they had;
   b) Too bad these artists have;
   c) As a result, these women have;
   d) In spite of this, women artists;
   e) Often it is the case that the former has.

2. **In the passage, which of the following revisions to sentence 7 is most needed?**

   a) Delete "thanks to"
   b) Move "thanks to Bruce Blanchard" to the end of sentence 7.
   c) Delete "who";
   d) Change "her" to Johonson's;
   e) Change the period to a comma and combine sentence 7 and sentence 8 together.

3. **Which of the following is the best version of sentence 8:**

   a) As it is with no change;
   b) You can see both portraits and landscapes;
   c) Therefore, both portraits and landscapes are among her works;
   d) Jhonson painted both portraits and landscapes;
   e) Among them, Johnson has portraits and landscapes.

{II} Identify the sentence error

4. The other delegates(a) and him(b) immediately(c) accepted the resolution drafted(d) by the neutral states.
        a)   b)   c)   d)   e) no error

5. The students have discovered(a) that they(b) can address issues more effectively through(c) letter writing campaigns and not(d) through public demonstration.
        a)   b)   c)   d)   e) no error

6. The art teacher(a) asked his students to portraited(b) the image of a ghost(c) who attacked a child with his(d) mum.
        a)   b)   c)   d)   e) no error

7. After(a) hours of futile debates, the committee has decided to postpone(b) further discussion of the resolution(c) until their(d) next meeting.
        a)   b)   c)   d)   e) no error

{III} Replace the underlined phrase with a suitable one from the phrases that follow:

8. Laura Ingalls Wilder published her first book and she was sixty-five years old.

a) and then she was sixty-five years old then
b) when she was sixty-five
c) at age sixty-five years old
d) upon the reaching of sixty-five years
e) at the time when she was sixty-five

9. <u>Scenes from the everyday lives of African Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner.</u>

a) Scenes from the everyday lives of African Americans being realistically depicted in the paintings of Henry Ossawa Tanner.
b) The paintings of Henry Ossawa Tanner realistically depict scenes from the everyday lives of African Americans.
c) Henry Ossawa Tanner, in his realistic paintings, depicting scenes from the everyday lives of African Americans.
d) Henry Ossawa Tanner, whose paintings realistically depict scenes from the everyday lives of African Americans.
e) No change.

10. <u>Looking up</u> from the base of the mountain, the trail seemed more treacherous than it really was.

a) Looking up
b) While looking up
c) By looking up
d) Viewing
e) Viewed

Part two

The Attitude scale

Dear students:

Each of the statements below expresses your attitudes towards writing. Please rate each statement on the extent to which you strongly agree or strongly disagree. Please note that there is no right or wrong answer to the statements below.

The item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
11. Writing in the classroom is my favourite exercise.					
12. The writing period is the best period in the English course.					
13. The English writing teacher is my favourite teacher.					
14. I prefer to communicate in reading rather than orally.					
15. When I study, I prefer to write a summary of what I understand.					
16. The composition classroom is the best period in the English course.					
17. To write is much easier than to speak.					
18. I am usually keen to attend the writing exercise period.					
19. When I do my writing exercise, I feel more enjoyable.					
20. I prefer to write my diaries in English.					
21. Exchanging letters is my favourite method of communication.					
22. I usually reply my emails in details.					
23. When someone asks me about a certain place, I usually give the enquirer a detailed description in writing.					
24. After finishing school, I prefer to be a writer.					

Appendix (2)

Names of the jury members

1. **Dr. Attia Elsayed Abedel-Aal.** (TEFL) Al-Azhar University, Egypt.
2. **Dr. Mohammed Solayman Salem.** (TEFL) Al-Azhar University, Egypt.
3. **Dr. Mohammed Abdel-Lateef.** (TEFL) Al-Azhar University, Egypt.
4. **Dr. Elaadl Ahmd Elmahdy**. (TEFL) Suez Canal University, Egypt.

Appendix 3

First love

Theoretically first love can happen in any age or not happen at all. But most people had fallen in love for the first time when they were teenagers. That exciting new experience most of us remember very well during all our life. For an adult his/her own high school problems and the problems of their children seem very funny, silly and simple especially compared with all the difficulties of adult life. Somehow we forget how tragic and full of drama life and relationships were than in our adolescence.

Than a teenager falls in love and it happens for the first time he/she feels all it's ups and downs for the first time either. In that age we mostly enjoy ourselves and study the new emotions inside than show much interest for the inner world of our first boy/girlfriend.

Once we start to show interest to the persons of the other sex and a little later instinctively choose our first love. The relationships between two sexes will interest and trouble us during all our future life but these first steps are always the most difficult and for some of us turn to be very painful. Teenager has a growing and changing body that he/she hasn't started to understand yet and a delicate soul which is so easy to hurt.

Adults very often don't take this first affection for serious, they may laugh at it, preach, tell their children that they are too young to really feel anything, that his or her object isn't a good pair for him or her, they may try obey them stop seeing their boy/girlfriend. This is all very wrong. No one can stop anybody from falling in love especially when it's so beckoning with the novelty. Wise adults can only try to support their young comrade to pass this complicated with the least wounds and hurt. The feelings of adolescents are as changeable as their mood. So the first love usually goes very soon after it comes. The mission of people around is to show that it's not the end of world and that a teenager is not alone, that there still stay people who love him/her and in their love he/her can't be sure. The first love is only the first lesson to learn but it like Alphabet stays in the basic of the whole future relationships of a human.

After reading the text, please do the following exercises:

1. Answer the following questions in just one sentence each and in your language:

   ▪ Why do we love?

   ▪ Have you ever fallen in love? Explain.

   ▪ What are the characteristics of your lover?

   ▪ Can you describe the first steps of loving someone?

   ▪ How do adults look at the first affection of the teenager?

   ▪ Can you stop someone from falling in love? Why?

   ▪ What is the role of the adults when you fall in love?

2. Give the answer of the previous exercise to the student next to you.

3. Write down the answers again in the light of the feedback of your peer.

4. The text includes some vocabulary that you think difficult to you, with the help of your dictionary, extract the vocabulary, give the synonyms and antonyms of each word, and put each word in a separate sentence about love.

5. Write a short story of not more than six sentences describing your recent or upcoming partner. (first draft should be handed to the teacher in the same session)

6. Read the story of your classmate next to you and try to see what are the wrong points related to: the grammar, spelling, punctuation, and the sequence of sentences.

7. What are your suggestions to modify the story of your classmate next to you?

8. Write a paragraph about the differences in ideas between the text you have just read and the ideas in your mind about love. Please refer to the social context of our society.

9. Write an evaluation to the exercises in the lesson, what is good and what needs to be modified.