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Promoting Writing Proficiency Through a Reading-Based Method to Improve EFL Students' Academic Achievement: The case of Third-Year LMD Students

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DEDICATION

This thesis is dedicated to my dear father, *Chérif*, who taught me that the best kind of knowledge to have is that which is learned for its own sake. The person who gave us the best lessons in this life: love, passion, will, challenge and dream.

This modest work is also dedicated to my dear mother, *Safia*, who taught me that even the largest task can be accomplished if it is done one step at a time. Step by step, through a process of upses and downs, ebb and flow, I reached a safe shore. Her presence in my life, prayers, patience, encouragement and support were the main source of my strength and determination to achieve whatever I seek and whatever I want. She is, and will always remain, the main reason of anything I could do, can do and I will do in the future.

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ABSTRACT

The present research aims at testing the hypothesis that increasing reading-based teaching in the subject of Written Expression with the adoption of the genre approach will boost the writing proficiency of EFL students with regard to the use of connectives, improve the quality of their writing, and hence, improve their academic achievement(scores). Special focus is placed on the use of connective expressions as markers of discourse organization, and as a source of coherence and successful communication. A questionnaire has been administered to Written Expression teachers at the beginning of the academic year 2010-2011 and a quasi-experiment has been carried out at the English department (university of Constantine 01) during a period of nine weeks. One hundred and twelve essays were collected from two groups of undergraduate students (third year) and the essays were assessed by two raters and Halliday and Hasan's (1976) taxonomy of grammatical cohesion was used as the main framework for the analysis of connectives in the essays. The results of the correlation coefficient test show that there is a positive correlation between the use of connectives and the students' scores (achievement), but connectives are not significantly correlated with the quality of the students' essays. The results of r using Pearson correlation are 0.09 and 0.15 in the two groups' pre-test respectively, and 0.31 and 0.39 in the post-test of group one and group two, respectively. The results of the second hypothesis, namely whether there is an alignment between what is taught and what is assessed or how it is assessed, the results of Cohen's kappa correlation coefficient show poor results with regard to inter-raters' agreement; the reliability of scoring is poor to average. The results of agreement ranged between 0.52 and 0.24 in the two groups' pre-test and between 0.59 and 0.16 in the two groups' post-test.

Keywords: Reading, argumentative writing, genre, connectives, quality, alignment, assessment.

List of Abbreviations and Coding Conventions

C.B.A.	**Competence-Based Assessment**
C.B.M.	**Curriculum-Based Measurement**
C.Cs.	**Coordinating Conjunctions**
C.L.	**Classical System**
C.V.I.	**Content Validity Index**
E.F.L.	**English as a Foreign Language**
E.Ls.	**English Learners**
E.S.L.	**English as a Second Language**
E.S.P.	**English for Specific Purposes**
L.M.D.	**Licence/Master/Doctorate**
L.1	**First Language**
L.2	**Second Language**
N.N.S.E.	**Non-native Speakers of English**
N.S.	**Native Speakers**
T.L.	**Target Language**
W.E.	**Written Expression**

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Introduction

1. **General Introduction**

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General Introduction

The present research examines the argumentative writing of Algerian undergraduate non-native speakers of English (NNSE) from a linguistico-pragmatic perspective. More specifically, this study explores whether advancing a new method to teaching the skill of writing on a genre basis through reading sample argumentative texts, with focus being placed on teaching connective expressions as a source of coherence and as a marker of the writer's moves in a text and discourse organization, will improve the students' writing proficiency with regard to the use of connective expressions as predominant linguistic features that characterize the argumentative type of discourse.

In so doing, the researcher advances a method for teaching writing on a genre based approach. Focus will be put on teaching connective expressions as meta-discourse markers of coherence and good quality texts. Accordingly, the present study sets to investigate the usefulness of the teaching method and to test the two research stated hypotheses.

1. Motivation of the Study

The present study is motivated by studies and theories about the linguistic features that may contribute in boosting and improving the quality of texts produced by non-native speakers of English. In the present study, it is assumed that teaching writing through reading texts on genre-basis with focus being placed on the discourse features (connective expressions in our case) that characterize the argumentative type of writing will improve the students' proficiency with regard to this linguistic feature. The researcher assumes that the mastery of certain linguistic features may have a positive effect on the overall quality of the students' texts and reflect specific

organizational patterns and discourse moves that are specific characteristics of certain text types. Accordingly, the present study seeks to investigate to what extent does a reading-based method to teaching writing and focusing on text-types and discourse features that characterize them, can be useful and effective in an English as a foreign language (EFL) teaching context. The second research hypothesis states that if we are to have better achievements and results in the subject of Written Expression, there should be an alignment between the different course components (course content, teaching objectives and method of assessment).

Specifically, this study is pedagogically motivated by a constant concern in higher education, which is the EFL students' failure to wrap their ideas and content to fit the particular discourse type they are required to write in, and to meet the expectations of audience in a given discourse community. The use of some rhetorical patterns unfamiliar to the intended reader may, to use Mauranen's (1993:2) words, "not only strike readers as lack of rhetorical elegance, but as lack of coherent writing or even thinking, which can seriously affect the credibility of non-native writers." In academic settings, failure of EFL writers to meet such kind of expectations may have serious results on their academic achievement and progress reflected by the grades they take.

This study is equally motivated by the researcher's conviction that in order for students to reach an adequate level in the mastery of linguistic features (connectives in this case), there should be a shift of focus in the teaching of linguistic and grammatical features. Teachers should move forward and adopt more discourse-based methods of teaching aspects of language and grammar in particular. According to van Dijk (1988:28), "both classical and modern rhetoric deal with the persuasive dimension of language use, and more specifically, with the account of those properties of

discourse that can make communication more persuasive". Though it might be a useful and a necessary step to make a contrastive rhetoric analysis of the use of connectives in the argumentative writing between English and Arabic, this is, however, beyond the scope of the present study to explore text-types and linguistic features across cultures.

2. Rationale

The goal of language teaching is said to be of two types: the goal of developing literacy and language proficiency level, and the goal of achieving an academic purpose. This, it is argued, does not represent two entirely independent realities since both goals are said to interrelate, overlap, or even interlock in different ways.

Of central importance to any language teacher is the concept of language 'proficiency'. Since the emergence of the notion of communicative competence and the approach of Communicative Language Teaching in the 1970's, the teaching orientations and practices, both in EFL/ESL contexts, have shifted direction. Several studies have been carried out in various fields of study (sociolinguistics, psycholinguistics, semantics, pragmatics, discourse analysis, and so forth). As a result, many advances have taken place due to the useful insights these, independent but related, fields of study brought into EFL/ESL classroom contexts.

Nowadays, language proficiency, also referred to as competence(Carrasquillo, 1994), has come to be viewed in terms of communicative skills which have been identified by Canale and Swain (1980) to be forming the four major components of communicative competence. These being: grammatical competence (vocabulary, spelling, word and sentence structuring), sociolinguistic competence (knowledge of rules and norms governing forms and meanings appropriacy of use in different social contexts), discourse competence (knowledge of forms and meanings' combination to achieve cohesive and coherent stretches of discourse), and

strategic competence (knowledge of verbal and non-verbal communicative strategies used for compensation in other areas of communicative competence). For successful study, Christie and Alleyne (1996:144) argue that foreign language learners have to master many important aspects of all these systems.

In foreign language contexts, it is argued that it is difficult for EFL learners to achieve *superior* or *distinguishable* levels of language proficiency. This is supported by the old assumption that neither teachers nor the implemented teaching programs can bring students any further than the *advanced higher level*. Moreover, with the technological and scientific advances, industrial progress, tourism and so forth, teachers started to feel much more hard-pressed with the world's necessities in order to keep up with the changes and movements that are taking place in the world. As a result of such changes, there has been increasing "demands to produce increasingly more proficient graduates in a world where language skills now play more of a *pragmatic* than an *academic* role…"(Leaver & Shektman, 2002:3)(Italics are added for emphasis).

Central to the thread of discussion is the notion of assessment. Several trends of language assessment have overshadowed the field of EFL/ESL language teaching contexts each of which has its own philosophical and psychological grounding such as performance-based assessment, content-based assessment, problem-solving and so forth.

As far as language proficiency is concerned, several measures that are psychologically and sociologically based, have been put forward for language teachers such as *authentic communicative measures*, *discreet-point measures*, *pragmatic/interactive measures* and so on. There is no evidence, however,   for the validity of some proficiency measures over the other ones for assessing learners' academic language proficiency. As, in the course of their studies, EFL students do usually take part in some tests designed for the purpose of assessing

their academic progress, with the latter being the mirror reflecting the quality of instruction (Cummins, 2000; Johnson, 2008).

Unlike the concept of native speaker literacy skills, the concept of proficiency is more definable. In oral or written expression, for instance, proficiency can be defined in terms of rating scales. There is usually a great overlap as well as contrast between the concept of *proficiency* and that of *achievement* which, to use Davies' (2009:145) words, "is shown to be a means of contextualizing proficiency."

In the same line of thought, while discussing students' academic achievement, we are strictly bearing in mind the different agencies that might, and, in effect, do, come into play, and which are said to have a critical influence in determining the teaching outcomes. Among the different factors that might, in a direct or an indirect manner, influence the learning process, achievement and, above all, language learning success, the prevailing critical factor that determines the teaching outcomes is said to be that of instruction. It is this crucial factor on which teachers are claimed to have the power over which to exert the greatest control by manipulating and altering instruction for different purposes(*ibid*.:146-147). Learners' academic success has always been a distressing concern to educators and language teachers alike, and as EFL teachers, of due importance to us is the foreign language learner's achievement, mainly practically in terms of the content of teaching materials, language tests and exams, teaching methods as well as methods of assessment(*ibid*.).

In any language, there are four types of language proficiency skills, namely, 1) reading; 2) listening; 3) writing; and 4) speaking. There is not, however, a clear understanding of how each language skill is related to the other ones. Even if some language skills are related to, or even dependent on each other, it is not clear how they do so. Previous research on the four language skills have suggested, and even

proved, the existence of a close as well as a relationship of dependency among some language skills. This concerns mainly the two language literacy skills: reading and writing.

In EFL/ESL academic contexts, due attention and consideration has been directed towards developing language literacy in students. As a prized language skill, writing is considered as the most important language skill that instruction and curriculum content aim at developing in EFL/ESL students. In the present research, the main focus in EFL teaching is on the skill of writing and the development of EFL students' writing proficiency with regard to the use of some important linguistic features (connectives). The study rests upon the assumption that there is a relationship of interdependence between reading and developing students' writing proficiency; as such, it addresses the question as to what extent does increasing the reading of the different genres of writing have on the development of students' writing skills as well as the attainment of language proficiency.

Research in the reading-writing relations goes back to the 1980s whereby several studies have been carried out in an attempt to reach a better understanding of the nature of the reading-writing relationship. One of the major topics that received, and still receives, great attention and which fuels continuous discussion among researchers, linguists and educators alike is the argument proposed by the psycholinguist Krashen (1984, cited in Grabe, 2003:247), and which claims that extensive reading leads to writing improvement. Put differently, mastery of language skills warrants comprehensible input and abundant contact with print over time(Williams, 2001; Ferris & Hedgecock, 2005). Later on known as the Extensive Reading Hypothesis, this view has been claimed to have several bearings on the development of EFL/ESL writing abilities, the assumption being that exposure to extensive reading, thus print, will improve writing and develop the learners' writing abilities and skills.

The extensive/intensive reading hypothesis has also found ground even in L1 research (Stanovich et al, 1996, cited in Grabe, *ibid*.) whereby it has been shown to be paving the way for easier acquisition of language knowledge that supports better writing reflected by knowledge of vocabulary, better verbal fluency, better syntactic knowledge, better metalinguistic awareness and the like(Tomlinson, 2008). As such, it has been argued that the greater the learners are exposed to print, over time, the more their writing abilities will be developed and the more they will develop "a range of literacy-related skills and abilities."(Grabe, 2003:247). Thereafter, several studies which have been carried out in different places of the world have provided further support for the extensive reading hypothesis (Hafiz & Tudor, 1989; Grabe, 2003; Tomlinson, 2008).

In their first year of studying at university, for students of English as a foreign language, the content of the module of written expression usually serves as a preliminary phase used to introduce them to the different basic concepts of English writing in general. The teaching of written expression involves also getting students acquainted with the parts of speech, types of construction, mechanics and many other instances of writing. Students are also being introduced to the basic unit of prose writing and get trained in it, this unit is that of the paragraph.

The second year of studying at university is claimed to be the most important phase for the process of learning and learners alike; it is in this critical year that EFL students are supposed to have developed their linguistic competence and attained a given degree of writing proficiency, gained knowledge about the different types of discourse, developed a language awareness of the norms bounding a particular genre of writing and specific linguistic and rhetorical features peculiar to identify each type of genre.

Learning a foreign language entails learning its culture in the first place. It is hardly possible to think of language as culture-free; as such, culture is claimed to be an essential pre-requisite that must be imbedded in foreign language teaching and learning programs. Cross-cultural education and communication have become the buzz words in today's EFL instructional contexts since they express a strong desire for transcending barriers standing in the way of communication. To phrase it differently, the impact of cultural differences reaches directly the academic world, and one possible way to avoid such problems is by developing an intercultural competence.

Contrary to the previous views that used to consider language as a system of abstract entities to be taught in separation of their physical, social and cultural contexts, nowadays, researchers, educationalists, teachers and linguists, all alike, dropped out all the deficiently held views about language and started to look at language from different angles. Language has been claimed to be a social activity that people use in everyday life to interact and achieve different purposes(Mora-Flores, 2008; Halliday & Hasan, 1989). Being a part of language, writing was also defined as a social activity since it is largely influenced by the writer's social as well as cultural experiences, and due to the fact that it is also a norm-bounded activity. Several views held that the best way to teach young learners writing and to form good writers is by making them aware of their lived experiences (Weigle, 2002; Mora-Flores, 2008).

The previous educational concerns that featured the teaching of language, especially in EFL/ESL contexts, have given rise to the introduction of a new approach to language teaching which is the *genre approach*. Thereafter, many linguists and teachers have embraced and started to gather under this new banner of language teaching (Caudery, 1995; Harris *et al*, 2003; Hyland, 2003).

The genre approach came not to reject previously existing approaches, but rather, it came as an expansion of them; it came to complement them with a special emphasis on the

role of language in communication by explaining to students the way language functions in social/cultural contexts within a specific *communicative event*(language use in specific social contexts) to achieve different *communicative purposes* (Halliday & Hasan, 1989; Swales, 1990; Tribble, 1996; Hyland, 2003). As far as the written mode of expression is concerned, Hyland (2003: 17) states that "Instead, genre approaches see ways of writing as purposeful, socially situated responses to particular contexts and communities." Purpose of communication in a given context and the communities to whom language is being addressed to are at the heart of the notion of genre, which are termed by Swales(1990) as the *communicative purpose* and the *communicative event* of discourse, respectively.

In the present research, we do also hold and support the claim of language, accordingly writing, as a *social* phenomenon that should be taught in *context*. Language is a means reflecting people's way of thinking, customs and traditions, culture, conventions, social practices and the like. To think in a language implies knowing its culture. As it has been discussed in the previous long standing literature on the relationship between language and culture, culture and social practices have been shown to be playing an important role in shaping the way people think/see and the way language is structured and manipulated to communicate meaning(Palmer, 1976; Halliday & Hasan, 1989).

As with all modes of communication and as the outstanding medium of communication, writing is also claimed to be a means reflecting the way people think through the organization and structuring of information to communicate a given message. As such, an urgent need is felt to be pressing and decisive steps to be taken to include certain culturally related items in the teaching content of EFL/ESL students the aim of which is to get the latter in a direct touch with more spontaneously, native-like, authentic and naturally occurring written discourse (Widdowson, 1978; Nunan, 2001; Mishan, 2005; Tomlinson, 2008). This is of crucial importance given the fact that writing, as it has been pointed earlier,

does not represent a solitary activity involving only linguistic aspects of a language; but rather, writing has also been recognized to be a *social* and *interpersonal* activity whereby several agents, beside the written text, come into play such as the writer of the text (Who), the purpose of writing (What), the context of writing (Where/When)the recipient of the message (Audience/discourse community/to whom).

Following the Performative Hypothsis, any piece of language is claimed to be performing a given speech act (to argue, to inform, to amuse, to describe and so forth)(Yule,2003; 2006). Writing is also claimed for having ground in the Speech Act Theory; it is a social activity that involves three main acts: the text (locutionary act), its semantic/pragmatic meaning (illocutionary act), its intended effect (perlocutionary force). Adherence to this view means that, when teaching writing, teachers have to bear in mind these three communicative dimensions. That is to say, since successful communication is what both teachers and students aspire to achieve, the main focus in teaching should not be only on the linguistic features and aspects the language provides us with, but teachers should also draw the students' attention to the way language can be manipulated to achieve different purposes. Above all, the purpose of communication has been given due attention and consideration in all types of writing. Also, the claim that writing is a purpose-driven activity has been over-stated as the basic component in the Communicative Language Teaching (CLT henceforth)Approach. Before learning grammar rules, language forms and so on, students in the CLT needed first to know what is it they will do with language forms to achieve their ends (Cook, 2003:32).

All in all, the willingness on the part of the researcher to carry out this research and introduce a method of teaching writing on the basis of regular exposure to print(including, linguistic features, structures, vocabulary, spelling, meta-discourse markers, social norms and conventions and so on) is motivated by a desire and a concern on the part of the

researcher to improve the EFL writing proficiency practices at the university of Constantine 01. It emerged out of a sense that introducing a reading-based method to teaching writing with explicit teaching objectives and standard guidelines of assessment will develop and increase the writing proficiency, hence, the academic achievement and success of students. It is of due importance, however, to draw attention to the fact that the method of teaching writing at the university of Constantine 01 is claimed to be a reading-based method. The only difference between the research claimed method of teaching writing and the method applied at the university of Constantine is a matter of focus and purpose in the first place.

4. Aims of the Study

The present study aims to examine the efficacy of using a reading-based method to teaching writing to Algerian undergraduate students and promoting their level of proficiency in the use of connectives, which, in turn, can improve the students' academic achievement at the English department at the University of Constantine 01. This is accomplished by (a) exploring the methods of teaching writing adopted by the English teachers at the university of Constantine 01, (b) exploring the teachers' perception of the students' current level of proficiency and academic achievement in writing, (c) to explore the methods of assessment used by teachers, (d) to see whether there is an alignment between course content, teaching objectives, method of teaching and assessment, and (f) to see whether teaching connectives to students on a genre-based level will improve and boost their writing proficiency vis-à-vis the use of connectives in the argumentative texts.

The aims of the study are ordered as follows:

1. A general review and description of the practices of teaching Written Expression at the department of foreign languages.

2. To explore the different assessment methods and check whether they meet both the content and objectives of teaching.

3. To develop the writing proficiency of Algerian EFL students using a reading-based method by teaching the salient linguistic features (connectives) of each text-type (argumentative in our case).

4. To see whether developing a reading habit in students in the subject of writing (through regular exposure to written texts) will have a significant effect on developing EFL students' writing proficiency vis-à-vis the use of connective expressions in the argumentative type of discourse.

In order to achieve the aims of the present research, writing samples were solicited and collected from Algerian NNS of English. EFL participants provided writing samples in English in response to the same writing tasks. The writing samples taken from both the pre-test and the post-test have been scored by the same teachers (two rater), then have been compared in terms of connective expressions use and overall writing quality (grades) before and after the teaching intervention. The analysis of connective expressions' frequency and appropriacy of use has been done manually adopting Halliday and Hasan's (1976) taxonomy of conjunctive cohesion. In addition, the students' essays were scored holistically for their overall writing quality.

5. **Research Questions and Hypotheses**

The research questions that guide the present investigation are as follows:

1. What are the teaching practices teachers do generally apply/adopt in teaching Written Expression to EFL students at the university of Constantine 01?

2. What are the teachers' perceptions of the students' proficiency and achievement in Written Expression?

3. Is there an alignment between the course content and the teaching objectives?

4. Does the teachers' method of assessment meet the covered area of content teaching and the teaching objectives?

5. Is there a relationship between increasing task-based reading to teaching Written Expression to EFL students and the writing proficiency of students vis-a-vis the use of connective expressions?

The hypotheses upon which the present research is based on are:

1. If EFL learners are to perform well in their Written Expression exams and improve their academic achievement, course-content, teaching method, and method of assessment have all to be aligned with the overall objectives of instruction since achievement is claimed to be a by-product of careful curriculum.

2. Teaching writing on a reading-based method will develop EFL students' writing proficiency as well as their communicative competence with regard to the use of connective expressions in the argumentative type of texts.

6. **Methodological Procedures**

The procedures to be followed in order to carry out the present research are as follows. As a first step, a questionnaires will be administered to teachers. To test the research stated hypotheses, an experimental study will be carried out. As such, two different methods of teaching written expression will be applied. Two groups of third year students will be chosen and both will be used as an experimental group (quasi-experiment). The first method of teaching will be the ordinary method used at the English department Languages at the university of Constantine 01. The second

method of teaching writing and which aims at testing the present research stated hypotheses will be applied on a reading-based method of teaching written expression adopting the genre approach and with focus being placed on the use of connectives. As such, the tasks, activities and method of assessment will be determined by, and dependent on, the objectives of the teaching content.

As it has been emphasized earlier, the main aim of the present research is, in the first place, to test the efficacy of a given method of teaching written expression to EFL students on the basis that greater exposure of the latter to authentic material in different genres of writing (through reading, analyzing, and highlighting features of the English prose, in general, and those of academic genres, in particular) will improve EFL students' writing proficiency and increase their linguistic, rhetorical and stylistic knowledge of the language at issue. Prior to the application of the two methods of teaching, students will be given a pretest to elicit information and gain some knowledge about the level of their writing proficiency. Thereafter, the teaching methods will be practised and a posttest will follow in due course. During the period of teaching, students' level of proficiency vis-à-vis certain linguistic features and norms of writing will be observed and evaluated on a regular basis. Types of tests and evaluation criteria will be discussed and determined throughout the theoretical and practical aspects of the research.

7. **Significance of the Study**

The researcher believes that this research is significant for the following reasons:

1. The researcher is not aware of any valid and exhaustive studies about argumentative writing of Algerian EFL students. There is a pressing need for unraveling what linguistic and/or rhetorical preferences Arab writers display especially with regard to connectives expressions' use. Another important reason is the fact that

the area of English argumentative writing tend to be problematic for Algerian EFL students.

2.   To see whether the Algerian students failure (if any) to produce successful argumentative writing that meets the expectations of a given discourse community might be due to mother tongue transfer, hence implying that this is one of the main causes, inter alia, for many writing problems for EFL students.

3.   This study is of theoretical value as it aspires to contribute to a more comprehensible discussion of language teaching and language assessment of the writing skill. It also seeks to add to our understanding of the nature of writing proficiency in the argumentative type of discourse.

4.   The study is also valuable for research methodology on writing assessment since it sheds light on how assessment is tightly related to the content of the course and the teaching objectives set to be achieved from the outset.

5.   The study is of equal practical value. Based on the results, research implications and pedagogical recommendations will be suggested for future teaching considerations and research.

8.   Thesis Overview

The present dissertation consists of seven chapters. The first part introduces the topic of this research project, discusses the rationale, research questions and hypotheses, and the significance of the study. The following four chapters review related literature with the aim of establishing the theoretical background for the study. In light of the theoretical frameworks established in the first four theoretical chapters, chapter five spells them out again, and also states the purposes and the experimental design to test the research hypotheses. Participants, data, data collection procedures and analysis will be presented and discussed in detail in Chapter Six. Chapter Seven

discusses the data and the results of the experiment, including the questionnaire administered to teachers and the data from the pre-test and the post-test. Chapter seven concludes by recapitulating the main findings of the study, answering the research questions and hypotheses, discussing research and pedagogical implications of the findings, noting the study limitations, and offering suggestions for future teaching and research.

Chapter I   Literacy and Writing Proficiency in EFL Contexts

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Chapter One

Literacy and Writing Proficiency in EFL Contexts

Introduction

This chapter discusses the concept of literacy and writing proficiency in EFL contexts. The aim is to come to a better understanding about the meaning of literacy and writing proficiency. Accordingly, the chapter will provide the different definitions that linguists and researchers put forward and explains the nature of each concept in EFL context.

1.   Definition of Literacy

Literacy has long been recognized as the learning of your ABC's. It starts by the recognition of the letters of the alphabets, the recognition of sounds, simple words, sentences, and finally the recognition of paragraphs. We are used to such activities of filling the blanks with the right letters and/or words. In the last quarter of the century, our understanding of what literacy is and its main focus has changed. We moved away from conceiving it as a matter of individual skills, decontextualized from any kind of meaningful content and context. Literacy has come to be recognized as being closely connected to the *social*, *historical*, *political*, *cultural* and *personal* institutions in which people use their skills. Put simply, literacy has no longer been associated with the individualized skills, but rather, it is claimed to be dependent on a set of factors. These are what Widdowson (1979) termed, the *who*, *what*, *where*, and *when*. These factors constitute the context of communication, and, hence, meaning and/or messages depend on them. To use Fingeret's (1994:3) words,

"literacy skills cannot be separated from the content and setting of the messages being read and written."

Literacy is also said to be tightly linked to a specific *time*, *person*, *place*, and *culture*. Following this, it can be considered as a shifting and abstract term that cannot be defined without reference to the aforementioned aspects (time, person, and so on). Moreover, it is related both to the *reading* and *writing skills* of language. In some situations, possessing the ability to sign one's name can be a sign of literacy; in another situation, however, literacy can be considered as the ability to read and understand a complex manual, then apply the information to a given task.

Previous conceptions of literacy as having to do just with the ability to read and write a message have been sooner dropped since this could by no means guarantee the effective as well as the application of these skills in real life situations. In response to this, *functional literacy* has emerged as a concept denoting the use of reading and writing skills in specific contexts. The main focus of functional literacy has been on the instrumental uses of literacy (ibid.:3-4).

1.1. Literacy as Skills

The view of *literacy as skills* is still prevailing in literacy education nowadays. In this view, literacy is considered as a set of independent skills existing regardless of context. On the basis of this, literacy can be conceived of as being focusing simply on the *encoding* and *decoding* skills. To use Fingeret's (ibid.:5) words, literacy involves " 'sounding out' words and studying lists of letter sounds, syllable sounds, and words in isolation."

In the skills' model, it is maintained that adults should start first by learning the *general literacy skills*, then move to learning content or other skills. If a special kind of adults wants to learn job skills, they will be referred to a kind of "*generic*"

literacy program, whereby the ***content of instruction*** is considered as being more important than anything else. Skills oriented programs are based on the assumption that, to some extent, learning is a set of automatically accumulated skills. Having gained a given set of skills, adults can later on use those skills in their lives.

1.2.   Literacy as Tasks

In this approach, literacy is perceived as the learner's ability to apply the previously learned skills independently and successfully to accomplish specific tasks. One of the major concerns in this model, though, is the fact that it did not take into consideration the situation in which the tasks are performed. Fingeret (ibid.:6) states that, "the ability to do the task is considered stable across situations and requires only individual skill achievement." That is to say, following this model, filling an application form in literacy class, for instance, is the same task as filling another one in the personnel office. No importance is given to the context and continuous change in situation. In this case, the situation does not bring any change to the nature of the task.

Task-oriented instruction assumes that learners will automatically transfer the knowledge they gained inside the classroom into their lives. Some teachers design their own curriculum and courses relying on materials drawn from local newspapers, restaurants and so on, in order to construct literacy tasks for instructional purposes (ibid.).

1.3.   Literacy as Social and Cultural Practices

In this model of literacy, tasks are perceived as being a part of the situation in which they are performed. To fill in a given form in a given context, for instance, one might rely on the cultural knowledge s/he has as different from another form filled in to apply for credit to buy a new car. Placed in their social and cultural

settings, tasks and literacy, in particular, can be understood more closely as *social* and *cultural practices*.

Practitioners in English as second language (ESL) or foreign language (EFL) literacy programs place a central focus on meaning and culture. Their starting point is the rich cultural experiences of individuals. In this sense, focus is placed on literacy as practices because the students' immediate needs are said to be associated with certain social situations such as work, housing, health care, and so forth, while the main focus of some other programs is to develop critical literacy as well.

In programs of literacy as practices, the main aim is said to be that of helping students to use and bring their skills in different contexts to accomplish certain tasks in certain different social situations. However, being described as practices does not, in any sense, imply that literacy is only *instrumental*. In its simple sense, literacy as practices means that one is engaged in literacy as an actor in a *social setting*. That is to say, our literacy behaviors cannot be separated from their setting of occurrence. Reading an article in a busy conference room requires some other abilities than reading in a classroom while sitting quietly and having much time to read, analyze and focus (ibid.: 6).

However seemingly encouraging, the view of literacy as practices received criticism also. It has been claimed that it is not consistent with some cognitive research findings. More important of all is that the result of this approach will be a kind of non-motivating and boring approaches. To use deCastell and Luke's (1987:413) words,

Reliance on technocratic skill-based approaches … has resulted, on the one hand, in a gradual deskilling of teachers and, on the

other hand, the production in students of a literal, uncritical, and mechanical relation to reading, writing, and the interpretation of texts.

Nowadays, literacy has been defined in terms of practices as the learner's ability to apply reading, writing, listening and speaking skills to accomplish daily life tasks. Fingeret (1994:7) points out that the practices of most literacy educators are oriented towards the teaching of literacy as skills and tasks. As such, students are being directed towards the automatic transfer of the new acquired knowledge and skills when engaged in new literacy practices in their daily lives. Approaching literacy as tasks which are dependent on each other and connected to the social setting -practices- implies that the four language skills of reading, writing, listening and speaking are to be interwoven together (ibid.).

2.   Literacy and Language Teaching

Writing is one of the major skills emphasized in learning a language. This skill is relatively related to the notion of literacy, which, according to Stern (2000), refers to one's ability to write and read. Literacy and the writing ability/skill are usually emphasized at the early stages in an educational syllabus, namely, at the beginner and intermediate levels of language learning.

In line with what has been asserted previously, there has been a paradigm shift in the notion of literacy. The tendency to consider reading and writing as the determining factors in boosting one's literacy level stands no longer. The reason behind this is that this tendency which concentrates on reading and writing reflects a limited view of literacy as a dynamic concept that encompasses several *social* and *cultural* aspects in reading and writing practices. According to Stern (2000:171),

"Reading and writing are intrinsically linked, complementary processes. Writers are their own first readers, and their ability to read closely is essential to their ability to write coherently." In the act of writing, writers go through cognitive processes which promote a sensitivity to language, making, thus, analytic reading possible (ibid.).

3. Reading and Text Interpretation in Written Discourse

What norms or rules do people adhere to when creating written texts? Are texts structured according to recurring principles, is there a hierarchy of units comparable to acts, moves and exchanges, and are there conventional ways of opening and closing texts?

There are some grammatical regularities observable in well-formed written texts. English grammar is said to offer language users with a set of options for creating surface links between the different parts of a text known as ***cohesion***. These grammatical features include pronominalization, ellipsis, and conjunctions. Whether lexical (synonymy/repetition) or grammatical, cohesive items are just clues as to how the text should be read or interpreted. "[…] cohesion is only a guide to coherence, and coherence is something created by the reader in the act of reading the text. Coherence is the feeling that a text hangs together, that it makes sense, and is not a jumble of sentences." (McCarthy, 1991:25-26). In texts, cohesive markers refer to the linguistic signals of semantic and discourse functions that are much more concerned with the surface structure of the text. They are said to create links across sentence boundaries.

The act of reading a text is not an easy task, especially for ESL/EFL learners. Reading involves a high ability to interpret cohesive ties and to make sense of them. McCarthy (ibid.:27) states that, "Making sense of a text is an act of interpretation that

depends as much on what we as readers bring to a text as what the author puts into it." The act of interpretation is seen as a set of cognitive procedures one goes through to approach or analyze a given text; interpretation involves mental activities known as *procedural*. In the process of interpretation, emphasis is being put on the reader as an active participant who actively makes sense of the text based on her/his previous knowledge and experience of the world. Reading a given text requires knowledge of content, form, norms and conventions' activation and making inferences vis-à-vis the situation and the aims of the text. Briefly stated, to make the text coherent, readers get involved in a lot of mental work. Texts require readers to activate their knowledge of the topic, structures and so on, and to make cognitive links between the different parts of a text.

4.   Textual Patterns in Written Discourse

Textual pattern is another level of interpretation when reading a text. McCarthy (1991:28) points out that, in written discourse,

> Certain patterns in text reoccur time and time again and become deeply ingrained as part of our cultural knowledge. These patterns are manifested in regularly occurring functional relationships between bits of the text. These bits may be phrases, clauses, sentences, or groups of sentences.

These bits are also known as textual segments, and they may range from a clause, to a sentence, to a whole paragraph. If this is to suggest something, it is that it provokes a discourse-based approach to teaching writing because we move beyond sentence boundaries.

5. The Relationship between Reading and Writing

Writing is defined as the student's "Ability to write with clarity of thought, organization, and good sentence structure" (Reynolds *et al.*, 2007: 357). Reynolds *et al.* (ibid.) point out that reading and writing go hand in hand. They (2007: 357) maintain that, "Without question, reading and writing go hand in hand, and for good reason— they are the ***basic elements of proficiency***. […] Reading […] is the ability to decode the symbols automatically in order to derive linguistic meaning, and writing is the automatic production of symbols to express linguistic meaning." (Emphasis added).

Following this, reading and writing can be regarded as being "highly interrelated components of the same fundamental construct"(2007: 357). The term literacy is used as an umbrella covering, hence, both language skills of reading and writing. Reynolds *et al.* (ibid.) claim further that reading and writing are interchangeable as measures of literacy.

5.1. The Reading Ability

Learning to read is one of the most important language skills one can ever acquire and develop in their lifetime. Alongside the speaking fluency and the writing proficiency, reading competency is said to be a key factor for economic opportunity, social status, personal pleasure and self-respect.

During the few past decades, reading experts and researchers have come up with various definitions of reading. Salazar (1995:41) maintains that reading has two major components: ***Text decoding*** and ***text comprehension***. The former refers to the recognition and analysis of words, and the latter refers to the understanding of words and ideas. That being so, he (1995:41) states that "reading is a combination of being able to recognize or analyze words almost instantly and to understand what the words mean when they are strung together in a sentence, a paragraph, or a longer passage."

In the same line of thought, Dechant (1991:5), maintains that reading definitions are usually divided into two major types:

➢ Reading is equal to the interpretation of experience.

➢ Reading is restricted to the interpretation of graphic symbols.

The former is said to be a broader category encompassing the latter. Dechant (ibid.) claims also that most reading definitions are related to one or both types.

5.2. Reading As Interpretation of Experience

This type of reading definition is said to equate reading with the interpretation of experience. It might include: reading pictures, reading faces, reading weather, the doctor reads the symptoms of illness and the reading teacher reads the symptoms of reading disability and so forth (ibid.) A useful implication of reading as interpretation of experience is that students have first to develop the ability to reading experience before developing the ability to reading graphic symbols. Reading as interpretation of experience is a kind of a sense stimuli reading interpretation: "[Pupils] must first be readers of the world. [They] cannot read symbols without having had those experiences that give the symbol meaning"(Dechant, 1991: 5).

5.3. Reading As Interpretation of Graphic Symbols

This is the second type of reading definition whereby reading is being equated with the interpretation of graphic symbols. Dechant (Dechant, 1991:6) argues that most existing definitions of reading in professional textbooks are used on the basis of this type of definition. Different definitions of reading based on this second type maintain that reading is a complex cognitive process involving the *comprehension and interpretation of print*.

Reading is also defined as a "process of information search or information processing"(ibid.). It is an interactive process involving the reader's previous experience and knowledge of the world and the words in the printed materials, whereby the reader is said to interact and communicate with the writer's ideas in the written text.

There is also a general consent among reading experts about the complexity of the reading process given the fact that it requires the coordination of a variety of information resources for the construction of meaning on the basis of printed materials. Little can be said, though, about a general agreement about the nature of reading. In the literature, three popular models seem to be the most famous ones used for the decoding, the comprehension of texts and the construction of meaning. These are: the *Bottom-Up*, *Top-Down*, and *Interactive* model.

6.   Models to Teaching Reading :

6.1.   Bottom-Up Model

This model is often referred to as *text-driven* model. Its main focus is on the material read. Proponents of this model give more importance to the reading material than to the person who reads the material because they claim that it is the most crucial factor in the reading process. Emphasis is being put on factors such as words' recognition and analysis (decoding).

Following Salazar (1995:41), instruction in this approach is:

➢   Skills-oriented

➢   Reader-oriented

6.2. Top-Down Model

This model is usually referred to as ***Concept-driven*** model. Its main focus is on the ***reader***. Proponents of this model maintain the importance of the reader in the process of reading (ibid.).

6.3. Interactive Model

Reading can also be taught using an interactive model. According to Dechant (1991: vii), 'Reading is a key to success in school, to the development of out-of-school interests, to the enjoyment of leisure time, and to personal and social adjustment.' Nowadays, questioning the value of reading has become a less raised point. All discussion seems to extol its virtues. However, the importance of reading seems to be influencing every aspect of our lives; it helps learners to adjust to their peers, to prepare for occupation and to achieve social responsibilities.

As far as culture in concerned, reading can be said to be a useful tool for broadening one's knowledge and understanding of others. The most important role of reading seems, however, to be that of ***success in learning***. To use Dechant's (1991: vii) words again, within the teaching/learning context, "effective reading is the most important avenue to effective learning." He (ibid.) also maintains that reading is of central importance to the total ***educational success***. Not only this, but successful reading is claimed to be an essential pre-requisite of success. Dechant (ibid.) points out that the continuous interest and the many publications of books about reading are due to the fact that despite spending endless time and efforts for this language skill, there is a persistent problem that forms an annoying fact to language teachers. The problem is that lot of children/students leave school/university without an adequate ability to read, hence, to write. In this sense, they lack the necessary ability to read

and write as two necessary language skills usually needed to understand and use printed materials in everyday life (ibid.: vii).

7. Types of Reading in EFL Context

7.1. Extensive Reading

There are two reading approaches that language teachers seem to adopt in their literacy courses. They are referred to as *intensive* and *extensive* reading approaches. Some teaching programs and materials may use a combination of both approaches, and Ferris and Hedgcock (2009:161) call for a combination of both approaches if time and resources permit. Extensive reading is said to fit into *meaning-focused input* and *fluency development*. According to Nation (2008: 49), "Reading is a source of learning and a source of enjoyment. It can be a goal in its own right and a way of reaching other goals." Reading is a good means of learning since it can establish and reinforce previously learned vocabulary and grammar. Moreover, successful learning of these aspects of language can encourage the EFL students to learn more. Reading can even be a source of enjoyment as students gain skill and fluency in it.

Extensive reading involves incidental learning. That is to say, focus is on reading per see (story, for instance), and not on items to learn. It involves large quantities of varied reading texts (inside/outside classroom), and focus is usually on the *learning of vocabulary*. "Extensive reading is a form of learning from meaning-focused input." Focus in reading is on the *meaning of the text* rather than on learning *the language features of that text* (Nation, 2008:50).

7.2. Intensive Reading

The following are the main characteristics of the *intensive reading approach* adopted in the present research study:

➢ The texts to be studied are selected by the teacher (perhaps with input from students).

➢ All students read the same text at the same time and complete in-class or out-of-class exercises and assessments designed or assigned by the teacher.

➢ The teacher highlights specific linguistic features and content dimensions of the text, introducing and reinforcing selected reading strategies through whole-class instruction and activities.

➢ Assessment of student comprehension, reading development, and reading efficiency is facilitated by the fact that all students work simultaneously with the same text and activities.

Ferris and Hedgcock (2009:161) point out that the intensive approach to reading is the most predominant approach to ESL/EFL reading instruction. To frame the discussion of intensive reading, they (ibid.) make the following assumptions:

✓ Intensive reading lessons should in most instances be based on entire texts, not just excerpts (e.g., a newspaper or journal article, a chapter from a textbook or novel, rather than just a few paragraphs) (ibid.).

✓ Overall purpose of an intensive reading lesson is only secondarily the comprehension of text content—the overriding goal is to build students' skills and strategies for reading authentic texts beyond the reading classroom.

✓ Texts for intensive reading lessons have already been carefully selected by the teacher (either from a textbook or other source) using text selection considerations (ibid.:162).

According to Nation (2008:25), "Intensive study of reading texts can be a means of increasing learners' *knowledge of language features* and their control of reading strategies" (Emphasis added). Intensive reading has been the classic procedure in the

grammar-translation approach. Teachers who used to adopt this approach work with their students on texts using their first language to explain the meaning of the text, going through the text sentence by sentence. This procedure can be a useful one if used with appropriate texts and appropriate principles as being a part of the reading program.

A very important goal of intensive reading is that of ***determining the language features of a particular text to draw the students' attention to them*** in the teaching course. Teachers adopting this method of teaching ***have the language features characterizing each text as the main focus of syllabus for their courses***. This, Nation (ibid.) argues, has various positive effects. He (ibid.) suggests that if the identified language features are set in a ***communicative context*** of a text, one can show how these latter ***can contribute to achieve the communicative purpose of the text***. If done appropriately, this method of teaching can help teachers to prepare some writing activities. This, Nation (ibid.:26) points out, can rule out any interference between decisions to include vocabulary items or grammatical features in syllabus design.

Special focus on certain grammatical features can be determined by both the ***topic*** and the ***genre of the text***, thus, giving rise to the use of certain ***salient language items*** rather than others. As such, we deduce that ***teaching can be directed towards the text and what linguistic features it necessitates for use***. This point has been made clear by Nation in the following statement, "If intensive reading is to be done well, the major principle determining the focus of the teaching should be that the focus is on items that will occur in a wide range of texts" (2008:26).

The focus of intensive reading in a text can be on the following aspects:

➢ **Comprehension.** Intensive reading can aim at understanding a particular text.

➤ **Regular and irregular sound-spelling relations.** This can be done through the teaching of phonics, through teaching spelling rules, and through reading aloud.

➤ **Vocabulary.** Learner's attention can be drawn to useful words, and the underlying meaning and use of these words can be explained. Words from the text could be assigned for later study.

➤ **Grammar.** Different grammatical features can be explained and analyzed.

➤ **Cohesion.** Learners can practice interpreting what pronouns refer to in the text, what the conjunction relationships between sentences are, and how different words are used to refer to the same idea.

➤ **Information structure.** Certain texts contain certain kinds of information. Newspaper reports, for example, can describe what happened, what led to the happening, what the likely effects will be, who was involved, and when and where it happened. Learners can be helped to identify these different kinds of information.

➤ **Genre features.** The vocabulary, grammatical features, cohesive features and information will contribute to the communicative effect of a text. Intensive reading can focus on how the text achieves its communicative purpose through these features and what this communicative purpose is (Nation, 2008)

When using intensive reading, in teaching and explaining the texts in the first language(L1)/ESL/EFL language, the teacher's aim is to make understanding much easier for students. The effect of this is to let students notice and learn the specific features of the text that they may encounter in the future in other texts, thus, have a greater chance to learn them.

In more practical terms, Nation (ibid.:26-28) points out that *language-focused learning* through intensive reading can take the form of written exercises accompanying a text (as it has been the case in the present study). He (ibid.)

maintains that a good reading exercise should draw the students' attention to language features in the studied texts that can be found in other texts too. The aim of this is to give students strategies of how to deal appropriately with texts to help them develop the ability of comprehension (Davies and Widdowson, 1974:172). In other words, the aim behind getting students to read and analyze a text is to help them gain some important linguistic knowledge which can help them understand what Nation (2008) termed "***tomorrow's reading texts***". The rule of thumb is that students should learn what is applicable to all texts. On that basis, Nation (2008:28) argues that exposure to language features through the use of texts is a necessary and important requirement for learning, which is the main assumption that our research is based on. To use his words,

> We want [students] to gain knowledge of the language and ways of dealing with the language rather than an understanding of a particular language. If a reading exercise does not focus on generalisable features of a text, it does not provide much opportunity for any useful, cumulative learning to take place(2008:28).

Another important aspect of reading exercises based on texts is that they provide teachers with information about the learners' performance on the exercise. This can guide the teacher also to improve her/his teaching on the basis of the learners' performance. Moreover, if students were unsuccessful in some exercises, the teacher can take some action and interfere by re-considering some exercises, or drawing the students' attention to the importance of certain salient language aspects that are crucial

to, say, the production of communicative and successful argumentative writing, in our case.

Reading exercises and students' performance can provide teachers with useful feedback. Exercises can tell the teacher what aspects of language are being focused on and taught, and what linguistic features she/he is trying to teach. This, we maintain, places the teacher in a better position to judge the value of the exercise vis-à-vis the aspects she/he thinks they are important in teaching reading and/or writing (ibid.).

A good reading exercise is also easy to make. That is to say, the teacher chooses texts that meet her students' needs. The exercise should reflect the learners' needs. Moreover, Nation (ibid.:29) claims that if the texts do not provide exercises that are of interest to the learners and reflect their needs, teachers must make their own.

Encountering some of these important textual meta-discourse features (connectives) and getting used to analyze and learn them is of central importance for learners to understand where and how they are used in texts to organize ideas and convey information. Learning and analyzing conjunctions from one text can help learners to transfer them alongside the different meanings they carry to convey particular messages from text to text. These features are said to focus the ***learners' attention on the message of the text beyond the sentence boundaries***.

Conjunctions (connectives) , as it will be discussed in the coming chapters, lie at the heart of ***grammatical cohesion***. They gained lot of importance and received attention because of the significant role they have in expressing meaning relations between the different parts of a text. Nation (ibid.:44) suggests that carefully designed exercises focusing on cohesive devices are easy to make, and their implementation can result in positive effects on both ***reading*** and ***writing***. On the basis of that, the

exercises about conjunctions in the present research experiment are based on the types proposed by Nation (2008:46).

8.   **The Importance of Developing Reading Skills**

Understanding a written text implies the successful extraction of relevant information. Success in locating the required information or understanding the new information is a sign of successful reading, implying, thus, that the task of reading has been successfully fulfilled. Reading can be done for different purposes as has been pointed out earlier in this chapter. One might read a road sign, for instance, to get informed about directions; reading a notice board can be used to look for flat advertisement; and reading an academic/scientific article can be done to get the necessary and relevant information the article contains. Hence, reading can be said to be done for various purposes, but reading to get the gist of the text is usually the most known activity, though in some cases more information and detailed comprehension is needed.

Grellet (1981:3) claims that, in the process of reading, careful consideration should be given to the following essential elements:

➢   **The Material Being Read:** There are variety of text-type reading one can come across including: novels, short stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes, biographies), plays, poems, newspapers and magazines, instructions, directions, statistics, handbooks, textbooks, guidebooks, specialized articles, reports, reviews, essays, business letters, summaries, and so on.

➢   **Why do we read:** Reading can be done for two main reasons:

✓   Reading for pleasure.

✓   Reading for information (in order to find out something or in order to do something with the information you get).

➢ **How do we read:** Reading can be done in different ways:

✓ **Skimming** through the text by running one's eyes quickly over a text to get the gist of it.

✓ **Scanning** quickly through the text to find a particular piece of information.

✓ **Extensive reading** whereby learners read longer texts. This is usually done for one's own pleasure. The main focus in this kind of reading is on fluency through having fluency activities which involve global understanding.

✓ **Intensive reading** whereby learners read short texts the purpose of which is to extract some specific information. Focus here is placed on accuracy activities and reading for details.

Grellet (ibid.:04) argues, however, that there is not one mutually exclusive reading way. One might skim a written passage to see whether the topic is interesting before one decides to scan it for useful and worth information. She (ibid.) points out that given the fact that reading has different purposes, *reading exercises* and *activities* should be devised on the basis of the *text-type* and the *purpose* of reading it, which is the case of the present study:

> In real life, our reading purposes constantly vary and, therefore, when devising exercises, we should vary the questions and the activities according to the type of text analyzed and the purpose in reading it. That is to say, when working on a page of classified ads, for instance, it is not a good idea to propose exercises for detailed comprehension of every single advertisement (1981:4).

This, to use Grellet's (1981: 4) words, "would only discourage the students and prevent them from developing reading strategies adapted to the true purpose of their reading."

Based on Munby's (1994) *Communicative Syllabus Design*, Grellet (1981:4-5) states that reading is an activity that requires a variety set of skills mainly involving:

✓ Re-organizing the script of a language.

✓ Deducing the meaning and use of unfamiliar lexical items

✓ Understanding explicitly stated information

✓ Understanding information when not explicitly stated

✓ Understanding conceptual meaning

✓ *Understanding the communicative value (function) of sentences and utterances*

✓ *Understanding relations within the sentence*

✓ *Understanding relations between the parts of a text through lexical cohesion devices*

✓ *Understanding cohesion between parts of a text through grammatical cohesion devices*

✓ Interpreting text by going outside it

✓ *Re-organizing indicators in discourse*

✓ *Identifying the main point of important information in a piece of discourse*

✓ *Distinguishing the main idea from supporting details*

✓ *Extracting salient points to summarize* (the text, an idea etc.)

✓ *Selective extraction of relevant points from a text*

✓ Basic reference skills

✓ Skimming

✓ Scanning to locate specifically required information

✓   Transcoding information to diagrammatic display

She (ibid.) maintains that developing those reading skills is based on the use of a variety of exercise types, and she (ibid.) referred to them as question-types that can have two different functions.

➤ ***To clarify the organization of the passage.***

Questions which might be asked can be about:

✓   The function of the passage

✓   The general organization (e.g. argumentation)

✓   The rhetorical organization (e.g. contrast, comparison)

✓   The cohesive devices (e.g. link-words)

✓   The intra-sentential relations (e.g. derivation, morphology, hyponymy)

➤ ***To clarify the contents of the passage***

✓   Plain fact (direct reference)

✓   Implied fact (inference)

✓   Deduced meaning (supposition)

✓   Evaluation

Grellet (ibid.:6) stresses the importance of these types of exercises for the development of the reading ability/competence. She (1981: 6) states that: "[Those] skills, question-types and question-functions are constantly related since a given exercise uses a certain type of question, with a certain function, to develop a particular reading skill."

Before indulging oneself in the production or use of reading comprehension exercises, several considerations should be born in mind. Previously designed teaching materials have focused on the teaching of isolated sentences and units smaller than

the sentence. The reason behind those teaching practices goes back to previously held assumptions, mainly that a text is a set of separate sentences coming successively and which are thematically related. It has been widely assumed that focus should be given to the structure and meaning of sentences (ibid.:7). It was only till recently, though, that to achieve efficient reading, studying the structure and organization of longer stretches of discourse above and beyond the boundaries of single sentences has come to be recognized. This point is clearly stated in the following statement:

> It is no good studying a text as though it were a series of independent units. This would only lead the students (a) to become dependent on understanding every single sentence in a text, even when this is not necessary to fulfill their reading purpose, with the result that they would tend to read all texts at the same speed and (b) to be reluctant to infer meaning of sentences or paragraphs from what comes before or after (Grellet, 1981:6).

That being so, Grellet (ibid.) claims further that in teaching or presenting students with reading texts/extracts, one should first start with exercises of global understanding, then move towards detailed and deep understanding. First, assigned tasks should be of a more global kind going, hence, with the students' competence. She (ibid.) implies that the more the students read the text in a gradual manner, the more they will get, not only the gist of a text more easily, but they will achieve a deeper understanding of the text and its organization as well.

In constructing reading comprehension exercises, Grellet (ibid.) also suggests that one should start first with tasks related to the text's overall meaning, its function and aim before moving towards practising vocabulary and grammar exercises. She (ibid.) emphasizes the importance of such treatment of texts because of the following:

➢ It is a very efficient way of building up the students' confidence when faced with authentic texts that often contain difficult vocabulary or structures. If the activity is global enough (e.g. *choosing from a list what function a text fulfills*), the students will not feel completely lost. They will feel that at least they understand what the text is about and will subsequently feel less different when tackling a new text.

➢ It will develop an *awareness of the way texts are organized* (e.g. stating the main information and developing it, or giving the chronological sequence of events). It is this awareness of the general structure of a passage that will allow the students to read more efficiently later on.

All in all, ESL/EFL students must be taught how to approach and consider the text in order to become independent and efficient readers. It is also important to remember that meaning is not inherent in the text, that each reader brings her own meaning to what she reads based on what she expects from the text and her previous knowledge. If this is to suggest something to teachers and researchers, it will be the fact that reading is a difficult cognitive task and skill to develop in learners. This also involves testing competence in reading comprehension and how great the temptation is to impose one's own interpretation on the learners (ibid.: 9).

9.   Culture and Its Role in Reading

Nara (2003: 65), maintains that reading is a cultural activity. Cultural knowledge is said to manifest itself in strategies in foreign language reading. From a

cognitive point of view, reading is claimed to be an information processing activity. It is, to use Nara's (2003:65) words,

> a process of starting from the orthographic domain and progressing to the semantic domain, mediated by phonological representation. Fluent reading involves making an immediate (but perhaps not direct) connection between conventional arrangements of graphs (orthographic symbols) and meaning, so that when the reader looks at a text written in the native script, he or she will make an instantaneous association between symbol and meaning.

In the reading process, small units are said to be combined together so as to form larger units of meaning, hence, building/forming sentence and discourse levels of meaning(ibid.:65-66). This reading strategy is what is usually referred to as the ***bottom-up processing***, and it is based on the idea of information gathering activities. Nara (2003:66) states that, in reading,

> conscious attention heuristically monitors and directs flows of information within the cognitive faculties, selects the most profitable reading strategies according to the content and appearance of the text, verifies and adjusts tentative understanding of the text, makes hypotheses about the meaning of the text, and checks the congruity of meaning with schemata.

Nara (ibid.) points out, however, that reading should be seen as an integration of both ***bottom-up*** and ***top-down*** information gathering activities from a text. That being held, readers can be seen not merely as ***information receivers***, but rather, they are said to be actively engaged in the ***formulation of meaning*** in the reading process.

10.   Teaching Writing Through Reading

Taught together, reading and writing are said to enrich the EFL students' language and thinking capacities. Taken together, reading and writing are the hallmarks of a literate person. It only makes good sense, then, that they be integrated in teaching for students to get the most of each. What is also essential is how these processes are taught. For instruction to be effective, students need to have some choice—about what to read and the topic of their writing. When students have some control over what they choose to read, they are more likely to invest themselves in developing a full understanding of the text, and so work hard to comprehend what they are reading. Similarly, when writers have some choice over what to write about, they will probably work harder to communicate simply because the topic is meaningful to them.

In order to make the connection between reading and writing plain to EFL students, the two processes should be taught together. There needs to be a sense of process; both reading and writing are, after all, to be an initial understanding of the text that may hold up or may need to be revised as the text unfolds. Writers, too, revise. They produce early drafts that may need only a little tinkering with or-more typically- may need substantial revision to communicate adequately. There also needs to be an effort from the teacher to make the reading/writing relationship explicit, through ***genre knowledge*** and ***understanding of language structure*** and ***reading***

strategies, and to establish expected behaviors—habits of good readers and good writers—that guide what students do (Cole, 2008: 153).

To summarize, the relationship between reading and writing is important for the learning process of ESL/EFL students. The two processes are almost two sides of the same coin, and knowledge of one supports the learning and development of the other. Drawing on their understanding of sound/letter correspondence, readers decode messages. Also, drawing on the same skills to form the words that tell their stories, writers encode messages. Moreover, sounding out a word helps students to read and to spell it; knowledge of signal words and phrases allows writers to join ideas in an appropriate way, and allows readers to connect ideas and understand the relationship between those ideas (ibid.:155).

10.1. Writing as Design

Reading and writing are related to each other since they represent two complementary processes: "Writers are their own first readers, and their ability to read closely is essential to their ability to write coherently." Learning to write well is essential for designing meaning in a foreign language: "If reading involves creating discourse from texts, writing involves designing texts to create a potentiality for that realized discourse." The act of writing involves the use of internalized language forms, knowledge of rhetorical and stylistic devices, genres, formatting conventions, and so forth.

Kern (2000:172) uses the term writing as design to refer to the "Writers' moment-by-moment decisions concerning the choice and structuring of their words, and their placement in a visual field […] constitutes the design process." Vygotsky (1962) used the expression 'deliberate semantics' to refer to this process. When we write notes or lists, the writing design takes the form of a quick and formulaic process

involving graphic representation meant to remind us of ideas, things, events, and so on. At other times, however, design can be a more deliberate process; in this case, the purpose of writing is not to record information, but rather, to generate new ideas, to experiment with configurations of language, to create fictional worlds.

In an academic setting, design takes the shape of elaborate and re-cursive processes of planning, drafting, revising, and editing. Kern (2000:172) points out that whatever the type of writing, the result will always be a textual product : "made possible by various Available Designs [i.e. language forms, rhetorical and stylistic devices] which are either reproduced or transformed into new resources for subsequent writing."

This is of central relevance for foreign language learners since, from a literacy perspective, writing is seen as being essential to academic language learning for a number of reasons as stated below:

➢ Designing meaning through writing allows learners to develop their ability to think explicitly about how to organize and express their thoughts, feelings, and ideas in ways compatible with envisioned readers' expectations.

➢ Working deliberately toward making one's thoughts understandable to others who may not share similar backgrounds is at the heart of communicative ability.

➢ Writing allows learners to create and re-shape meaning through explicit manipulation of forms.

➢ Writing provides an excellent platform for learners to test hypothesis about the new language. By 'trying out' different words, syntactic structures, styles and organizational patterns, and by considering the effects that such manipulations might have on meaning, learners can broaden their communicative potential in the language.

➤   Unlike speaking, writing provides time for learners to process meaning. Particularly at the early stage of study, many foreign language learners find writing easier and less anxiety producing than speaking, simply because they have time to think.

➤   When writing, students are free to take the time they need to get their message across in a form they find acceptable.

➤   Writing allows language learners' use to go beyond 'functional' communication, making it possible to create imagined world of their own design.(Kern, 2000).

11. The Skill of Writing

Writing is a very important mode of expression. It is a demanding task for most EFL/ESL students because it requires them to possess most of the linguistic features and conventions of a language. Knowledge of the properties of language alone is not enough; student writers should also be aware of the way these language features should be used, and the different choices the language provides them with. That is to say, there are various linguistic resources at the writers' disposal that are a necessary prerequisite for the production of well-organized and well-constructed texts. Given the role writing has in the academic field, it has become a necessary condition for students to master it as a language skill.

In ESL/EFL context, the skill of writing is important and needs special attention. Learning to write fluently and expressively is considered as being the most difficult skill of the macro-skills for all language learners whether in L1 or in ESL/EFL contexts. Unlike speech which many people learn naturally, and reading which a good deal of learners develop increasingly, the ability to write fluently and legibly is said to be confined to just a few ones (Brooks and Grundy, 1999; Nunan, 1989). This is plainly expressed by White (1981:2) who states that,

Writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is a crucial difference between the spoken and written forms of language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stored and referred back to at any time. It is permanent in comparison with the ephemeral 'here one minute and gone the next' character of spoken language—even of spoken language that is recorded on tape or disk.

In the sweeping history of language teaching, focus has been put mainly on the mode of speaking. Writing has been seen as secondary or only a written form of the spoken language, hence, it has been neglected as an area in language teaching in favor of the spoken mode. Unlike the spoken interaction, the writing process is claimed to be a different task given the demands it imposes on the text and the text's producer. There is no immediate feedback that may serve as a guide for the writer, helping her, thus, to make some anticipations about the reader's reaction vis-à-vis her/his text (Olshtain, 1991: 235).

Learning to write in a first or a second/foreign language is considered as one of the most difficult and demanding tasks learners may encounter. Very few people

can be said to fully master this language skill. In L1 contexts, there is a tendency among a good deal of native speakers to leave schools early with a poor command of the writing skill. At the university or college level, students are claimed to be requiring further instruction in writing. To use Richards' (1990:100) words, "Learning to write well is a difficult and lengthy process, one that induces anxiety and frustration in many learners."

Academic skills are said to be an essential pre-requisite for academic achievement and success. Mastery of these skills is not important for academic success and survival only, but it is also considered as a major requirement for many occupations and professions. People's writing needs are said to be of two types: *institutional* and *personal writing needs* (Davies and Widdowson 1974). Institutional writing is the type of writing undertaken in a professional or institutional role. Examples of this include business person, teacher and/or student whose writing is said to be conforming to certain institutional conventions. Personal writing includes personal letters, creative writing and so forth.

In an ESL/EFL writing program, purposes are said to be very restricted as writing is said to have two destinies: that of teacher (e.g., essays, assignments, and so forth), and the learners' destiny (e.g., notes, summaries). Richards (1990:100) states that "Writing is used either as evidence of successful learning or as a means of learning." Since it is said to result in the production of a piece of discourse, this latter can be used as a feedback for both the teacher and the learner to decide on what has been understood. He (ibid.) argues that writing will continue to occupy a prominent role in the curriculum.

Questions such as 'why should the teaching and learning of writing be so problematic? Or how can writing be addressed in the second language curriculum?' do always rise and are often addressed in many discussions about L2(second language) writing. (e.g., Richards, 1990).

11.1. The Writing Ability

Students' ability to write effectively is receiving an increasing interest, and is assuming a greater importance in the teaching instruction both in second and foreign-language teaching contexts. Given the development all parts of the world have seen and experienced these last few decades in matters of technology, business, tourism and so forth, interaction between people from different countries became an inevitable reality. From here, the skill of speaking and writing started to gain more interest. (Weigle, 2002:1).

Weigle (ibid.:4) states that "The ultimate goal of learning is, for most students, to participate fully in many aspects of society beyond school, and for some, to pursue careers that involve extensive writing." In the course of their educational progress, students will be more required to develop their ability of writing appropriately and effectively, especially at the university level. Writing is seen as a mental activity that is closely related to critical thinking:

> expertise in writing is seen as an indication that students have mastered the cognitive skills required for university work … a perceived lack of writing expertise is frequently seen as a sign that students do not possess the appropriate thinking and reasoning skills that they need to succeed (Weigle, 2002:5).

Writing, according to Grenville (2001:vi), involves a set of mental steps that most experienced writers do almost unconsciously. They go through these mental steps "so fast and so seamlessly." Novice learners of writing, however, need to think about it consciously, and practice it till it becomes an automatic activity. She (2001:vi) states that "No one's born knowing how to write—but it's a skill that most of people can learn, and the more you do it, the easier it becomes."(ibid.). In line with this, Villemaire (2001:115) states that "Practice is the key to becoming a good writer. Practice is what makes good writing better. All writing possess the challenge to improve. Good writing is achieved by working and reworking ideas again and again."

One's ability to write well in a second/foreign language also necessitates an adequate knowledge of the grammar, vocabulary, stylistic and so on, of the language in question. An important point concerning writing is that learning to write can be based on a real-world need. This is clearly observed in foreign language contexts whereby learners learn to write in the target language because they "have more realistic needs for writing in that language."(Weigle, 2002:7).

11.2. The Importance of Teaching Writing

As it has been discussed earlier in this chapter, the ability to write well is something students seem to suffer to achieve, be it in mother tongue or in second/foreign language. Learning to write appropriately and effectively remains a problematic issue despite the many years devoted and efforts spent to develop this skill. Writing is a language skill which is difficult to acquire (Tribble, 1996: 3). Not only this, but writing is also argued to be a skill that few people can reach expertise in.

Decisions about what to teach or what to include in the writing course depends, to a large extent, on the needs of students. In the present research paper, we argue that students come from a completely different culture, hence, they are claimed not to have a well-established linguistic capacity necessary to write the sorts of texts that are required in their studies.

For a student whose first language is English, reasons to take a spoken or written class will differ from person to another. Needs of a student who wants to work in a bank or an international company will influence the type of instruction to be received. Thinking that spoken language forms the whole part of their work and viewing that written language has a low priority in their present considerations is a mistake. Priority might be given to spoken language according to the kind of job one wants to have especially in terms of communication such as: the ability to answer the phone, to greet visitors, to understand spoken English and to get involved in different writing tasks to which they could be claimed to be lacking competency in; they can be involved in writing documents such as memos, reports, letters, faxes, whereby a written course should, thus, be necessary to be included in the program.

Developing confidence in writing certain types of texts can have a significant role in the course of career development. Another context will be that of foreign learners of language (English, in this case). Students whose first language is other than English are claimed to be required to have a good command of English and to develop the literacy skills necessary for their academic success. In such a context, alone, writing will not be given an immediate priority, but to use Tribble's (1996: 4) words, "The development of reading and writing skills will, however, need to be included early in the program to help [learners] consolidate [their] language learning."

This second example of learning context serves as a good example for us since the focus of the present study will be on students whose first language is not English and who do not share the same linguistic and cultural background a native speaker uses in her writing. Moreover, if the aim of students is to be future teachers or carry on their higher education, developing an ability to write fluently and confidently in English will be a high and a persistent priority. Developing literacy skills will be of central importance if they are to achieve their aims. In such context, the main job of a teacher is "designing a course […] [that] will give immediate priority to the practical writing skills which will give [them] a chance of access to the professional opportunities [they] seek" (Tribble, 1996: 4-5).

11.3. The Production of Written Discourse: Readability and Reader-based Prose

As the writer's final product, the text results from a process of complex cognitive and linguistic planning and decision making, but it cannot be always guaranteed to be judged as good writing. Readability on the part of the audience is said to be a major feature that characterizes good writing. Richards (1990:102) states that "Good writing acknowledges the reader." In the composing process, the writer undertakes a gradual movement from writer-based to reader-based prose. This suggests that good writers put readers at the forefront in their writing, thus making their writing as unambiguous as possible. Despite the fact that readers are provided with more time to read the written discourse, process it and, then, interpret it than their listeners counterpart do, the former are, however, said to have some limitations in reading.

The readability of a text depends on the ease with which the reader can identify and integrate its underlying propositions. If the reader's short term memory is

overloaded with information that can be related to two or more possible interpretations, the reader may have to stop and read again.

Brooks and Grundy (1999:1-2) enumerate the following differences between the skill of speaking and that of writing, especially with regard to difficulty:

➢   Writing is more 'attended to' than speech, i.e. we are more conscious of what we are doing and tend to attach more importance to correctness of every kind, knowing that our readers can return to our writing but we cannot, and that we cannot easily rectify misunderstandings on the part of the reader.

➢   Writing has text-types of its own, different from those of speech; an example that comes readily to mind is that the way we arrange what we have to say in telephone or face-to-face conversations is different from the arrangement of material in letters or e-mail messages.

➢   Writing can make use of visual devices in a way which speech cannot […] Visual devices can be compared with the different effects and meanings in spoken English produced by, for instance, different stress and intonation patterns. When we write, not all of us use script consistently, correctly, and effectively!

➢   Writing-systems may assist groups of people to communicate, as in the case of Chinese where the different 'dialects' are mutually unintelligible in spoken form but share a common written form; the position is reversed in the case of Hindi and Urdu where the different written forms make it difficult for the speakers of those rather similar spoken languages to communicate in writing. The script used in different writing-systems is of great importance. It takes many years of careful study to master the classic Chinese writing-systems. Even simple alphabetic-systems such as that used for English have many features and potentialities that need to be consciously learnt.

➢ The spelling-systems of almost all languages that use alphabetic writing-systems are based to some extent on how the word is spoken, but only partly so: we often trace not only the history of words including from which language they have been borrowed, but also their relation to each other in spite of differences in pronunciation—examples taken from English are *anxious*, *anxiety*; *receipt*, *reception*; and the grammatical endings of *loved*, *kissed* and *hated*.

➢ Because, as we noted above, writing is more attended to than speech, we set higher and higher standards for ourselves as we get better at it; so while listening, speaking and reading all feel easier as we become more proficient, the better we get at writing the easier it is to please others, but the harder to please ourselves.

➢ Up to now, there have been more varieties of acceptable spoken than written English used internationally. Written English has so far been more uniform, except for relatively minor issues such as the differences between British and American spelling. Individual writers are, of course, expected to be consistent in their use of one way or the other. However, it is not yet fully clear what the effect of the widespread use of English for e-mail and on the Internet will eventually be (ibid.).

11.4. Teaching Writing as Communication

Within the realm of the communicative approach to language teaching, the skill of writing is said to enjoy special focus. Messages in the written language can be communicated in different forms whether writing in the traditional form of paper-and-pencil or via modern forms of e-mail writing and so on. As a communicative activity and an interactive process, Olshtain (1991:235) maintains that writing should be encouraged and nurtured in ESL/EFL classroom contexts. Writing is an interactive process that involves both the reader and the writer via the medium of the text. In this sense, the main focus is placed mainly on both the ***goal*** of writing and the

perceived *audience* and their expectations. These two aspects of the act of writing are, according to Olshtain (ibid.), of central importance even at the beginner level. She (ibid.) suggests that when asked to perform writing tasks, students should be encouraged to define the message they want to communicate alongside the receiver of that message.

Following Olshtain (ibid.), and based on the cooperative principle proposed by P. Grice (1975), in transferring her message, the writer should adhere to certain principles such as being clear, relevant, truthful, informative, interesting and so forth. Writing involves, thus, a mutual cooperation between the writer and the reader who is also supposed to make interpretations with regard to the writer's presumed intention. In so doing, certain linguistic clues are made available for the reader in the text whenever necessary. Moreover, linguistic accuracy, clarity of presentation, organization of ideas are all crucial in the efficacy of the communicative act, since they supply the clues for interpretation (Olshtain, 1991: 235).

Olshtain (*ibid.*:239-240) points out that working at the more advanced writing activities at the morphological and discourse level, and in order to develop and use more demanding writing activities in the ESL/EFL classroom, detailed set of specifications needs first to be developed to help both teachers and students cope successfully with these tasks. Such set of specifications include the following:

➢ **Task Description:** To present students with the goal of the task and its importance.

➢ **Content Description:** To present students with possible content areas that might be relevant to the task.

➤ **Audience Description:** To guide students in developing an understanding the intended audience, their background, needs, and expectations.

➤ **Format Cues:** To help students in planning the overall organizational structure of the written product.

➤ **Linguistic Cues:** To help students make use of certain grammatical structures and vocabulary selections.

➤ **Spelling and Punctuation Cues:** To help students focus their attention on spelling rules which they have learned and eventually on the need to use the dictionary for checking accuracy of spelling, and to guide students to use acceptable punctuation and capitalization conventions.

Conclusion

One of the most pre-dominant reading approaches used in the EFL teaching context is intensive reading. The development of the reading skill of EFL learners lies at the heart of developing the writing skill as well since they are said to be closely related. Developing the skills to read discourse of different types and gaining knowledge of how language is structured and used in order to communicate a given message is of central importance.

Moreover, the grammatical and discourse knowledge students get from reading texts may have a huge positive effect on their mastery of the different aspects of language, and which will help them a great deal in their writing later on. Put differently, good writing knowledge and skills necessitates exposure to different types of texts where focus is being placed on the major linguistic and communicative aspects of the language. The more students read and know about the language, the better their writing quality will be in that language.

Chapter II   Approaches to Teaching Argumentative Writing

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Chapter Two

Approaches to Teaching Argumentative Writing

Introduction

This chapter discusses the skill of writing in EFL contexts. It discusses the type of argumentative writing, its nature, and the main features that characterize it from the other text-types. It also deals with the major approaches to teaching writing that have been adopted during the last three decades or so, discussing their advantages and disadvantages to come out with a sound and strong decision of why to adopt one approach (genre approach in this case) to teaching the writing skill rather than any other approach.

1. Argumentative Writing

University writing falls into two major categories: *exposition* and *argumentation*. These two text-types are the main methods of support in writing. Generally speaking, the aim of exposition is said to be that of *explaining*, *classifying*, *comparing*, *contrasting*, and so on. The main aim of argumentation is, by contrast, that of proving something or persuading the reader about a given point of view.

The relationship between exposition and argumentation is of an *inclusional* kind. That is to say, argumentation includes exposition. In argumentative writing, writers are claimed to do two main things: *(1) to explain*, then *(2) to persuade/convince*. That being the case, the goals of argumentation are said to be tightly interwoven with those of exposition (Parviz *et al*., 2004:170).

"I wasn't convinced.", we might have come across this statement by hearing or reading it. We may have even lived such a situation in a political debate, television ad, in class, or at work discussion about a given issue because we did not find the arguments presented quite logical, believable or convincing. In college or university, many topics get argued and the aim of argumentation courses is claimed to be that of strengthening the students' ability to think critically, reason, and develop their reasoning abilities and skills to be able to construct persuasive arguments in the future. The writer's aim is of central importance since she is supposed to reason effectively with her audience, the aim of which is to motivate them to believe, change their minds or act (VanderMery *et al*., 2009: 259).

Hence, the ability to construct good arguments to convince the reader about a particular point of view is a very important skill in argumentative writing. Lacking this latter may put one at a great disadvantage since argumentation forms an important part of our daily lives. People are usually called upon to construct arguments to defend their views, be it a proposal in a committee, a research proposal, a group meeting, a job, and so forth. Arguments can also be constructed for the sake of resolving disagreements between people.

Argumentation is a daily life, familiar routine or activity most people can be involved in. It tends to be present in our everyday lives, and this is well-demonstrated especially in our verbal communication. Both written and spoken argumentation are said to be integral parts in our daily life since we usually get involved in situations whereby one needs to put forward her argument in defense of some assertions or as a reaction to other advanced arguments (Van Eemeren *et al*, 1996: 1-2).

Van Eemeren *et al*. (1996:2) define argumentation as:

a verbal [written] activity, which is normally conducted in an ordinary language […]. A speaker or writer, engaged in argumentation, uses certain words and sentences to state, question, or deny something, to respond to statements, questions or denials, and so on.

As far as spoken language is concerned, argumentation can take the shape of either verbal or non-verbal communication. Most of the time, though, it takes both shapes together. Non-verbal communication involves such aspects as facial expression, gestures, postures, and so forth. Verbal communication can be accompanied by non-verbal means of communication. The verbal means of communication are said to be a crucial key to the act of argumentation without which, despite using the non-verbal means, no argumentation can be said to be made at all (Abercrombie, 1975; Van Eemeren *et al.*, 1996). To use Van Eemeren *et al.* (1996:2) words, "without the use of language, there can be no argumentation."

As a text-type, argumentative writing is also seen as a ***social activity*** since it involves people to whom it is directed. The social nature of argumentation exhibits itself in the ***context*** whereby discourse takes place between two or more interlocutors. A person conferring with herself, presenting pros and cons of her own position (s) is said to be performing a socially conducted activity:

For as soon as they start weighing up the various considerations, this amounts to an anticipation of an interlocutor's possible reactions, even if these reactions are only their own. Thus, when

people put forward their arguments, they attempt to meet the

outspoken or tacit reactions of others (van Eemeren, 1996:2).

Argumentation is also perceived as an activity of *reason* indicating. The arguer has to put forward some thought that could be either supported or rejected through a process of pros and cons' contemplation. The arguer's position is said to be the result of a *rational account* as it can also be the result of certain *internal motives* (emotions). Emotions, for instance, can have a significant role in adopting a given position in argumentation. They are claimed, however, not to be relevant at all. In the act of argumentation, people are said to purely place their arguments within the realm of *reason*.

Mora-Flores (2008:70) points out that argumentative writing is of very *opinionative* nature, despite the fact that it is based on facts and a strong voice to defend and back up one's position. In this type of writing, she (*ibid.*) emphasizes that the main intention of the writer is to convince her audience that a particular point of view is the right one, relying on logic and reason to show the legitimacy of the writer's thesis, for instance.

When applied to the domain of *discourse*, argumentation usually takes the form of *opinion* or *standpoint* presentation about given topics. The existence of opinions that differ from one person to another gives rise for argumentation to take place. Holding a given standpoint vis-à-vis certain topics does not suffice, however. For argumentation to be initiated, and for arguments to make sense, there needs to be a certain person(s) (reader/listener) to whom the arguments can be addressed. The presence of this specific person can help in the proceedings and development of argumentation especially if the latter appears to have a totally diverging opinion. In

Van Eemeren *et al.* (1996: 2) words, "Argumentation starts from the presumption, rightly or wrongly, that the standpoint of the arguer is not immediately accepted, but is *controversial*."

1.1.   The Nature of Argumentative Writing

Argumentation is a daily life activity. Students spend time convincing their teachers, friends and so forth, about a given statement. When teaching argumentative writing to students, Mora-flores (2008:70) argues that this should be done in relation to these daily life experiences for the purpose of helping students understand better the purpose of argumentation—to try to sway people's mind to come to agree with you. To use Flores' (2008:70) words, persuasion refers to "how we manipulate and convince others to believe what we say, do as we ask, and act in our favor".

In argumentation, one seeks to convince the reader about the truth or probability of something. This type of writing is claimed to be the most complex form of organization in essay writing. Other patterns of development (comparison, contrast, exemplification, etc.) are usually required in the argumentative type of writing. The use of this mixture of patterns aims at convincing the reader about the truth, reality, or probability of a given argumentative thesis.

The ancient Greek philosopher Aristotle distinguished between three fundamental kinds of arguments: *ethical*, *pathetic* and *logical*. In the ethical argument, the writer aims to convince the reader by virtue of her character. The reputation of a political leader, for instance, may precede any kind of argument, thus, making the reader easily convinced about a given case, say women's right to vote, for instance. The audience is said to trust the person putting forward the argument to a great extent whatever that person says.

Recognized experts in a specific field or discipline, say linguists, for instance, can be a good example of ethical argument. The latter's arguments can easily be trusted not only because they are based on deep understanding and knowledge of the matter or on facts and statistics, but also because they form a trusted authority in the field, hence leading to the persuasion of the audience and adherence to the experts' point of view (Fogiel, 2000: 93).

In pathetic argumentation, the writer aims to persuade the audience via emotions to make them believe her standpoint. In other words, the writer uses appealing statements to back up her thesis and move the reader's emotions. Similar to the ethical argument, in pathetic argumentation, readers come to agree with the writer's arguments and thesis not because of the facts presented, but because of the reader's sympathy for the situation. To use Fogiel's (*ibid*.:94) words, " In this case, the writer is not reasoning with the audience, but rather is attempting to sway the audience to a position by persuading them to sympathize or empathize with the thesis."

 Logical argumentation is the most known form of argumentation stemming from the Greek word for "***order***," or "***reason***". This kind of argumentation is different in the sense that the writer " appeals to the audience's sense of reason and logic to persuade the audience to a particular point of view." (Fogiel, 2000:94).

It is argued, however, that good writers use a variety of arguments for the sake of convincing their readers of the truth, probability or reality of their position. Logical argumentation is usually the most emphasized kind of writing that students are required to write in, and develop their proficiency in using it in their writing (essays, term papers, research papers, and so on).

Central to the process of good argumentation is the command of *logic* and the presentation of *evidence*. The arrangement of ideas is also of extreme importance. Rhetoric, or the presentation of ideas, is almost as important as the logic or reasonableness of ideas. Hence, we can deduce that the presentation or delivery of ideas and arguments is very important. No need, it is claimed, to direct arguments towards people who are already in accordance with the idea the writer makes or raises otherwise arguments and reasoning will be unnecessary at all. " The purpose of a good argument is to convince those who are most likely to disagree with you"(Fogiel, 2000: 94).

The argumentative type of writing is also a quite challenging task since it involves the ability to get through into the readers' mind and to manipulate what thoughts and feelings they have towards the topic at issue. This is claimed to be a crucial step since it can help the writer to determine how to best convince them. Production of good and sound arguments is grounded in a good understanding of all the sides of a topic. To use Mora Flores' (2008:71) words, in argumentative writing, "The best arguments are those that address the perspective of the intended audience."

Mora-flores (*ibid*.) provides the following table as a representation of the *basic discourse structure of argumentative writing*. She (*ibid*.) claims that English learners (ELs) need to learn this basic *discourse structure* for presenting and defending a particular argument or position.

Introduction	Body	Conclusion
Thesis: Argument, position, stance, or point of view presented.	Introduce your three key arguments or reasons to support the thesis.	Summarize main points.
Personal statement/call to action.	Each argument/reason presented in the introduction will be separated out by paragraphs.	Restate argument or position (thesis)
	Minimum of three paragraphs	
	Opposing view point (s) are presented.	

Tables 01: Argumentative Essay Discourse Structure

Preparing arguments is a key step in writing argumentative essays for this it is considered as a difficult step. Moreover, thinking and considering counter-arguments and rebuttals from the opposition is also claimed to be a challenging task. As such, students should be helped to prepare for argumentative writing; varied opportunities to talk, discuss and present different perspectives and opinions to support a particular point of view is a necessary pre-requisite. Moreover, elicitation of possible counter-arguments is very important since it will help students prepare a good defense in support of their thesis/position. Students should first brainstorm ideas, reasons and counter-arguments, then try to carefully organize them.

More-flores (*ibid*.:72) suggests the following instructional sequence, but claims, though, that it has been developed with regard to the needs of a particular group of ELs. She (*ibid*.) further points out that depending on the specific writing needs of each class, teachers may design lessons that best fit these students' needs. Adaptations and modifications of Mora-Flores instructional sequence can also be used to suit other students' needs. Moreover, the length of time needed to develop students' ability to

develop argumentative essay writing ability is said to vary from one group of students to another.

1.2. Building Persuasive Arguments: The Rhetorical Shape of Argumentation

According to Vander Mery *et al.* (2009:260), the term argument refers to " a series of statements arranged in a logical sequence, supported with sound evidence, and expressed powerfully so as to sway your reader or listener." In argumentative writing, the main aim of the writer is to move people to agree with her. An argument is not just a simple belief or opinion like "I like the team of Germany,' since the latter does not give grounds for agreement or disagreement. "An argument is an opinion with reasons to back it up and intentions to sell itself to others." An example of an argument might be: Hip-hop culture is destroying modern society and I'm going to try to get you to argue with me (Rawlins & Metzger 2008: 240).

In line with that, Fogiel (2000: 95) claims that for a good development of an argumentative essay, writers can use a mixture of organizational patterns to support their logic. An argumentative essay may contain patterns of ***definition***, ***comparison***, or ***problem-solution***. Disputing the opponent's viewpoint is done by dismissing their anticipated arguments using strong counter-arguments/counter-claims on the part of the writer.

An argumentative essay may be a one-side argumentation or a two-sides argumentation. A successful argumentative essay, however, is the one that tackles both sides of view. Failure to address the opponent's view will lead to an inadequate piece of writing. Put differently, addressing the merits of something without accounting for other logically relevant arguments of the opponent will lead to an inadequate, thus, unsuccessful piece of argumentative writing.

Good arguments are also said to be as good as the evidence presented to support the thesis of the essay. Different types of evidence are used to support the writer's stance. Three kinds of evidence are usually required to be used by students. These include: (1) *facts and statistics*, (2) *anecdotal examples*, and (3) *the testimony of authorities* to support one's argumentative position (*ibid*.:96).

In line with what has been said earlier in this chapter about the nature of the argumentative type of writing, Hidi and Boscolo (2007:185) also maintain that the argumentative type of writing is the most complex task since it requires a set of competencies related to different types of knowledge any writer must manage to have. They (*ibid*.) claim that an expert writer has to have the following competencies:

➢ Know how to manage the planning, translation, and revision of the writing process. These phases cannot be activated in a linear, consecutive way as they need continuous checking during the whole process.

➢ Be able to correctly identify the specific characteristics of a *text genre* (in this case, the argumentative), and succeed in trying to convince the addressee of the merits of the chosen position; and,

➢ Know how to activate specific strategies in order to make the *text cohesive* and *coherent*, *using adequate linguistic forms and indices*(*ibid*.: 185).

There is consent among scholars that the claims, counter-arguments, data, warrants, and examples are all necessary components of the argumentative text-type, but it is the writer's own choice, though, to highlight or exclude these components in different ways (*ibid*.:185).

More-flores (2008:71) enumerates the following points as being the main criterion features of argumentative writing:

➢ Presentation of an argument, a clear stance

➢ Clearly explains the issue or position

➢ Arguments for both sides are presented

➢ Compelling evidence, sound reasoning, details, facts, logical reasoning, quotations from experts, or examples are presented to support the writer's stance.

In line with Mora-flores (2008), Damer (2008: 216), states that writing an argumentative essay " entails five basic steps: *researching the issue*, *stating your position on the issue*, *arguing for your position*, *rebutting objections to your position*, and *resolving the issue*." The following represents an outline of the basic steps of argumentative essay writing according to Damer (*ibid*.:217):

➢ *Explanation of the issue*

➢ *Statement of your position on the issue*

➢ *Argument in support of your position*

➢ *Rebuttal of anticipated criticisms*

➢ *Resolution of the issue*

1.2.1. Researching the Issue

Before engaging oneself in the act of writing an argumentative essay, the writer needs to get acquainted with the issue at stake. This is necessary not only for defending the position you have on a particular issue, but to discover which position of the issue is most defensible. It is even possible for the writer to discard her original position while searching the question.

A good preparation for writing an argumentative essay is said to involve all sides of the issue before hand. This step is crucial because it not only guides the writer to determine which position to hold and defend, but it also helps acquainting her with the opposition's views and/or possible confronted arguments. In other words, this can help the writer to anticipate the possible reasons that can be used to support

the opponent view. Most important of all, the writer can anticipate the criticism that her opponents may use against her.

1.2.2. Stating Your Position

Before stating the writer's position, it is also important to say why the issue is important for the discussion. Writing an argumentative essay entails that there is an important question that needs to be resolved or addressed. After discussing the importance of the issue, the writer can then state her position at the beginning of the essay. In so doing, the writer should avoid complex and vague language that may lead to other interpretations. Terms or concepts need also to be defined and/or explained when necessary(*ibid*.:217).

1.2.3. Arguing For Your Position

This is the stage where the writer exposes her position. She presents the arguments in support of her position. Each argument or premise should be presented in a separate paragraph not to confuse the reader. Everything stated in the paragraph has to be related to or used to support the writer's position (thesis statement). Any extraneous material will make the writer run the risk of not being relevant.

As a writer, one should set forth the strongest argument she has to defend and support her position and reach a sound and acceptable conclusion. Premises should be explicitly stated and logically arranged resulting, thus, in a smooth flow of arguments. Using examples sparingly is quite important as a means of explanation and illustration. Damer (2008:218) suggests that writers should use a deductive method of argumentation to increase the strength of the presented arguments.

1.2.4. Rebuttal of Anticipated Criticism

In this particular phase, the writer uses strong arguments to refute the opponent's ones. The aim is to convince the reader of the writer's position and make them forsake the opponent's arguments as being weak or illogical.

1.2.5. Resolving the Issue

The thesis statement (*opinion*) the writer states at the beginning of her essay is also the conclusion of the essay. The conclusion contains the answer to how the issue has been resolved. It solves the problem, or settle the conflict that was the main impetus for writing the essay at all (Damer , 2008:220).

1.3.   Audience and the Purpose in Writing

Argumentative essay writing involves developing and shaping a given content directed to a particular audience for a given purpose. Developing the topic involves taking every useful detail into account, and shaping the writing involves taking into consideration both notions of *audience* and *purpose* to decide to what extent the content of the essay will be relevant. Presenting one's arguments involves also the manner content will be arranged alongside the use of a particular style, diction, tone and other linguistic features to convey the content to the audience.

Each essay is said to take a given shape because it serves a particular purpose. When asked to write a particular type of essays, students decide what shape the essay should take and which shape better suits the purpose for which it is being written at all. The fundamental purposes for writing in college or at university are: *(1) to express*, (*2) to describe*, *(3) to explain*, *(4) to inform*, and *(5) to persuade* (convince). The overall intention of each aim is to raise the writer's *awareness to the notion of audience* (Fogiel, 2000:63).

Writers always produce a piece of writing with an already pre-set assumption that someone else will read their production be it the teacher, a colleague, classmates, and so forth. Accordingly, due consideration must be given to audience when writing. Different kinds of writing have a variety of purposes which range in terms of increasing complexity as the following hierarchical chart reflects:

Figure 01: Hierarchy of Validation of Purpose

Most Logically Complex

	Persuading
	Informing
	Explaining
	Describing
Simplest	**Expressing**
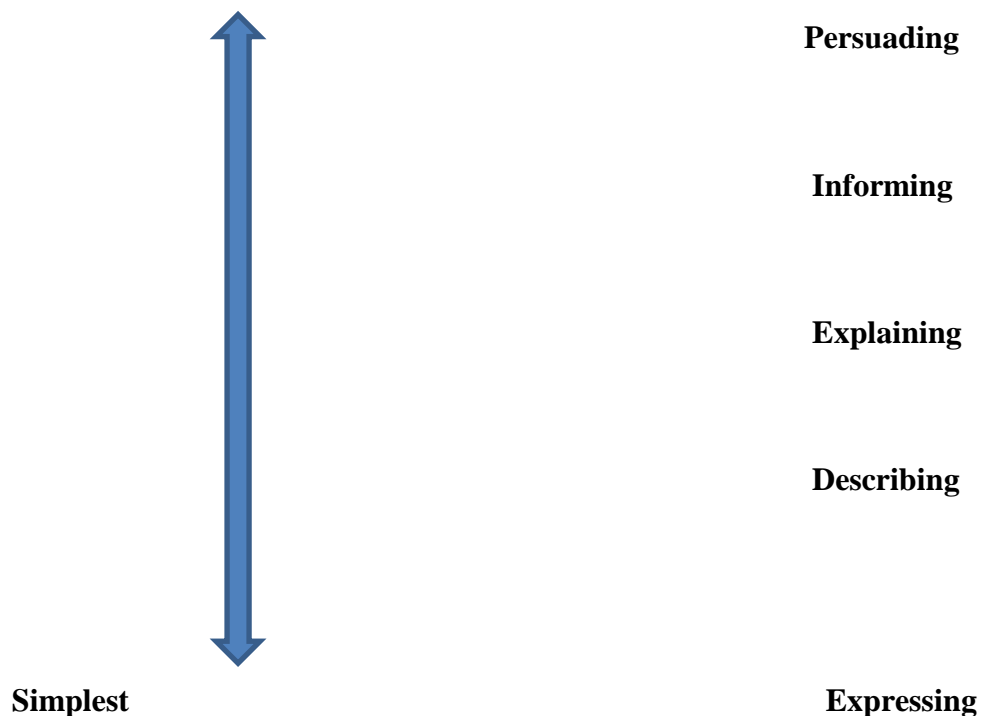
The purposes of writing in the bottom of the chart are said to support the ones above them in rank. Writing with the purpose of persuading the audience uses all the other purposes in the chart to achieve the overall aim of argumentation, which is that of convincing the reader or proving a particular point. To prove that LMD (Licence/Master/Doctorat) system is, for instance, better than the Classical System (CL)

of education or similar to it, the writer would necessarily use instances of narration and description to show the qualities, similarities and the differences between them (comparison/contrast/exemplification using statistics/facts).

In a sense, all essay's types aim at informing readers. An argumentative essay should, however, contain description and explanatory techniques. Considering the aforementioned example, the topic of the LMD and the CL system of education, the writer needs to inform the reader about the important differences/similarities that exist between the two systems serving, thus, her thesis. This kind of information is used for the sake of convincing the reader of the validity or truth of the thesis the writer puts forward. To use Fogiel's (2000:64) words, "persuasion is the 'principal' of all purposes in the 'school' of writing, and all the other purposes are 'assistant principals."

Taking the reader into consideration while writing is also crucial in the process of writing. Blackesley and Hoogeveen (2008:76) state that, " Effective writers shape and refine subject matter to suit circumstances, which include the opinions and attitudes of the audience and the purpose of writing." The readers' consideration involves anticipating what they already know about the topic, how they feel about it, and what possible opposing views or opinions they might have. These points help the writer better shape and present her arguments since the main aim of the writer, after all, is said to be that of changing the audience mind with regard to a certain issue.

2.   Approaches to Teaching Argumentative Writing

Over the past few decades, a great deal of attention has been directed towards developing the communicative competence of ESL/EFL students. One such area that received key importance and increasing interest is the area of writing since it is among the most important skills that second/foreign language students need to develop.

This shift of attention has initiated research in ESL/EFL writing as a field of serious inquiry.

In the long standing history of language skills, writing has been felt to be the most neglected skill among the other four language skills. It has always been considered as a secondary form of the spoken skill, as such, it has been seen as not deserving much importance to be given to. Another reason for this neglect in investigating or studying writing as a skill on its own stems from the fact that writing is too difficult as a skill to teach.

The increasing interest in the teaching of writing has gained more prominence in the late 1970s' and early 1980s' due to the fact that many institutions of higher education, colleges and universities have witnessed the sweep of a good deal of non-native English speaking students. That being the case, there has been an urgent need to equip these students with the necessary language skills to form a solid basis which may ensure their academic success.

Such world-wide changes paved the way for the introduction of a new writing pedagogy. Its focus goes far beyond language skills. Moreover, the teaching of writing as a skill on its own has been introduced in ESL/EFL non-native English speaking contexts. Accordingly, this movement has fueled teachers and researchers with more enthusiasm for more research to be carried out in order to investigate the nature of ESL/EFL writing, the aim being the development of theory-based approaches supported with practical research to second and foreign language writing instruction.

2.1. The Process Approach To ESL/EFL Writing Instruction

In the literature about writing, emphasis has been given to two apparently contrasting, though complementary approaches. These are namely the *process* paradigm and the often called *genre approach*, with the demands made by the contexts

whereby writing takes place. Over the last few decades, heating debates have been raised between proponents of the two approaches. Following Tribble (1996), in the present research paper, we argue for a teaching pedagogy that draws on the strengths of both views of writing but with a major emphasis on the genre approach.

One such an approach that predominated the teaching of ESL/EFL writing research and instruction in the late 1970s and early 1990s, and which has had major impact on teaching writing is the process-oriented approach. To use Deqi's (2005:66) words, this teaching pedagogy " has become a household name for language teaching today"

The process approach to teaching writing has featured composition textbooks, curriculum and teaching pedagogy during the last quarter of the century. It has been considered as the commonly accepted practice in ESL contexts. This has been so despite the fact that there is a general consent among professionals that there is no one single approach that can be claimed to be more effective or adequate for teaching ESL/EFL students and develop their writing competence.

The process approach has its roots in the process movement in teaching composition in L1 in the United States. It reached its peak in the late 1960s and early 1970s. Due to the dissatisfaction among teachers of writing in the traditional approach to teaching composition, which used to place primary emphasis on the 'product', the process approach has emerged as a reaction to the previous pedagogy.

Within this teaching pedagogy, teachers used to design and assign writing topics to students that might not reflect their interest. Besides, students' work used to be evaluated with no consideration being given to the process of writing. Students were said to rely completely on themselves with no assistance being given to them in the course of writing.

In traditional writing classes, there has been a feeling that with emphasis being placed only on correct grammatical usage and style, this could give students no further help to develop and improve their writing skills. Writing was not a means of expressing thoughts in strictly linguistically correct forms. In Deqi's (2005:67) words, writing has been claimed to be a " Very laborious process of discovering thoughts that involves many complicated competences and skills."

The process approach was a result of a so-called "revolutionary paradigm shift" in teaching writing in North America. Writing has come to be recognized as a highly complicated cognitive and individualized process involving "self-discovery' on the part of the writer. This complicated cognitive process is said to be made up of several recurrent processes—pre-writing, drafting, revising, and editing. The teacher's role in the process approach is that of a guider; she helps students through the process of writing by calling their attention to the different stages a good writer is said to go through, thus, raising their awareness to the writing process.
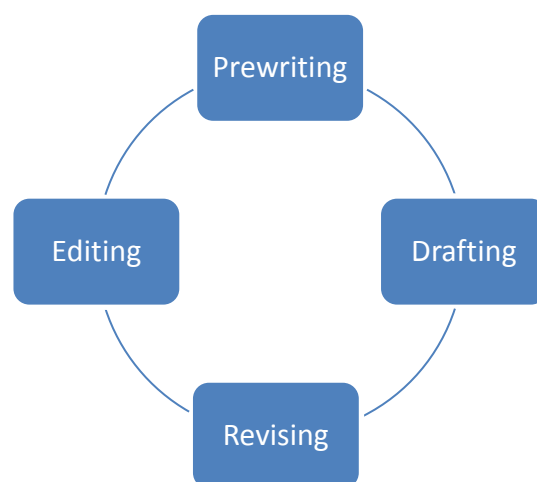
Figure 02: The Recurrent Nature of the Writing Process

The process approach has been seen as a step forward movement that transformed the teaching pedagogy in the American college composition classes. Students were provided ample time and were given more freedom to choose topics that reflect their personal interest. In this new teaching pedagogy students were guided through the four stages of the writing process; they were also given opportunities to practice writing using effective writing strategies at each stage.

The difficulties ESL/EFL learners were faced with in writing were exclusively constrained to language problems, and the latter were claimed to be fixed by means of language practice of certain language patterns with the grammatical perfection being a sacred feature (Leki:1992). In this sense, ESL writing classes could be seen as reflecting nothing more than a grammar class. The case of textbooks was no better since all they could do is to provide ESL students with carefully controlled writing activities with a major focus being placed on grammatical features. No mention has been directed toward learners engagement in the creation of meaning or to the act of composing at all.

The traditional approach inadequacy became apparent. Worst of all is the fact that even those students who had a good mastery and knowledge of grammar used to produce what Leki (1992:5) called "peculiar, non-English-sounding texts when asked to write even somewhat more creatively". This is mainly due to the strong influence exercised by the behavioral and structural tradition that seemed to dominate the teaching pedagogy till the 1980s. ESL students' problems went far beyond the sentence limits; it has been pointed out that problems experienced by ESL students are mainly those of producing larger stretches of discourse. There has been a lack of understanding in terms of the organizational patterns or structural characteristics of the English written discourse.

This led to the suggestion that pattern drills at the discourse level are to be introduced in the teaching of writing. As a result of these facts, the teaching's main focus has been to find more typical English patterns and to provide ESL students with more chances to learn and practice how typical sentences of English are combined to form paragraphs, and paragraphs to form essays. This has been done on the basis of prescribed structures or models (*ibid.*).

Whether teaching is grammar-based or pattern-based, neither approach (the traditional or the process approach) has been felt to be giving the individual writer freedom in the expression of thoughts and the creation of meaning (Leki, 1992:5). Students were rarely, if not at all, engaged in any type of free writing; they were mainly introduced to controlled and guided activities that are correct-habit formation oriented. These two approaches reflected a strict adherence to the mastery of language formalities on the basis that they would develop and enhance their writing proficiency (competence) (Deqi, 2005).

Another aspect of teaching writing, namely, responding to students' writing, has also been given consideration. This is, Tribble (1996) argues, a point "not usually covered in detail in instructional materials, but is clearly of great significance for teachers." To use his (*ibid.*: x) words,

> advances in language teaching stem from the independent efforts
> of teachers in their own classrooms. This independence is not
> brought about by imposing fixed ideas and promoting
> fashionable formulas. It can only occur where teachers,
> individually or collectively, explore principles and experiment

with techniques.[…] If language teaching is to be a genuinely professional enterprise, it requires continual experimentation and evaluation on the part of practitioners whereby in seeking to be more effective in their pedagogy they provide at the same time—and as a corollary—for their own continuing education.

(Tribble, 1996: x-xii)

The process movement has been seen as a reform attempt to improve the teaching of composition in L1 teaching contexts. In essence, it is a movement that advocates the teaching of composition that is student-centered rather than teacher-centered. Practitioners, researchers and language teachers in ESL/EFL contexts were claimed to have borrowed certain principles, methods and techniques from L1 English composition classrooms, and adopted them in their ESL/EFL contexts based on the assumption that the composing process in ESL/EFL settings is similar to that of L1.*

This seemingly promising approach is said to facilitate writing to ESL/EFL students by providing them ample time and more freedom to write. The introduction of the process approach has given rise to the emergence of many research and studies in an attempt to understand the nature of ESL/EFL writing.

Moreover, the process approach to writing has been seen as an improvement in the methods of teaching writing. It has been seen as an advance in the teaching of writing, as an attempt to move forward, and to take a further step beyond the limits of form, structure and grammar as a whole. This approach places a great emphasis on the process of writing as a whole, rather than on the accuracy and perfection of the final product. It stresses the stages and steps writers go through when composing (Ho, 2006:1-2).

Twenty years ago, many research has been carried out in an attempt to understand and explain the processes writers go through in the production of their texts. It has been discovered that writing was "a highly complex process, made up of sub-processes that occurred not one after the other in a strict linear sequence, but cyclically and in varying patterns." (Caudery: 1995: 1).

These findings received content and were welcome by researchers and writing teachers who were dissatisfied with the traditional approach to teaching writing. This is mainly because these findings put forth a new solution. Rather than focusing on the students' final product, Caudery (1995:01) argues, the emphasis of teaching writing should be better placed on students and helping them to "write better by aiding them in the actual process of writing, by finding the source of their problems in creating good written texts and enabling them to overcome those difficulties." He (*ibid*.) also points out that these ideas are related to those of Murray (1980) who stresses the fact that the writing process involves a series of drafts "as the writer gradually discovered through writing what it was that s/he wanted to say." This, it is argued, paved the way for the emergence of a new teaching approach known as the *process approach* to teaching writing. The key feature in this approach is the shift of the teaching orientation from the final product to the writing process (Caudery, 1995:1).

The main preoccupation of the process approach is said to be on the content and process of writing, then comes matters of spelling, form and so on. Linguistic knowledge receives a secondary importance in the process-based approach:

> Writing in process approaches is seen as predominantly to do
> with linguistic skills, such as planning and drafting, and there is
> much less emphasis on linguistic knowledge, such as knowledge

about grammar and text structure (Badger & White, 2000, qtd. in Ho, 2006:2).

In this approach, students are taught the various stages of writing such as planning, drafting, revising and editing. These stages are very important since they allow student writers to write independently, and give them more freedom to end up with a good writing quality (Ho, 2006:2).

Simply put, the problem did not lie in the inadequacy of the previous methods of teaching writing, but in the fact that, previously, there has been no coherent and theory-based approaches to teaching English writing as a second/foreign language. A short time later, the process approach started to be adopted as an approach to teaching writing in second/foreign language contexts (Caudery, 1995:1).

Ho(2006:3), however, argues that research has proved positive and negative results in using the process-based approach to teaching writing. As such, she points out that the effectiveness of such an approach is still inconclusive, and suggests that further research is required.

2.1.1. Writing as a Cognitive Process

According to Murray (1972:5), writing is a demanding and intellectual activity. It is a process of discovery. Understanding the different range of strategies and cognitive activities that writers engage in when composing has become the corner stone of recent research adopting in this various procedures including:

➢ Observing writers as they write;

➢ Interviewing writers before and after writing to determine how they dealt with particular aspects of a writing task;

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➢   Having writers verbalize some of the decisions they are making as they write;

➢   Examining writers' journal accounts of their writing processes;

➢   Making ethnographic studies of writing classes.

Raimes (1985:229) depicts what experienced writers do while writing in the following statement:

> They consider purpose and audience. They consult their own background knowledge. They let ideas incubate. They plan. As they write, they read back over what they have written … Contrary to what many textbooks advise, writers do not follow a next sequence of planning, organizing, writing, and then revising. For while a writer's product- the finished essay, story, or novel- is presented in lines, the process that produces it is not linear at all.

Research on writing strategies has gained lot of interest since it yields useful insights into the different strategies used by skilled and unskilled writers. Moreover, it is argued that unskilled writers use inappropriate writing behavior processes when writing.

Research into the composing processes has given rise to useful implications for the methodology of teaching writing in ESL/EFL contexts. Emphasis on the formal aspects of writing is said to impede the development of efficient writing strategies. Besides this, successful and better writing quality of good writers is claimed to be the result of using more appropriate writing processes; writers' successful use of the different stages of writing has given them the ability to have a better command of

the content and form of their writing. Accordingly, incorporating the process approach into ESL/EFL writing programs has been claimed to be bringing fundamental changes towards the teaching of writing. This can involve the roles of learners, teachers and the sorts of instructional activities used in classrooms.

2.1.2. The Role of Learners

The process approach to writing reflects a shift of attention from language (text, teacher) centered activities to learner-centered tasks whereby students are assumed to have more control over what they write, how they write it and evaluate their own writing (Richards, 1990:109). Responsibility and control of learning has become the student's job; they depend much more on themselves as on their teachers. Writing has also come to be recognized as providing more opportunities for meaningful writing as students work collaboratively with their classmates.

2.1.3. The Role of the Teacher

In the process paradigm, the teacher's role has been re-defined. Her role is no longer that of constraining the learners' freedom by guiding them to produce a polished piece of writing (*ibid.*:110). The teacher has come to be recognized as being a facilitator to help students organize their own writing and experience, enabling them, hence, to develop some writing strategies. The teacher can also play a central role since she acts as "investigator (s) of writing processes employed by the students, using observation and discussion to identify successful approaches to different aspects of the writing process." (1990: 111).

The following is a comprehensive list of the roles of teachers in a writing program:

➢ They keep the writing task clear, simple, and straightforward.

➢ They teach the writing process.

➢   They analyze and diagnose a writing product.

➢   They establish short-term and long-term goals for each student.

➢   They balance classroom activities, providing some for individuals and some for groups.

➢   They develop meaningful assignements.

➢   They provide a real audience: an audience other than the teacher.

➢   They make student papers available to students: they allow students to see their own body of work develop.

➢   They provide writing activities which reinforce reading, listening, and speaking skills.

➢   They provide heuristics for invention, purpose, and audience.

➢   They outline clearly the goals for each writing assignment.

➢   They teach the conventions of spelling, punctuation, and capitalization.

➢   They teach the principles-rules, conventions, and guidelines of writing-as a means to develop thoughts, order ideas, and communicate these ideas in a significant way (Hughey et al.,1983, cited in Richards, 1990:111).

To use Murray's (1972:5) words, teachers are coaches, encouragers, developers, creators of environment in which students can experience the writing process for themselves. The following are Murray's (*ibid*.) implications of the teaching process for the composition curriculum.

➢   **Implication No.1.** The text of the writing course is the student's own writing. Students examine their own evolving writing and that of their classmates, so that they study writing while it is still a matter of choice, word by word.

➢   **Implication No.2.** The student finds his own subject. It is not the job of the teacher to legislate the student's truth. It is the responsibility of the student to explore

his own world with his own language, to discover his own meaning. The teacher supports but does not direct this expedition to the student's own truth.

➢ **Implication No.3.** The student uses his own language. Too often, as writer and teacher. Actually, most of our students have learned a great deal of language before they come to us, and they are quite willing to exploit that language if they are allowed to embark on a serious search for their own truth.

➢ **Implication N.4.** The student should have the opportunity to write all the drafts necessary for him to discover what he has to say on this particular subject. Each new draft, of course, is counted as equal to a new paper. You are not teaching a product, you are teaching a process.(Murray 1972).

In addition, Murray (1972:3) depicts his experience of teaching writing within the product paradigm as follows:

> Most of us are trained as English teachers by studying a product: writing. Our critical skills are honed by examining literature, which is finished writing; language as it has been used by authors. And then, fully trained in the autopsy, we go out and are assigned to teach our students to write, to make language live.

On the basis of their training, teachers teach writing as a product. Attention is given, thus, to what students have produced "as if they had passed literature in to us." The student's production, Murray (*ibid.*) argues, was not literature, however. Both teachers and learners knew that, and this caused frustration on the part of teachers since this process of, to use his (1972:3) words, "conscientious, doggedly responsible,

repetitive autopsying [sine it] doesn't give birth to live writing." Teachers felt no improvement on the part of students, and received, thus, much of the blame and criticism. The same results have been observed when students passed on to other teachers since these latter received the same training: "Year after year the students shudders under a barrage of criticism, much of it brilliant, some of it stupid, and all of it irrelevant." (1972:3).

Teachers' criticism was felt to be useless however careful. Students appeared not to benefit from them because teachers were not teaching a product; they were teaching a process. Murray (1972:3-4) suggests that if teachers realize that they are teaching a process, they will place themselves in a better position to design a curriculum that works better. He (1972: 3-4) states that writing is "a demanding, intellectual process," but if done, the product may be worth to be read.
The process Murray (1972:4) suggests is:

> … the process of discovery through language. It is the process
> of exploration of what we know and what we feel about what
> we know through language. It is the process of using language
> to learn about our world, to evaluate what we learn about our
> world, to communicate what we learn about our world.

Rather than teaching finished writing, teachers should teach unfinished writing which is at the center of the process approach. Teachers should work with language in action by getting students involved in a process of vocabulary choosing and searching for the right word. Matters of correctness are not of much concern to

teachers; but rather, writing is said to be a matter of higher importance. As she writes, the writer is making "ethical decisions."

Murray (1972:4) identified three stages in the writing process, namely, a) prewriting; b) writing, and c) rewriting. He (*ibid.*) argues, though, that this is not a 'rigid lock-step process', but most writers appear to go through these three stages.

➢ Prewriting takes place before the first draft and usually takes about 85% of the writer's time. In this stage, the writer tries to find information about the topic, making a rough imagination about the audience and choosing a form for carrying the subject to them. It may include research and daydreaming, note-making and outlining, title writing and lead-writing.

➢ Writing is the act of producing a first draft. It is the fastest part of the writing process and may take as one percent of the writer's time.

➢ Rewriting involves the writer's reconsidering her subject, form, and audience. In this stage, writers may research, rethink, redesign and rewrite their subject. It involves also a line-by-line editing for words and structures. This takes the writer a good deal of time, i.e., the 14% of the time left to her (*ibid.* :4).

Despite the solutions the process-oriented approach has given to teachers and students alike, and though this approach is still remaining the mainstream approach to ESL writing, the process approach seems not to provide all solutions to writing practices in ESL/EFL classroom contexts since problems are still felt to be surfacing. An in depth understanding of the writing process through a systematic study can, however, help teachers and researchers to come out with a more flexible and more balanced approach to teaching writing.

2.2.   The Genre Approach To Teaching Writing

Over the last few decades, a good deal of attention has been given to the notion of genre and its application in language teaching and learning. This interest in the notion of genre is due to the changing views that characterized areas of discourse and learning to write. Understanding how language is structured to achieve different social purposes in given contexts of use has become a central focus.

For language teachers, genre-based pedagogies offer principled ways for assisting writing teachers to provide their students with targeted, relevant, and supportive instruction. By enabling teachers to ground their courses in the texts that students will need to write in occupational, academic, or social contexts, they help guide learners to participate in the world outside the ESL classroom (Hyland, 2007:148-49).

> By making explicit what is to be learnt, providing a coherent framework for studying both language and contexts, ensuring that course objectives are derived from students' needs, and creating the resources for students to understand and challenge valued discourses, genre approaches provide an effective writing pedagogy (Hyland, 2007:149).

2.2.1. The concept of genre

According to Hyland (2007:149), genre refers to "abstract, socially recognized ways of using language." Members in a given discourse community are said to share some concepts, notions, conventions and knowledge that help them recognize similarities among texts. Based on certain shared knowledge as well as repeated

experience, people can read, understand and even write those texts easily. Within the realm of genre pedagogy, writing is seen as being based on the readers' expectations. The interpretation of the writer's purpose is based on the latter's ability to anticipate what her reader might expect on the basis of repeated experience gained from reading texts of a similar kind (*ibid.*).

The reader understands the text on the basis of her anticipation and by making connection to prior texts. Texts are recognized as belonging to the genre of poetry, recipe and so on, and the reader can, as a result, respond to them immediately. To use Hyland's (2007:150) terms, as members of a given discourse community, "we process a schema of prior knowledge which we share with others and can bring to the situation in which we read and write to express ourselves efficiently and effectively.

Hyland (*ibid.*) argues that genre application in classroom is a result of the communicative approach to language teaching which emerged in the 1970s. It has as its main focus the role of language in helping students achieve particular purposes in given contexts.

2.2.2. Genre pedagogy: a brief justification

The introduction of genre pedagogy is a reaction to the widespread emphasis that has been placed on the planning-writing-re-viewing framework, i.e., on the learners' strategies for writing. This over-emphasis has been at the expense of teaching and raising students' awareness about the necessary linguistic resources to express and communicate effectively. The discovery-based approach failed to take into account the social authority of powerful text forms. On the one hand, it succeeded, up to an extent, to provide students with the freedom they need to encourage and boost their writing fluency, but, on the other hand, it could not free them from the grammatical

and social constraints involved in the construction of social meanings in different contexts.

Genre instruction, in contrast to other previous teaching pedagogies, stresses the fact that genres are specific to particular cultures, reminding us that our students may not share this knowledge with us, hence, urging us to go beyond syntactic structures, vocabulary, and composing to incorporate into our teaching the way language is used in specific contexts. It assists students to exploit the expressive potential of society's discourse structures instead of merely being manipulated by them.

Genre pedagogies appear more promising for the learners' benefits since they take into consideration language, content and context. The same can be said for teachers since those pedagogies represent a good means for making it explicit to the learners how writing works to communicate through systematic explanations (*ibid*.).

In support of the genre-based pedagogy, Hyland (2003:10-16) enumerates the following advantages of the genre pedagogy:

➢ **Explicit :** Makes clear what is to be learnt to facilitate the acquisition of writing skills.

➢ **Systematic :** Provides a coherent framework for focusing on both language and contexts.

➢ **Needs-based :** Ensures that course objectives and content are derived from students' needs.

➢ **Supportive :** Gives teachers a central role in scaffolding students' learning and creativity.

➢ **Empowering :** Provides access to the patterns and possibilities of variation in valued texts.

➢   **Critical :** Provides the resources for students to understand and challenge valued discourses.

➢   **Consciousness-raising :** Increases teachers' awareness of texts to confidently advise students on writing.

Hyland (2007:151) points out that by stating these advantages, he makes no claim that "all these characteristics are unique to genre pedagogy". He (*ibid.*) claims, however, that the most important feature in the genre-based writing instruction is the fact that it makes it clear to students how target texts are structured. It is the explicitness which, to use his words,

> […] gives teachers and learners something to shoot for making writing outcomes clear rather than relying on hit or miss inductive methods whereby learners are expected to acquire the genres they need from repeated writing experiences or the teacher's notes in the margins of their essays (Hyland (2007:151).

The genre-based pedagogies shift the teaching focus from the implicit and exploratory instruction to a 'conscious manipulation of language and choice', by providing teachers with useful knowledge of appropriate language forms. The main aim of genre pedagogy is to address ESL/EFL learners needs. It calls for teachers' attention to the way texts actually work in communication. This, Hyland (2007:151) argues, require a good knowledge of language on the part of teachers in order to be able to make appropriate linguistic choices, appropriate organization of their topics, and so on. Knowledge and focus on grammar, for instance, is necessary since it gives learners the ability to codify meanings in 'distinct and recognizable ways'(*ibid*.).

One of the central matters emphasized by Hyland (*ibid*.) is the fact that genre is not prescriptive, hence providing learners with descriptions of how texts are written:

> Selecting a particular genre implies the use of certain patterns, but this does not dictate the way we write. It enables us to make choices and facilitates expression. The ability to create meaning is only made possible by the possibility of alternatives. By ensuring these options are available to students, we give them the opportunity to make such choices, and for many L2 learners this awareness of regularity and structure is not only facilitating, but also reassuring (Hyland (2007:151).

2.2.3. Genre and writing instruction

Genre teaching pedagogies are based on a set of principles which, according to Hyland (2007:152), can be translated into syllabus goals and teaching methodologies. He (*ibid*.) maintains that:

➢ **Writing is a social activity:** Communication is always purpose-driven, has a context and directed to given audience. These latter are said to form the basis of both writing tasks and syllabuses. Teachers should engage their students in a variety of "relevant writing experiences which draw on, analyze, and investigate different purposes and readers."

➢ **Learning to write is needs-oriented:** Effective teaching recognizes learners' wants, prior learning, and students' current level of proficiency. Genre-based courses

make a further addition by emphasizing the kinds of writing learners will be in need of in their TL (target language), thus, incorporating them into their courses.

➢ **Learning to write requires explicit outcomes and expectations:** Learning will be more effective if teachers are more explicit about what is taught, why it is taught, and what will be expected of students at the end of each course. (*ibid.*:152)

➢ **Learning to write is a social activity:** To use Hyland's (*ibid.*:153) words, "Learning to write is supported within familiar routines, or cycles of activity, and by linking new contexts and understandings to what students already know about writing. Teaching is, therefore, always a series of scaffold developmental steps in which teachers and peers play a major role" (*ibid.*:153).

In line with Hyland (2007), and over the few last decades, there has been a considerable movement in literacy curriculum in many places all around the world. In the late 1980s, genre-based approaches emerged and started to underpin many ESL/EFL English syllabuses. They represented a move away from the naturalistic models of language learning that framed such approaches as the process approach to teaching writing, which has dominated the teaching of writing throughout the late 1970s and well into 1990s. These approaches were seen as progressivist that were closely aligned with principles of developmental psychology. Moreover, such kind of movement (process approach) is based on the assumption that language learning is an individualized phenomenon. Genre approaches were a reaction to the formal instruction of grammar and language features. The central focus of genre-based curricula is on an *explicit teaching of grammar and text* (Hyland, 2003:8).

Genre-based approaches to writing are based on a functional model of language; a theoretical perspective that emphasizes the social dimension of language. This model finds its roots in the work of Halliday (1985). Halliday's work known as systemic-

functional linguistics gave profound insights into the social aspects of literacy. (Halliday, 1985; Knapp and Watkins, 2005).

2.3. The Writing Ability from a Genre Perspective

From a genre point of view, the writing ability refers to "something different in one context than it does in another." In the present research paper, the ability to write is defined as the students' ability to produce the types of texts required by the curriculum and by their teachers. Differences in defining the writing ability of learners does nothing more than suggesting the complexity of the writing ability construct, but, to use Kinneavy *et al*. (1992:42) words, this also suggests that writing involves also "the difficulties that attend teaching writing well and assessing writing ability validly."

Teaching writing within the framework of genre and presuming the great importance conjunctive expressions, as a predominant type of textual meta-discourse, have in the organization of written discourse to achieve coherent and effective communication through explaining the meaning relationships existing between the different parts of a text, we define the writing ability as the student's ability to write not only grammatically correct sentences and paragraphs, but also appropriate and communicative stretches of language vis-à-vis the genre they are required to write in. Accordingly, we believe that students' display of good diffuse and appropriate use of conjunctions is a sign of writing ability/proficiency. Hence, perceiving the skill of writing as a matter of not being only a *cognitive construct* enabling students to express individual ideas, or producing texts as containers of meaning, but we also perceive it as a *social construction* whereby writing is constrained and guided by certain norms and conventions to produce effective and communicative pieces of discourse (Kinneavy *et al*., 1992: 42).

The genre approach emerged when dissatisfaction among researchers and language teachers started to be felt with the process approach. Caudery (1995:1) stresses this by stating: "Now proponents of the process approach are beginning to gather under a new banner, that of the 'genre approach'." Fitzsimmons *et al.*(2003:29) maintain that in the process approach:

> there was a cry that students were not being taught spelling: that 'invented spelling' was leading to a nation of illiterates; that student writing was becoming too personal; and that there was a need for students to be taught 'the genres of power' explicitly.

The process approach to teaching writing has been very influential in L2 instruction. It was the predominant theory of teaching writing for over than 30 years. The process models proponents found themselves, however, in front of other rising views of writing that are socially-oriented, and these latter do not recognize writing as an individual and/or cognitive activity performed separately from any other external aspect. In support of the genre approach to teaching writing, Hyland (2003:17) states that, "Instead, genre approaches see ways of writing as purposeful, socially situated responses to particular contexts and communities." The newly rising approaches have not come to reject the previously existing ones; they are based on the them, in effect. To phrase it differently, the genre approach came as an expansion to the process and product approaches; it came to complement them, but with a special emphasis on the role of language in communication.

Nowadays, teachers dropped the idea that perceives writing as an exercise in formal accuracy; most of them use the different steps involved in writing as a process: prewriting, drafting, revising and so forth. Surface grammatical and structural corrections are delayed to later stages. Moreover, Hyland (*ibid.*), argues that the process approach placed a great deal of importance on individual writers and the cognitive processes they undertake while writing more than anything else. There is no evidence, however, that proves the efficiency of such an approach in ESL/EFL contexts:

> the main reason for this is that their rich amalgam of methods collect around a discovery-oriented, ego-centered core which lacks a well-formulated theory of how language works in human interaction. Because process approaches have little to say about the ways meanings are socially constructed, they fail to consider the forces outside the individual which help guide purposes, establish relationships, and ultimately shape writing. (Hyland, 2003:18)

Focus on the writing process was at the altar of the writing product quality in terms of the appropriateness and effectiveness of the written texts. As such, special emphasis has been put, not only on aspects of content, but also on genres of writing as well (Fitzsimmons, 2003:29). Hyland (2003:18) points out that the genre approach came to complement the process approach by addressing and focusing on points not covered by this latter. It came to explain to students the way language functions in social contexts.

2.3.1. Social Norms in Written Discourse

What norms or rules do people adhere to when creating written texts? Are texts structured according to recurring principles, is there a hierarchy of units comparable to acts, moves and exchanges, and are there conventional ways of opening and closing texts? These are kinds of questions teachers and researchers do often ask to reach a better understanding of how language functions in real contexts.

There are some grammatical regularities observable in well-formed written texts. English grammar is said to offer language users with a limited set of options for creating surface links between the different parts of a text known as *cohesion*. These grammatical features include pronominalization, ellipsis, and conjunctions (McCarthy 1991: 25). Whether lexical (synonymy/repletion) or grammatical, cohesive items are just clues as to show how the text should be read or interpreted. Cohesion is said to be only a part of coherence in written discourse.

> [...] cohesion is only a guide to coherence, and coherence is something created by the reader in the act of reading the text. Coherence is the feeling that a text hangs together, that it makes sense, and is not a jumble of sentences. (McCarthy, 1991:26)

3.   Rationale for Teaching Writing from a Genre Perspective

As has been discussed earlier in this chapter, current writing practice is characterized by three components to teaching a writing program. These include: (a) the recursive stages of the writing process—planning, drafting, revising, editing,

publishing, and sharing; (b) the English language arts conventions (grammar, spelling and mechanics); and (c) the nature of each writing genre.

As a literacy specialist, and on the basis of her experimentation in different schools, Lee (2006:2) argues that the three previous components to teaching writing can be combined together forming, thus, a more cohesive instructional process. Students may learn to plan, draft, revise and edit at the same time as they learn one specific genre.

Grammar can also be taught or emphasized in the context of editing and so on. As such, Lee (*ibid*.) states that "the entire writing program can be delivered through the identification and implementation of one genre."

Sequence of Teaching a Writing Genre

➢ Have students read an exemplary piece written in the genre you are teaching to help their understanding of what the genre "looks like."

➢ Using the inquiry method of instruction, have students debrief the elements or characteristics of the genre by going back to the model essay and combining the piece for various elements.

➢ Teach the students to PLAN the genre:

❖ Model topic selection and have students engage in guided and independent practice.

❖ Model purpose definition and have students engage in guided and independent practice.

❖ Model audience selection and have students engage in guided and independent practice.

❖ Model writing leads and have students engage in guided and independent practice.

❖   Model verbal rehearsal and have students engage in guided practice with one person.

❖   Model brainstorming and recording ideas for the essay into a graphic organizer and have students engage in guided and independent practice.

❖   Remind students that planning takes place at any stage of the writing process.

➢   Teach students to DRAFT the writing piece.

❖   Model drafting the essay and have students engage in guided and independent practice.

❖   Remind students that drafting takes place at any stage of the writing process.

➢   Teach students to REVISE the writing piece.

❖   Model how to self-revise for ideas and have students engage in peer and teacher conferencing.

❖   Teach revision mini-lessons as needed.

❖   Have students work on multiple drafts using revision strategies.

❖   Remind students that revision takes place at any stage of the writing process.

➢   Teach students to EDIT the writing piece.

❖   Model how to proofread for grammar/mechanics and have students engage in peer-teacher conference for final editing.

❖   Teach editing mini-lessons as needed.

❖   Remind students that editing takes place at any stage of the writing process.

➢   Teach students to PUBLISH their pieces.

❖   Students make final changes and then prepare title pages, graphs, charts, etc.

➢   Provide students with opportunities to SHARE their writing.

❖   Students make their writing public through sharing aloud in class or exhibiting piece in library or classroom.

➢   EVALUATE the writing piece.

❖   Ask students to self-evaluate their pieces with a rubric scoring scale.

❖   Evaluate your students' pieces with a rubric scoring scale.

❖   Have the writer set goals based on the evaluation (*ibid*.:3).

Teaching a writing genre takes time since it involves multiple teaching steps and needs patience. Lee (2006:2) claims that this approach to teaching writing is beneficial and has the particular effect of improving students' writing achievement:

> I have found that teaching a writing genre in this explicit, direct way improves students' disposition toward writing, clarifies the different elements of genre, and improves writing achievement in general (Lee, 2006: 2).

This teaching approach involves embedding the teaching of each genre into the writing process. Accordingly, understanding the nature of the writing process is viewed as being central also.

4.   **The Importance of Genre Pedagogy in ESL/EFL Writing Instruction**

Hyland (2007) maintains that genre-based pedagogies offer a valuable resource for writing instructors to assist their students in producing effective and relevant texts. They have their focus on the texts that students will be required to write in their target context, thus preparing them to participate effectively in the outside world.

4.1.   Composition Viewed from Three Dimensions: A Compendium

In order to foster students' writing development, a good deal of attention should be given to the different modes of learning. In her discussion of writing across academic contexts, Beck (2010:159-160) placed her discussion within a framework that

comprises *textual*, *cognitive* and *social dimensions*. The cognitive dimension, according to her, "involves the thought processes, including retrieval of knowledge from long-term memory and transformation of that knowledge through the process of reflection, that lead to the production of written text." The textual dimension of writing "includes the macro-structure of text genres, text-forming devices such as cohesive ties; grammatical structures that contribute to idea development in written discourse; and the lexical items associated with particular genres." The last dimension in the activity of writing is the social dimension; it is concerned with the relationship between the writer and the reader.

Looking at writing from these multiple dimensions is important; it will give us better understanding of how they are integrated, allowing us, hence, to better synthesize our knowledge about the teaching and learning of academic writing. This, Beck (2010:160) points out, will allow us to " locate instructional interventions and assessments within these dimensions." She (*ibid.*) also claims that without such organizing framework, educators and policymakers will have a too limited view and reductive ways of thinking about instruction and assessment.

4.1.1. Focus on language structures (Product)

In this approach, writing is seen as a piece of discourse made up of a series of words, clauses and sentences that follow a certain pattern of arrangement and a given way of organization conforming to a system of rules. This approach is what has been traditionally known as the product approach to writing. It is based on the assumption that writing involves teaching students the formal and grammatical features of texts. It suggests that writing in a second and/or foreign language involves "Linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts" (Hyland, 2003: 3).

The origins of this approach are rooted in the structural linguistics and the behaviorist learning theories of second language teaching in the 1960s. Accordingly, writing has been seen as being mainly a matter of linguistic knowledge and a good command of grammar and lexis. Students are given model texts written by good writers to read, discuss, analyze and then imitate. To use Hyland's (2003:3) words, writing was nothing more than "an extension of grammar." The main focus of teaching within this approach is on the learners' ability to produce well-formed sentences, and their ability to manipulate the linguistic knowledge (grammar, lexis, syntax) they received from the teacher's instruction.

Hyland (2003:3-4) argues that writing in the product-oriented approach involves a four-stage process as highlighted below.

➢ **Familiarization:** Learners are taught certain grammar and vocabulary, usually through a text.

➢ **Controlled writing:** Learners manipulate fixed patterns, often from substitution tables.

➢ **Guided writing:** Learners imitate model texts.

➢ **Free writing:** Learners use the patterns they have developed to write an essay, letter, and so forth.

The composition of texts involves a series of appropriate grammatical structures and as such 'slot and filler' frameworks can be used whereby words within sentences can be varied so as to generate different meanings. Writing is rigidly controlled through guided composition where learners are given short texts and asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors. According to

the structural-oriented approach, good writing involves grammatical accuracy, and clear exposition. It involves a knowledge demonstration of grammatical, lexical and syntactic forms and features, and the rules used to write texts, this being reflected in the students' performance.

The structural-based approach put a heavy focus on grammar, lexis and syntax. Matters of content come in a second place. Despite the very merits the structural approach has in helping students in mastering and gaining a good command of grammar, vocabulary and the rules of language which are seen as a necessary pre-requisite for writing, the approach, however, has been claimed to create serious problems for students. One such central flaw in this approach is the fact that the formal features and patterns that are taught are nothing more than short fragments usually created by text materials' writers rather than analyzing naturally occurring texts.

The adoption of this approach puts students in a rather disadvantaged position. They will find themselves unable to extend their writing into larger and coherent pieces of writing. The students' ability to write will be confined to the production of just few sentences. "Syntactic complexity and grammatical accuracy, however, are not the only features of writing improvement and may not even be the best measures of good writing." (Hyland, 2003:5).

There are cases whereby students can produce grammatically correct and accurate sentences, but their ability to produce appropriate texts is quite limited. Besides that, teaching writing is not confined to matters of language explicitness and accuracy. Moreover, there are no determined criteria for good writing because writing is "always contextually variable." Since writers are writing to given audience, they have to put them in the picture. Writing involves making decisions on the part of the

text producer of what to say and how to say it because "different forms express different relationships and meanings."

Given these facts, writing has no longer been regarded as a matter of teaching surface patterns and forms of language. Linguistic knowledge of this kind is of central importance in learning to write, but this forms just one piece of the puzzle (*ibid*.:6). These linguistic and formal features are taught to students as part of their courses in their curriculum, but the emphasis goes beyond the limits of structures to enable students to write not only grammatically correct prose, but also to develop an awareness of how to put the knowledge they acquired in use. That is, to use it for other purposes and in other contexts.

4.1.2. Focus on the writing process (Process Approach)

The main focus of the process approach to teaching writing is on the text producer. The main job of the teachers is to help and facilitate the writing task for students. In this approach, writing is seen as an internal activity involving a series of cognitive processes that are crucial in the performance of the written task. The following is a model of the writing process (*ibid*.:10-11).

➢ **Selection of topic:** by teacher and/or students

➢ **Prewriting:** brainstorming, collecting data, note taking, outlining, etc.

➢ **Composing:** getting ideas down on paper.

➢ **Response to draft:** teacher/peer respond to ideas, organization, and style.

➢ **Revising:** re-organizing, style, adjusting to readers, refining ideas.

➢ **Response to revisions:** teacher/peers respond to ideas, organization, and style.

➢ **Proofreading and editing:** checking and correcting form, layout, evidence, etc.

➢ **Evaluation:** teacher evaluates progress over process

➢ **Publishing:** by class circulation or presentation, notice boards, Websites, etc.

➢   **Follow-up tasks:** to address weaknesses.

In this approach, writing is seen as a "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel, 1983). Writing has come to be recognized as being a recursive phenomenon whereby the writer goes through several steps, namely, planning, drafting, revising, and editing. While writing, one can move back to previous pieces of writing to review what has been written, evaluate or revise. She may add things or omit others; look for further sound and supporting evidence or ideas for her writing (*ibid*.).

The process-oriented approach to teaching writing is the mostly used approach by teachers of writing. The teacher's main role involves helping and guiding students in the writing process leaving matters of form to be dealt with in later stages. Teachers put a great emphasis on helping students focus on developing strategies for generating, drafting and refining ideas.

Hyland (2003:12) points out that teachers' priority in the process approach is "to develop their students' meta-cognitive awareness of their processes, that is, their ability to reflect on the strategies they use to write." There is not a clear or comprehensive understanding of the way learners write, or how they learn to write. It is now well established that cognition is a crucial part in the process of writing, and there is also a growing awareness of "the complexity of planning and editing activities, the influence of task, and the value of examining what writers actually do when they write" (*ibid*.).

These understandings can be useful in helping and assisting teachers in the ways they teach, but problems concerning the model approach do also rise, some of which are originated in contradictory studies and "the difficulties of getting inside writers'

heads to report unconscious processing." It is also unknown whether the process of writing is the same for all learners. The major emphasis in the process oriented approach is on "the cognitive relationship between the writer and the writer's internal world" (Swales, 1990).

As a consequence, this approach could not shed light on writing as a social activity or on the role of language and texts in communication. "Encouraging students to make their own meanings and find their own text forms does not provide them with clear guidelines on how to construct the different kinds of texts they have to write" (Hyland, 2003: 13).

4.1.3. Focus on genre : Teaching Composition as a Social Process

In line with Beck (2010), McComiskey (2000:6) suggests a three-level model of composing: *textual*, *rhetorical* and *discursive*. To use his (2000:6) words,

> At the textual level of composing, we focus our attention on
> the linguistic characteristics of writing. At the rhetorical level,
> we focus on the generative and restrictive exigencies (audience,
> purpose, etc.) of communicative situations. And at the discourse
> level of composing, we focus our attention on the institutional
> (economic, political, social, and cultural) forces that condition our
> very identities as writers.

McComiskey (*ibid*.:7) argues that all teachers of writing instruct students at all three levels though sometimes they do this unconsciously. Despite the fact that, previously, teachers of writing tended to focus more on the textual and rhetorical levels, the discursive level gained recently a great deal of attention. This has not been

without any kind of opposition, though. The three levels of composing represent a more balanced approach to teaching writing, thus, leading students to a more effective and deep understanding of their writing processes. Accordingly, McComiskey (*ibid*.) suggests that teaching writing based on the aforementioned levels should be made overt in composition classes.

Unlike the product approach that focuses on the grammatical and structural well-formdness of the writer's final product, and the process approach that stresses the importance of the steps writers go through in the creation of their texts, the genre-based approach looks at writing as a task with a communicative end. That is, its aim is to communicate with the reader. The main concern of teachers adopting the genre approach is to teach students how different patterns of language are used so that they produce coherent and purposeful texts. Texts are produced to achieve certain purpose or effect and/or to get something done: we write to request for jobs, to convince, to tell a story, to explain and so forth.

In the genre approach, writing is claimed to be socially-driven whereby writers adhere to given social conventions and norms that members of the same discourse community are familiar with, and this is what helps readers in getting the writer's point by writing her text. "These abstract, socially organized ways of using language for particular purposes are called genres." The main focus of the genre-based approach is on *teaching texts*. Accordingly, Hyland (2003:13) argues that:

Instead, linguistic patterns are seen as pointing to contexts beyond the page, implying a range of social constraints and choices that operate on writers in a particular context. The writer is seen as having certain goals and intentions, certain relationships to his or her readers, and certain information to convey, and the forms of a text are resources used to accomplish these.

The new that genre approach has brought to the teaching of writing is the focus on aspects of language in use. That is to say, unlike the aforementioned approaches, the genre approach views writing as a social activity that is contextually determined. This inclusion of the concept of context in writing bears many implications since this will bring into play many other crucial aspect such as *audience*, *purpose of discourse*, *social conventions* and so on. The concern moves far beyond writing as a matter of forms or cognitive processes(Hyland, 2003).

In addition to that, Christie (2002:102) claims that, genre-based approaches are based on SF analyses which, " identify features of different text types or genres and the ways they realize different contexts of situation." Linguistic analysis of different types of genres results in giving names to each stage or element in the overall schematic structure. Each stage in the structure has a particular functional significance. In other words, "it serves some important social and human purpose by helping to organize and shape the meanings of text type." The goal of a genre-based pedagogy is to "teach the features of the genre(s) relevant to the particular subject discipline being taught in the school curriculum". Genres characteristics are taught as instrumental to the mastery of some techniques for organizing information or ideas.

Moreover, Knapp and Watkins (2005: 6-7) maintain that the aim of any teacher is absolutely clear: to do what is best for students success in their classrooms. The teachers' single aim is to equip students with all means possible to start their social and working lives. According to them (*ibid*.), communication lies at the heart of any teaching program: "The ability to communicate fully in all important ways is the single most significant pre-requisite for full participation in social, economic and cultural life." Despite the great importance that has recently been given to other modes of communication including mainly the image mode in printed media, writing still remains crucial. It is a fact that screens of all kinds have displaced writing in many fields of communication, but writing is still claimed to be the preferred form of communication among the elites (economic, social, cultural and political). Writing is also still receiving greater importance and attention as a means of gaining access to knowledge and the history of different cultures. Those facts, inter alia, set greater demands on students since successful communication necessitates gaining the fullest and deepest understanding of how language, and writing in particular, function.

According to Chimombo and Roseberry (1998:102), genre is identified by the general structure of a text alongside the discourse participants, culture and situation. Topics are said to be associated with genres, but probability of certain topics to appear in certain genres may involve only certain types. Put clearly, topic and genre are the two main determinants for the selection of the language of a given text. Certain kinds of words, grammatical forms and linguistic devices have a high probability to appear with certain genres rather than the others.

This selection and specification of the language is known as the register of the genre. Registers, in their turn, serve as a source of indication for the language features having a high probability to occur in a given genre. These language indicators that help describe a genre include such items as the choice of words and lexical units such as grammatical items and linguistic devices that are said to furnish surface or deep connections and create cohesive and coherent relations between the different parts of the discourse.

Chimombo and Roseberry (1998:102) argue that unless the genre and topic are identified and the accompanying register is specified, then a full description of the text can be provided. They (1998:102) state that,

> […] because this description is based on a thorough understanding of the discourse process that created it, it opens the way to a fuller and more penetrating interpretation of the text, including a better understanding of the power structures and purposes associated with it.

The evaluation of a given text is said to be possible unless the texts' interpreters can give judgments about the level of the genre's appropriacy; that is to say, whether the text belonging to a given genre is less or more appropriate. If this is done, then the interpreters can give further judgments about the grammaticality of the language as being less or more grammatical. These two judgments are said to " add up to the total evaluation of the text as more or less acceptable for what it is." (*ibid*.:103).

Chimombo and Roseberry (1998:191) claim that textual acceptability is a function of both the grammaticality and appropriateness of texts. Appropriateness is concerned with the way a text relates to its context. To use their words,

> It is a judgment about the genre of a text… If interpreters judge a text to be appropriate, they are expressing the belief that the genre is the correct one for fulfilling the intentions of the producer. This means that it is well founded in the culture, it has the expected producer (s) and interpreter (s), the relations between these are within allowable range for such a genre, the setting and channel are the ones stipulated by the genre, the text is a recognizable part of its inter-text, the purpose is the one assigned to the given genre, and the topic is within the range of topics belonging to that genre (1998, 191:103).

In the same line of thought, Beaugrand & Dressler (1981) maintain that the concept of text is defined differently by various researchers and linguists. For Beaugrand & Dressler (1981 :11), for instance, the text is defined as a " Communicative Occurrence which meets seven standards of Textuality." These standards are: *cohesion, coherence, intentionality, acceptability, informativity, situationality* and *intertextuality*. They (*ibid*.) claim that if a text is to be communicative, these seven standards of textuality must be satisfied and that in the absence of one of these standards, the text will be simply regarded as non-text. Besides, the textuality of a text depends on linguistic factors as well as on other non-

linguistic factors such as the writer's intention, the text's purpose, and so forth. These standards are be discussed below in turn.

➤ **Cohesion** : Cohesion refers to the surface linguistic linking features of a text. Texts consist of certain components (words, phrases, clauses) that conform to grammatical and syntactical rules. That is, sentences in a text do not appear at random and their linguistic components are linked to each other by means of structural rules. Sentences are, in turn, joined to each other by means of some linguistic devices to form a joined sequence, and therefore a text.

➤ **Coherence** : Coherence refers to the underlying meaning relations existing between the different parts of a text and which give it the property of being relevant. Put another way, coherence refers to the conceptual relations which underlie the surface text. The semantic relations holding between parts of a text may not be explicitly expressed, but can be inferred by the reader.

➤ **Intentionality** : This standard of textuality expresses the text producer's attitude and stance toward her/his text. It denotes the intentions (purposes) the text's writer wants to fulfill by forming a cohesive and coherent text (s/he might intend to inform, to convince, and so on).

➤ **Acceptability** : Acceptability expresses the reader's attitude toward a given text. As well as being cohesive and coherent, a text is also assumed to have some degree of relevance. If a text's receiver fails to perceive the relevance of a particular text, s/he will not consider it as coherent, and thus as a text.

➤ **Informativity**: The information presented in any text may be given (known) or new (unknown) to the receiver. Texts are, however, supposed to display a balance between given and new information because as Beaugrand & Dressler point out (ibid. :

17) "… low informativity is likely to be disturbing, causing boredom or even rejection of the text ."

➢ **Situationality** : Situationality concerns the relevance of the text with respect to the environment in which it happens to occur. This relevance is created by certain extralinguistic factors such as the participants (who writes/to whom), the topic (what is being expressed), and the setting (when and where).

➢ **Intertextuality** : The last standard of textuality is intertextuality which denotes the factors governing the use of a text whereby knowledge of use of one text depends on knowledge of use of other previously occurring texts.

Put differently, a text is judged to be belonging to a given genre if the latter conforms to factors related to appropriacy, grammaticality and acceptability.

Grammaticality is a component of acceptability that is concerned with the register of a genre. That is to say, the allowable language items and discourse features that identify a given genre. A register is judged to be grammatical if the text consists of the major language components and cohesion patterns expected to be found in that type of register (Chimombo and Roseberry, 1998:192).

Many interpreters are usually unaware of the fact that their judgments are based on the previously stated elements (appropriacy, grammaticality and acceptability). Only those who are familiar with specific genre are said to make their judgments on the basis of such familiarity. An employer, for instance, can be said to recognize a letter of application as being acceptable without the help of any discourse analysis. However, being a discourse analyst as well can help the employer to spot easily unacceptable features or any missing information from the application letter.

If the text is judged to be both appropriate and grammatical, this means [that] the interpreter finds the text to be acceptable. It is well structured and well styled. It is poised to fulfill the intention of the producer. (Chimombo and Roseberry, 1998:192)

The enumeration of these elements of genre and register that characterize a text are said to be crucial elements for the identification as well as the production of an acceptable piece of discourse on the part of the reader/writer. Developing an awareness about them will allow readers to make judgments about a text's appropriateness, grammaticality, and hence, acceptability. Writers can also benefit from knowing such discourse elements since the latter will allow them to produce more effective texts (*ibid.*:192).

The generation of a text draws on context and language. The discourse process for text creation is concerned mainly with the ***acceptability*** of that text. This latter element of text production is of central importance because, to use Chimombo and Roseberry's (1998:03) words, " a text cannot be said to exist for the person who reads or hears it unless that person accepts it as such."

In any culture, text production is said to conform to certain standards, spoken or written, for the text to be perceived as acceptable by a given discourse community. The acceptability of a text is determined, to a large extent, by the language of the text and the context of its occurrence. Acceptability is said to be the function of appropriateness and grammaticality; appropriateness is determined by factors related to the culture and situational context for appearance. Chimombo and Roseberry (1998:03) used the expression "***content acceptability***" to refer to the appropriacy of a text vis-à-vis its cultural and situational context. In support of that view, De Beaugande and

Dressler (1981:11) state that " The appropriateness of a text is the agreement between its setting and the ways in which the standards of textuality are upheld." Judging the text's appropriacy is based on values of the culture that must not be violated. Appropriacy is also judged on the basis of the situation the text reflects and which give rise to the occurrence of this latter.

Grammaticality is the other element of acceptability that gives measure of language usage. A text is considered grammatical if the discourse participants (reader/hearer) accept the language used in it, and have no problem understanding it. This is the grammar of discourse that governs discourse language (*ibid*.:03).

Different degrees of acceptability or unacceptability result from combining different degrees of appropriateness or inappropriateness with different degrees of grammaticality or ungrammaticality. When perceived by the reader or hearer of a text, these varying combinations translate into judgments of relative acceptability or lack of acceptability.

The text then is the production of context and language:

> The context of the discourse results in specifications for an appropriate form of the text. This form is known as the genre. The genre, in turn, specifies a certain kind of language acceptability, or grammaticality. This is the register of the text. When the genre and register are matched in a way that is most effective for the intended purpose, the resulting text is likely to be considered highly acceptable. (Chimombo and Roseberry 1998:4)

Conclusion

Argumentation is the type of writing that is mostly used and required especially in Academic domains and at university. This type of writing lies upon the assumption that writing is a kind of argumentation whereby the writer advances her points of view and backs it up with strong and sound arguments. It is not merely a kind of information giving, but its major purpose is to convince and change people's point of view with regard to a given topic. This is what makes argumentative writing quite complex in nature.

The most pre-dominant approach to teaching writing during the few last decades is the genre approach. The genre approach emphasizes the fact that writing is not a psychological process, but the social aspect of language lies also at the heart of writing. Since writing is a language skill and language is a reflection of people's own belief, culture and social aspects, writing is also claimed to be a socially-driven activity.

Written texts of all types are said to follow given forms and shapes, to share some linguistic features in common or to have the use of some linguistic aspects over the others and so forth. On the basis of these language aspects, one can decide whether a particular text belong to argumentative writing or to the narrative, descriptive or expositive writing. The genre pedagogy is said to bring an addition to teachers in their teaching of writing and it is also said to help students because it provides them with knowledge about the language, the purpose, the audience that guide writing in a given type of texts.

Chapter III   Connectives Expressions as Textual Meta-discourse Markers of Coherence and Good Writing Quality

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Chapter Three

Connectives as Textual Meta-discourse Markers in the Creation of Coherence and Good Quality Writing

Introduction

Good and coherent writing is a necessary requirement at university. Students who carry on their university studies are always taught not only the different techniques but also the major linguistic features that might help them in producing good texts. In writing, cohesion is said to be a central feature of text writing. Student writers are always asked to bear this concept in mind while writing given the important effect this language aspect has on linking the different parts of a text making the latter seem more connected and related.

One such feature of cohesion that students are familiar with is the use of connective expressions. The use of such expressions helps students to produce an approximate native like writing, and for that reason, grammar books usually advise students to use them in their writing.

Given the central role connectives play in guiding readers through a text and facilitating the reading costs for them by making ideas cohesive, coherent and intelligible, the use of such feature in writing is said to be crucial since writing is, after all, directed to a given readership. Hence, this chapter sheds light on the above mentioned concepts, mainly, text features, cohesion, coherence and connectives.

1. The Text

When given a passage, the speaker of the language in question will normally find it easy to decide whether the given passage forms a text i.e. a unified whole, and not a jumble of disconnected sentences. In linguistics, the term text is used to refer

to a piece of discourse, spoken or written, representing a set of connected sentences forming together a unified and related whole no matter what length the text may display (de Beaugrande, 1997; Sojka, 2008).

A text is usually thought of as a linguistic whole made up of more than one sentence ; it is also perceived as a grammatical unit of language similar to the clause or sentence and which differs from them in matter of size only. In other words, a text is considered as a "super-sentence" related to the other grammatical units "in the same way that a sentence is related to a clause, a clause to a group and so on…"(Halliday & Hasan, 1976 : 1-2).

In their book *Cohesion in English* , Halliday & Hasan (1976:1-2) define *text* as :

> A unit of language in use. It is not a grammatical unit, like a clause or sentence; and it is not defined by its size. A text is sometimes envisaged to be some kind of super-sentence, a grammatical unit that is larger than a sentence but related to a sentence in the same way a sentence is related to a clause, a clause to a group and so on : by CONSTITUENCY, the composition of larger units out of smaller ones. But this is misleading. A text is not something like a sentence, only bigger ; it is something that differs from a sentence in kind.

This quotation sets clearly the difference between what constitutes a text and the other grammatical units of language. The authors (ibid.) carry on their discussion of the concept of text by claiming that the text is semantically defined ; it is seen as a unit of meaning realized by grammatical units such as the clause or sentence with a

unity different in kind from the structural unity of the latter (*ibid*.). Moreover, written and spoken texts are claimed to have **indicators** of **text structure**. Noordman *et al.* (1999:133) put forward the following definition of what constitutes a text:

> A text consists of consecutive clauses that are connected to each other. The connections between clauses can be described in different ways. Thematically, consecutive clauses deal with the same topic. There is some continuity between clauses in terms of what the text deals with. […] In addition, clauses are in general connected to each other by the functions they play with respect to each other.

Briefly stated, a text is generally made up of a series of related sentences in terms of function. Two consecutive clauses might be said to be related in terms of the function each one has such as a *cause-consequence relation*, a *temporal sequence of two events*, and so forth (*ibid*.: 133).

The structure of the text is a key feature in the reader's overall comprehension. Coming across a given piece of print, the reader needs to activate her prior knowledge of the world and previous experience by constructing cognitive representation of the information presented in the text. This cognitive representation is said to contain the necessary information to decode the text's message.

It is also argued that it is this type of stored knowledge in the reader's long-term-memory that guides readers by indicating how the clauses of the text are connected to each other. The kind of information available to the reader to construct a cognitive representation consists of the words present in the text and the knowledge

of the reader: "Certain linguistic devices in the text indicate how the clauses have to be related to each other. These relations are checked against the knowledge of the reader in Long Term Memory."(Noordman et al., 1999:134).

One such linguistic device that is used to achieve *textual organization* and *overall discourse coherence* is said to be that of *conjunctions*. Conjunctive expressions such as *because*, *although*, *however*, *but*, and so on, are used to express certain types of semantic relationships between clauses in a text. They are used to indicate relationships of *causality*, *concession*, *opposition*, and so forth. To understand what and/or whether relationships between clauses make sense, the reader is usually called upon to activate her knowledge of the world.

Within the realm of written discourse, the structure of the text is said to be identifiable in terms of certain *linguistic features*. Written texts are also structured by paragraphs, indentation and blank lines which do establish a segmentation, thus, dividing the text into units. Noordman *et al.* (1999:134) also argues that such type of linguistic devices can also be a key indicator of the importance of the information in a text. They (*ibid.*) state that, "In general, information at the beginning of a text or paragraph is thematically more important than later information." (134-135).

Conjunctions as textual markers of discourse and indicators of coherence and structural organization play a significant role in signaling the cognitive structure of the text. Put another way, candidates for such structural function may be conjunctions. Accordingly, the writer's inability to express semantic relationships may be a clear proof or reflection of their inability to perceive them while reading.

1.1. Text and Texture

A central concept in the discussion of text and which gives it the property of "being a text" is that of *texture* which is said to contribute to the general unity of

the latter . Put simply, a text is said to be a unified whole when it has texture. This linguistic feature is said to be a distinguishing feature setting forth what is to be taken as a text from what is not. In addition, a text is said to have texture provided that it functions as a related unity with regard to the context in which it unfolds(Robbins, 1996; Hussein, 2001).

There are certain linguistic resources which contribute to the text's total unity, and thus creating its texture(Graddol and Boyd-Barret, 1994) . Consider the following example given by Halliday & Hasan (1976 : 3):

➢ Wash and core six cooking apples. Put them into a fireproof dish.

For its interpretation, the word 'them' in the second sentence depends on another element supposed to be present in the previous sentence. The relation between the two sentences is that of co-reference whereby 'them' refers backward (anaphorically in this case) to 'six cooking apples' in the antecedent sentence. Taken together, the two sentences are perceived as forming a related whole, and thus as forming a text. The text's texture is created by the cohesive relation of reference which acts as a cohesive agency joining the two sentences together.

It is argued, however, that for the cohesive force to be established, both the referring and referred items must be present or located in the same text. In other words, taken alone the presupposition does not suffice ; it must be satisfied.

The cohesive relation between the two previous sentences is expressed in terms of a tie which is , in this case, the one of co-reference. Ties express the different meaning relations that hold between related items. Hence, the relation between 'them' and 'six cooking apples' form a tie. In the analysis of texts, this concept is said to be of central importance since it facilitates the analysis of texts in terms of cohesive properties (*ibid*.:4).

2.   Cohesion

Halliday & Hasan (1976 : 4) state that " The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text." This concept rests upon the assumption that the interpretation of a particular item in discourse is dependent on another one located in the surrounding discourse. There is a relation of presupposition in the sense that one element cannot be fully interpreted only by recourse to another item present in the same discourse. The presence of one presupposes the presence of the other. If both items— the presupposed and the presupposing— are satisfied, they will form an integrated whole, and cohesion is said to be set. In the previous example set before, the word 'them' is not cohesive by itself ; it presupposes another item for its interpretation ; this requirement is met by 'six cooking apples' in the sentence that precedes it. Simply stated, cohesion cannot be said to be established unless some other element is present in the discourse ; namely , the presupposed and the presupposing elements(Halliday and Hasan, 1976; Tanskanen, 2006; Taboada, 2004).

2.1.   Texture and Structure

As it has been asserted earlier, the concept of text and cohesion is a semantic one. The text is distinct from the other units of language because they are structurally defined ; they display structural relations among themselves. Grammatical units such as clauses and /or sentences are said to be structurally integrated into each other. By contrast, cohesion does not display any structural relation since it involves relations of meaning.

The relationships holding among parts of a sentence or clause differ from those existing between parts of a text such as clauses, sentences, paragraphs and so forth. The latter being linked semantically, whereas the former are related structurally.

Structure is also regarded as a unifying feature in the text. The elements of a structure are said to be internally linked ; that is, they display an internal unity among themselves. These elements hang together in an ordered manner whereby any change in a text's structure may break the whole structure of this latter. To illustrate this point, Halliday & Hasan (1976:6-7) give the following example:

> …But what I want to know is-yes, some ice, please- what is this government think they're doing when they spend all that money of building new schools. What's wrong with the old ones ?

The authors (*ibid*.) stress the fact that the meaning of a text is not confined to a single sentence because if the text consists of just one sentence, no need would be then required to move beyond the structure in explaining the internal cohesiveness of a text. They (ibid.) maintain that texts do usually extend beyond the limits of the full stop. This does not, however, rule out the possibility of some texts to be composed of just one sentence or even one or two words. Examples of these include : 'No smoke' and 'Wonders never cease'.

Texts do not cohere only in terms of their structure ; they do also cohere due to other textual relations which cannot be accounted for in terms of text structure. These text forming relations belong to the text itself. Cohesion, then, can be said to refer to these non-structural text-forming relations which represent semantic relations.

2.2.   Intrasentential and Intersentential Cohesion

Cohesive relations are not confined to structure only ; they can be found within the components of one sentence as well as between sentences. The fact that the

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components of a sentence do already hang together thanks to the cohesive strength of their grammatical structure, makes it less necessary to be linked by other cohesive ties (Carrel et al., 1988). Given this fact, the focus of Halliday & Hasan's (*ibid*.:7-8) theory of cohesion is mainly on cohesive relations operating intersententially.

Cohesive relations can be found within the same sentence as between two sentences and cohesion is defined as a relation of meaning existing between two elements present in the same text, and that the location of these elements (presupposed and presupposing elements) is not grammatically determined. The related elements may, as they may not, be structurally related and bear no change on the meaning of the cohesive relation(Halliday and Hasan, 1976; Jucker, 1995).

In some instances, the sentence may be regarded as the significant linguistic unit for cohesion given the fact that it is the highest unit of the grammatical structure. When the same entity is being referred to twice in the discourse, it conforms to some grammatical rules for its realization. These rules may be the ones of pronominalization, for instance. In this case it is the structure of the sentence which determines whether the same item is to be repeated, another item used instead (such as a synonym or other related words), or is replaced by a pronoun. Consider the following example :

➢   John took john 's hat off and hung john's hut on a peg.

If there is just one person named 'john' and only one 'hat' that belongs to the same John, rules of grammar dictate that the second appearance of the noun 'john' is to be expressed by pronominal forms. As such the sentence becomes : "John took his hat off and hung it on a peg." This kind of relation is said to be accounted for by reference to the sentence's grammatical structure.

2.3. Grammatical Cohesion

2.3.1. Conjunctive Cohesion

Conjuntive cohesion is a type of grammatical cohesion (Stern, 2003; Campbell, 2013). According to McCarthy (1991:46), conjunction is included under the general heading of grammatical cohesion, but this type of cohesion is different from the other types of grammatical cohesion in that " A conjunction does not set off a search backward or forward for its referent, but it does presuppose a textual sequence, and signals a relationship between segments of the discourse." In a similar vein, Halliday & Hasan (1976 : 226) point out that conjunction is distinct from the other grammatical relations in that it is not merely anaphoric. Conjunctions are cohesive elements:

> not in themselves but indirectly, by virtue of their specific meanings ; they are not primarily devices for reading out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse.

Conjunction is a semantic relation which signals that what is to come in discourse is to be linked to what has gone before. Halliday & Hasan (*ibid*.:228) argue that the cohesive relations of conjunction may be expressed semantically or structurally and illustrate the point by giving the following examples :

➢   A snowstorm followed the battle.

➢   After the battle, there was a snowstorm.

➢   They fought a battle. Afterward, it snowed.

The two first examples show that the semantic relation of time succession can be realized using a variety of structural forms. The cohesive effect is, however, said to be the same whether it is expressed structurally or semantically. The third example displays no structural relation ; the two parts represent two independent sentences that are joined by the logical relation (conjunction) of time succession. Halliday & Hasan (*ibid*.) claim, however, that it is only in this last example that the logical relation is functioning cohesively.

In their book *Cohesion in English,* Halliday & Hasan (*ibid*.:238) distinguish between four Conjunctive relations : *additive relation*, *adversative relation*, *causal relation* and *temporal relation*. They argue, however, that there is no one way for the classification of conjunction. They choose this taxonomy because it makes the process of analyzing texts easier.

2.3.1.1.   Additive conjunctions

This type of conjunction involves a relation of addition. McCarthy (1991:48) points out that only a few types of conjunction are frequently used. These include words such as ***and***, ***but***, ***so***, and ***then***. He (ibid.) also suggests that within this set of items, the commonly used one is ***and***. The additive conjunction ***and*** is the most extensively used conjunction which tends to carry different senses besides that of addition.

Halliday & Hasan (1976 : 244) argue that distinction should be made between two types of ***and*** , namely, coordinating ***and*** and conjunctive ***and***. The coordinate item ***and*** is used within the same sentence to link two elements. These elements may be two nouns, Earth and Sun ; two verbs, write and listen ; two adjectives, calm and intelligent and so forth. The conjunctive item ***and***, on the other hand, is referred to by the general term ***Additive*** to distinguish it from its coordinate counterpart. With

coordination, the relation is structural , whereas the one of conjunction is cohesive. Conjunctive expressions operate cohesively by linking two independent sentences to each other. This, Halliday & Hasan (*ibid*.:234-235) argue, involves a total shift from the precedent sentence to the subsequent one.

Other items expressing additive relation include : *also, too, further, furthermore, again, what is more, besides, in addition, not only...but* and so forth.

Within the category of additive conjunctions there are other subcategories such as : alternation, similarity, exemplification and exposition.

➢ Alternation : Items used to express alternation include : or ; or else, alternatively.

➢ Similarity : *similarly*, *likewise*, *in the same way.*

➢ Exemplification *: for instance*, *for example… .*

➢ Expository *: that is, I mean, in other words, to put it another way.*

2.3.1.2.   Adversative conjunctions

In their simplest form, adversative conjunctions signal that what is to come in the discourse is contrary to what has gone before.

➢ All the figures were correct ; they'd been checked. Yet the total came out Wrong.

Items expressing adversity include : *yet, but*, *however*, *though* and so on. The adversative item *but* is distinct from the rest in that it carries the meaning of *and* in itself. This justifies why it is possible for some adversative items to be combined with *and* save *but* (and yet).

The category of adversative conjunctions has, in turn, other subcategories.

➢ Adversative relation : It is expressed by items such as : *yet, though ; only, but, however, nevertheless,* and *despite this.*

➢ Contrastive relation : *but, and, however, on the other hand, at the same time, in fact, as a matter of fact, to tell the truth.*

➢ Corrective relation : *instead, rather, on the contrary, at least, i mean.*

➢ Dismissive relation : *in any/either case/event, whichever, anyhow, at any rate, in any case and so forth.*

2.3.1.3. Causal conjunctions

Causal conjunctions express the relationship of causality whereby what is to come in the discourse is to be interpreted as a result or a consequence of what has gone. This kind of relation is expressed by items such as : *so, thus, hence, therefore, consequently, accordingly* as well as expressions such as : *as a result (of that), because of (that),* usually combined with initial 'and'. The subcategories included under the heading of causality include : reason, result, purpose, conditional relations and respective relations.

➢ Reason : for this reason, on account of this, it follows and on this basis.

➢ Result : as a result (of this), in consequence (of this).

➢ Purpose : for this purpose, with this in mind/view, with this intention, to this end.

➢ Conditional relations : then, in that case, that being the case, in such an event, under those circumstances ; under the circumstances.

➢ Respective relations : in this respect/connection, with regard, to this ; here, in other respects ; aside/apart from this.

2.3.1.4. Temporal conjunctions

This category of conjunctions refers to the relationship of succession in time ; one sentence is said to be subsequent to another. The typical temporal item used in this category is *then.* Other items and expressions include : *and then, next, afterwards,*

after that, subsequently, at once, thereupon, soon, presently, later, after a time and so forth. Some temporal subcategories include: simultaneity, antecedence and conclusive conjunctions.

Category	Items
Simultaneity	at the same time, simultaneously ; meanwhile, at this point/moment, by this time.
Antecedence	ago, earlier, before that, previously, just before, until then.
Conclusive	finally, at last, in the end, eventually.

Table O2: Temporal Conjunctions

3.   Coherence and Cohesion

According to Lenk (1998: 13), coherence refers to a state or a situation whereby all the parts and ideas fit together and form a unified whole. Baker (1992 :218) also defines it by stating that, " **coherence** is a network of relations which organize and create a text…. It is the network of conceptual relations which underlie the surface text." In other words, coherence is concerned with the way chunks of language are linked to each other. Unlike cohesion, whereby stretches of language are linked to each other by means of linguistic dependencies (grammatical and/or lexical), coherence is conceptually constructed in the mind of the language user. Cohesion is said to be the means of expressing in an explicit way what conceptual relations exist in a text, whereas coherence is the inferred implicit meaning (Bublitz et al., 1999). In line to this, Lonsdale (1996: 215) states that coherence is "provided by a network of relations that underlie the surface text and organize and create the text"

Similarly, McCarthy (1991 :26) and Halliday (1989 :48) point out that texts are coherent in the sense that all the parts hang together in a harmonic fashion. McCarthy (1991 :26), for instance, defines coherence as " the feeling that a text hangs together, that it makes sense and is not just a jumble of sentences.". Halliday (1989 :48) also argues that each text is characterized by being coherent and that a major contribution to coherence comes from cohesion.

In line with this discussion of cohesion, Brown & Yule (1983 :195) claim that an essential aspect seems to be always overlooked by students adopting Halliday & Hasan's theory of cohesion. This, they argue, involves even the authors of the book who 'seem to be ambiguous about it themselves.'. They claim that a distinction "between the 'meaning relations' which hold between items in a text and the explicit expression of those 'meaning relations' within a text," needs to be made. Central to the thread of discussion is the question of whether or not the formal linguistic devices which are used to express explicit relations between sentences are required for a text to be coherent. For Halliday & Hasan (1976 :2), the cohesive devices are essential for the identification of a text. They state that " A text has texture and this is what distinguishes it from something which is not a text."

Brown & Yule (1983 :195) carry on to suggest that what Halliday & Hasan were concerned with is just the explicit features and relations rather than the underlying relations of meaning. They (ibid.) state that "it is the underlying semantic relation…which actually has the cohesive power." (*ibid* :196). In support of this claim, they argue that there are instances of texts that are formed of interrelated and interconnected sentences with few, if not none, explicit cohesive markers. To support their claim, Brown & Yule (*ibid.*) give the following examples as an illustration.

➢ "Thank you for your comments about voicing. I will eventually get back to that point."

➢ "Once again I lie in the small hours tormented by my social conscience. Sometimes it is the single mothers, sometimes the lower class or disadvantaged Highland sheep farmers, but today it is the homeless."

Despite the fact that there are no explicit cohesive ties between the two sentences in each example, it is claimed that readers can easily interpret the second sentence of each example as a subsequent sequence of the first one ; each sentence is dependent on the other. This interpretation is based on the underlying conceptual relation between the two sentences. It follows from this that texture cannot be considered as a criterial determinant of coherence. As such, Brown & Yule (*ibid.*) argue that the surface features of cohesion are neither necessary nor sufficient for ensuring coherence. To illustrate the point, they (ibid.) take as a convincing evidence the famous example given by Enkvist (1978, cited in Brown & Yule, 1983 :197) to prove the inadequacy of cohesive devices in texts.

➢ I bought a Ford. A car in which President Wilson rode down the Champs Elysées was black. Black English has been widely discussed. A week has seven days. Every day I feed my cat. Cats have four legs. The cat is on the mat. Mat has three letters.

Despite the presence of some cohesive ties such as *Ford-car, black-Black and cat-Cats,* the set of sentences in the passage do not form a coherent text.

In connection to this, Baker (1992 :218) points out that coherence is not created thanks to the presence of cohesive markers ; these formal features of language "have to reflect conceptual relations which make sense." According to her (ibid.), the

mere presence of cohesive devices cannot ensure the text's textness; it does not ensure that a given text will be perceived as a coherent whole by a given readership. She (ibid.) further claims that the coherence of a text depends much more on one's ability as a reader to recognize the underlying meaning relations than on the presence of linguistic markers. All what these linguistic clues do is to facilitate reading and understanding.

Unlike cohesion, coherence can be said to be a reader-centered notion because it involves many aspects that are directly related to the reader/receiver of the text such as their knowledge of the world, their expectations and their experience. Baker (1992:219-220) states that :

> The coherence of a text is a result of the interaction between knowledge presented in the text and the reader's own knowledge and experience of the world…. Even a simple cohesive relation of co-reference cannot be recognized, and therefore cannot be said to contribute to the coherence of a text, if it does not fit with the reader's prior knowledge of the world.

She (*ibid.*) gives the following example as an illustration of her point :

➤ The purchasing power of the proposed fifteen hundred shop outlets world have meant excellent price reductions to customers across Britain and the United States. The flagship, Harrods, had never been integrated with the rest and would demerge to retain its particular character and choice.

➤ It's often written, as a handing journalist's tag, that I suffered from an obsession to control the splendid Knightsbridge store. It would be a very static and

limited aim, I think. For Lonrho's purpose, it could have been any well-spread stores group. It was chance, and roulette, that brought Hugh Fraser, the seller, and Lonrho, the buyer, together in 1977.

In this extract, both 'Harrods' and 'the splendid Knightsbridge store' refer to the same thing, but the cohesive relation between the two items is not explicitly expressed (with the exception of the article 'the'). According to baker (*ibid*.), British readers can have an easy access to the interpretation that the two elements refer to the same thing due to their familiarity with the fact that they refer to a famous store that is found in Knightsbridge.

Baker (*ibid*.:221) also argues that based on the assumption that texts make sense in relation to the reader's knowledge of the world, experience, expectations and so on, and given the fact that people differ in many aspects — they do not share the same experience and/or knowledge of the world— it follows, then, that what may be coherent for one may not be so for another. In similar vein, Graesser *et al*. (2004 :1) distinguish between coherence and cohesion by stating that " Specifically, cohesion is a characteristic of the text, whereas coherence is a characteristic of the reader's mental representation of the text content." According to them, the cohesive ties serve to help readers form a related and coherent representation of the text. In contrast to cohesion which is "an objective property of the explicit language and text", a property that is observable, coherence is an unobservable concept built only in the reader's mind. That is, it is a cognitive process.

As it has been pointed earlier, the question of whether a piece of discourse do or do not form a coherent text depends on aspects related to the reader herself. If a reader encounters a text discussing a topic with which she is familiar, then based on this familiarity, in addition to other linguistic cues, she may perceive the text as

coherent. Conversely, if a reader finds herself in front of a text to which she has no adequate knowledge, she will not be able to perceive it as coherent even in the presence of certain linguistic devices.

4. The Role of Conjunctions in Written Discourse

According to Celce-Murcia and Larsen-Freeman (1999 :19) the term conjunction denotes "words that join". Two types of conjunction can be distinguished : *coordinating conjunctions* and *subordinating conjunctions.* The former are used to join elements of equal grammatical status, whereas the latter, or the so-called *adverbial subordinators*, are used to join a subordinate clause to a main clause. Consider the following examples :

➢   Marianne and Diane wrote this book.

➢   Diane lives in Vermont, but Marianne lives in California.

➢   It was hard to write a book together because they live so far apart.

➢   Although Marianne and Diane live far apart, they are still friends.

The two first sentences are linked by means of coordinating conjunctions; the last two ones by subordinating conjunctions.

4.1.   Coordinating Conjunctions

Celce-Murcia & Larsen-Freeman (*ibid.*:461-463) state that "Conjunction, or coordination, is the process of combining two constituents of the same type to produce another, larger constituent of the same type." Traditional grammarians used to call this type of conjunction *compounding,* whereby two sentences, for instance, are joined to each other by means of a comma and a connecting item resulting in a compound sentence. Coordinating conjunctions are, in turn, of two types : *simple conjunction* and *complex conjunction* (or *coordination*).

4.1.1. Simple Conjunctions

By simple conjunction is meant that two similar constituents are combined to each other by means of a coordinating conjunction such as *and.* The following example illustrate the case of two nouns conjoined by *and.*

➢   We enjoyed wine and cheese.

The typical simple coordinating conjunctions in English are : *and, or, nor, so, but, yet* and *for.* Just like *and*, the function of all these C.Cs.(coordinating conjunctions) is to conjoin two similar constituents of equal syntactic status with the exception of *for* which can conjoin only full clauses. Consider the following examples :

➢   We will have coffee *or* tea. We will have coffee, *or* we will have tea.

➢   He is friendly *but/yet* vain. He is friendly, *but/yet* he is vain.

➢   They closed the shop, *for* there was no other choice.

4.1.2. Correlative Conjunctions (complex conjunctions)

Complex conjunction consists of what Celce-Murcia & Larsen-Freeman (*ibid.*) call "two-part correlative structures" that are linked by expressions such as *both…and.* For instance :

➢   Cecilia is both energetic and ambitious.

The typical correlative conjunctions are : *both…and, either…or, neither…nor,* as well as the correlative conjunction pair *not only…but also.* Consider the following examples :

➢   John wants both [to stay at his job] and [to leave town permanently].

➢   John wants either [to stay at his job] or [to leave town permanently].

➢   John wants neither [to stay at his job] nor [to leave town permanently].

Celce-Murcia & Larsen-Freeman (*ibid.*:470) argue that the type of simple coordination does not cause learning problems to ESL/EFL students, but they stress the point that students do "…often have difficulties with complex coordination—two-part correlative structures where one part precedes the first conjunct and the other precedes the second."

4.2.   Subordinating Conjunctions

The group of subordinating conjunctions, or what is also called adverbial subordinators, and conjunctive adverbials are included under the general heading of *logical connectors*. Likewise coordinating conjunctions, adverbial expressions are also used to help readers make connections between ideas and sentences. Celce-Murcia & Larsen-Freeman (1999 :519) point out that logical connectors are also a type of cohesive devices that,

> …may add little or no propositional content by themselves but that serve to specify the relationships among sentences in oral or written discourse, thereby leading the listener/reader to the feeling that the sentences "hang together" or make sense.

Adverbial subordinators are what traditional grammarians used to call *subordinating conjunctions*. They are so-called because they subordinate one clause to another. Adverbial subordinators are, in turn, of two types : ***simple adverbial subordinators*** and ***complex adverbial subordinators***.

Simple Adverbial Subordinators	Complex Adverbial Subordinators
After, lest, when(ever), Although, once, where(ever), As, since, whereas, Because, though, while, Before, until, If, unless.	so/as long as, inasmuch as, in that, as soon as, in case(that), now that, even if, in order that, provided that, even though, insofar as, so that, given that.

<div align="right">Celce-Murcia & Larsen-Freeman (<i>ibid</i>.:520)</div>

<div align="center">Table 03: Subordinating Conjunctions</div>

4.3. Conjunctive Adverbials

Conjunctive adverbials are adverbials that are "complete unto themselves." In contrast to adverbial subordinators, conjunctive adverbials are used to connect independent clauses. For example :

➢ Sam should leave ; however, Larry will object.

➢ A list of conjunctive adverbials is given bellow.

Conjunctive   Adverbials
Additionally, furthermore, likewise, after all, however, moreover, also, in addition, nevertheless, alternatively, in any case/event, on the contrary, as a result, indeed, on the other hand, in contrast, in fact, otherwise, consequently, in other words, rather, conversely, in particular, similarly, despite that, in spite of that, stil, first…second…finally, in sum, that is, for example/instance, in turn, therefore.

<div align="right">Celce-Murcia & Larsen-Freeman (<i>ibid</i>.:522).</div>

<div align="center">Table 04: Conjunctive Adverbials</div>

The use of logical connectors in writing is of vital importance for linking ideas and sentences and serve an organizational function, but the excessive use of such linguistic devices may cause serious problems for readers. Celce-Murcia & Larsen-Freeman (1999: 537) emphasize this fact by stating:

> …logical connectors do not always fulfill a useful purpose if they are intended to lead listeners or readers to the understanding of relationships that are already transparent from the discourse context. The effect of the overuse of connectors can be much like the effect of endless repetition of facts already present in the mind of listeners or readers. [If] used judiciously, however, logical connectors play a useful role, especially in written prose.

5. Connectives as Textual Metadiscourse Markers

The term *metadiscourse* is used to refer to "that type of information that does not concern the propositional content itself, but the organization of the discourse and the position of the enunciator towards the discourse content." Put simply, "meta-discourse and its devices are expressions of the text's coherence and fundamental elements of its cohesion."(Vande Kopple, 1988, cited in Mancini, 2005 :96). According to Hyland and Tse (2004:157), meta-discourse refers "the linguistic resources used to organize a discourse or the writer's stance towards either its content or the reader."

The phenomenon of metadiscourse in written texts gained and still gains special interest on the part of researchers and even language teachers. There is no general agreement on what it is, as there is no clear cut between this linguistic category and other related linguistic categories. As such, several taxonomies of metadiscourse have been given by different linguists : Vande kopple 1985, Mauranen 1993, Williams 2003, to name just few. Connor and Albin Upton (2004 :311) point out that there is, however, a general consent among researchers that metadiscourse expressions serve both textual and interpersonal functions with the latter being the major types of metadiscourse. Vande kopple (1988, cited in Mancini, 2005 :96) classifies it into two types : *textual* metadiscourse and *interpersonal* metadiscourse. The former refers to those linguistic cues and items writers use to facilitate reading and help their readers make the appropriate interpretations and linking of the discourse. The linguistic types included under the textual category include *connectives*, *intertextuality*, *code glosses*, and *parenthetical definitions within sentences*. The interpersonal category of metadiscourse (also known as the writer-reader interaction), on the other hand, concerns the relationship between the writer and her/his reader. In this type of metadiscourse, the writer's aim is to establish and maintain relationship with her/his reader. Some examples include expressions such as *"You will probably think that…" ; "Does this sound…to you ?"; " correct me if I'm wrong, but…" ; "as you will see" ; "dear reader*" (Annelie, 2006 :20).

The categories included under interpersonal metadiscourse include : *illocution markers*, *validity markers, narrators, attitude markers* and *commentary*.

Metadiscursive elements are used both in written language and in spoken discourse (metatalk). There is, however, a general tendency to preserve the term metadiscourse for written discourse only. Besides that, this linguistic aspect can take

different forms. Morphosyntactically, it can be represented by a range of structures. Adverbials form one of the most typical categories. Examples of this include *in other words*, *as noted earlier*, *stated formally, secondly* and so forth.

Classes	Categories	Function
Textual Metadiscourse	- Connectives - Code Glosses	- Reveal discourse organization - Parenthetical definition within sentences
Interpersonal Metadiscourse	- Illocutionary Markers - Validity Markers - Narrators - Attitude markers - Commentary	- Identify discourse acts - Assess probability of truth of the propositional content - Let the reader know who said what - Reveal writer's attitudes towards propositional content - Directly comment to the reader

Table 05: Vande kopple's (1988, cited in Mancini, 2005 :96) classification of textual meta-discourse markers in written texts.

The central function of metadiscourse is said to be that of guiding readers through the text as well as expressing the writer's comment on his discourse. Hyland & Tse (2004:158) state that textual metadiscourse " helps to organize the discourse by pointing out topic shifts, signaling sequences, cross-referencing, connecting ideas, previewing material, and so on." The following expressions are examples of metatext : " *…will be discussed in the following*" ; " see page 16" ; " to conclude" ; " strictly speaking" ; " I will summarize…" ; " in brief" and so on.

McInerney & Van Etten (2001 :272) state that textual metadiscourse shows the way of "how we link and relate individual propositions so that they form a cohesive

and coherent text". Connective expressions are a typical type of textual metadiscourse that serve the function of rendering discourse more cohesive, intelligible and coherent.

This is also in line with Ventola's (1991 :463) statement that conjunction devices and other linguistic connectors play a central role in guiding and directing the reader through the text. She stresses the fact that conjunction expressions are a type of metadiscourse that does not add any content to the discourse, but that form a type of linguistic devices that serve to "inform the reader on the ways in which propositions and parts of a text are logically related and linked together to form the global organization in the text." By using connectives in their texts, writers minimize the reading costs readers may have by facilitating the reading task and perception of the propositional content.

5.1. Metadiscourse in Writing

Connor (1996:94) points out that the study of meta-discourse strategies is a new area of investigation in students' writing. According to her (*ibid.*), the term meta-discourse refers to " the linguistic material in texts that does not add anything to the propositional content but helps the reader organize, interpret, and evaluate the information." Accordingly, it can be deduced that meta-discourse serves two main functions: a ***textual*** and an ***interpersonal*** function (Halliday, 1973). The importance of meta-discourse in written texts lies in the fact that it enables the writer to show the connection between the parts of the text, and to express the writer's own evaluation vis-à-vis her content (Connor, 1996: 94).

In their discussion of L2 writing conventions and the use of metadiscourse, Connor *et al*. (2008:61) suggest that,

[L2 essay] writers should be given other texts as input, e.g. one or more argumentative texts as a point of departure. If essay writers were allowed to draw on other texts and quote secondary sources, their general argumentation (e.g. listing pros and cons) and their writing style would stand to gain a great deal. Such a procedure would likely reduce the number of overly personal essays drawing primarily on the writer's experience. It would likely reduce the number of essays that have a very high involvement factor, and essays that are narrative rather than argumentative in character.

Aertselaer and Dafouz-Milne (2008) carried out a study to explore the role of both *interpersonal* and *textual* meta-discourse in the construction of *persuasive* texts written by English and Spanish writers. They (*ibid.*:88) claim that metadiscourse markers are indicators of cultural differences in argumentative texts. Aertselaer and Dafouz-Milne (*ibid.*) selected the *textual* type of meta-discourse as a source for beginning readership conviction by means of *logical devices*. Given the nature of argumentative discourse and due to the fact that it is supposed to be eminently objective to be accepted by a given discourse community, logical strategies have been chosen for teaching emphasis in their study. Both types of meta-discourse (textual and interpersonal) have a big role in the construction of persuasive text, "While logical markers, sequencers and code glosses bring cohesion and coherence to the text, hedges, certainty and attitude markers achieve persuasion through reader-writer identification and personal involvement" (*ibid.*:88).

In line with the previously stated definitions, Aertselaer and Dafouz-Milne (2008:88) maintain that meta-discourse:

> includes a heterogeneous array of cohesive and interpersonal features which help relate a text to its context by assisting readers in organizing and interpreting the text in a way preferred by the writer and with regard to the dominant rhetorical conventions of the discourse community.

Different taxonomies of meta-discourse have been proposed, offering, hence, different meta-discourse categories. Aertselaer and Dafouz-Milne (2008:88) point out, however, that most of these taxonomies share lot in common since they adopt a functional perspective which distinguish between *textual* and *interpersonal* dimensions of meta-discourse. The role of textual meta-discourse is said to be that of organizing the text and guiding the reader through it. It refers mainly to the explicit resources a writer might use to guide the reader. Interpersonal meta-discourse concerns aspects of interaction and evaluation. It expresses the tenor of the discourse. Recently, Hyland (2005:45) has placed the terms textual and interpersonal for *interactive* and *interactional*.

Textual Markers	Examples
- **Logical markers**	Furthermore, but, however, yet, finally, therefore, in conclusion, to sum up, etc.
- **Sequencers**	First, second, on the one hand/other hand, etc.
	For example, for instance, in other words, etc.
- **Glosses**	

Interpersonal Markers	Examples
- **Hedges**	- **Epistemic verbs:** can, could, might, may, etc.
	- **Adj./Adv. expressions:** perhaps, it is likely, etc.
- **Certainty markers**	- It is clear/ clearly, it is obvious/ obviously, it is certain/ certainly, etc.
	- **Deotic modals:** have to, must, should;
- **Attitude markers**	- **Attitudinal adverbs:** Unfortunately, surprisingly;
	- **Attitudinal expressions:** it is necessary, must, etc.

Table 06: Meta-discourse categories analyzed (based on Dafouz 2000; 2003)

In a contrastive study comparing the use of meta-discourse between expert writers in English and in Spanish (Aertselaer and Dafouz-Milne, 2008), the results of the study showed that there is a difference in the use of textual meta-discourse, and connectives in particular. The Spanish professional writers showed a strong tendency toward the use of *additive connectors*: a total of 2620 versus 1407 tokens present in

the texts of their English counterparts. The Spanish group has been noticed to be emphasizing the use of these markers in the form of *additive linkers* (1868 tokens), giving *adversatives*, *consecutives* and *conclusives*, thus, secondary importance. On the other hand, the English group has been noticed to be dividing the use of logical markers into *additives* (824) and *adversatives* (549). These findings, Aertselaer and Dafouz-Milne (*ibid.*:192) point out, have come to substantiate the findings of previous studies, suggesting mainly that differences in meta-discourse use are due to the way cultures construct *argumentative texts*.

Using more additive devices on the part of Spanish expert writers may be due to the fact that these latter prefer adding justification to the original idea; they are said to use a progressive strategy to develop their argumentation through the use of additives. There is a tendency on the part of the English-speaking discourse community, however, to use adversative markers to build arguments contrasting, thus, the pros and cons of a given opinion (*ibid.*:95).

These differences reflect also rhetorical preferences on the part of both discourse communities. On the basis of such findings, Aertselaer and Dafouz-Milne (*ibid.*:97-99) argue that those findings hold important implications for cross-linguistic comparison, genre categorization as well as the teaching of literacy in ESL/EFL learning contexts. They (*ibid.*) state, "In our view, it is essential to include the notion of metadiscourse in the writing syllabus and to teach it explicitly, focusing on the textual and interpersonal functions of language."

Previous studies have acknowledged the connection between metadiscourse markers and textual quality. Hyland (2005:192), for instance, offers very practical examples of the inclusion of Metadiscourse categories in the classroom; examples that range from the analysis of texts and the identification of markers to the manipulation

of the metadiscourse categories within them, the understanding of audience and, finally, the creation of text.

> We believe that only through explicit exposure and teaching of metadiscourse categories can learners move from writer-based discourse, traditionally produced by novice writers and EFL learners, to the reader-based discourse where socio-pragmatic decisions such as the possible reactions of the expected audience or the amount of background knowledge needed are taken into account   (Aertselaer and Dafouz-Milne, 2008:99).

In textbooks, focus seems to be greatly put on the type of interactive metadiscourse. The reason behind prioritizing such kind of meta-discourse lies in the fact that the overall aim of writers by using it is to guarantee that their student readers will be able to follow the exposition of their ideas and correctly recover possible intended meanings.   Interactive metadiscourse helps writers to make links between arguments, between different parts of the text, between current and other texts, and between what the writer believes the reader knows and what needs to be made clear.

All in all, the main role of metadiscourse in writing is that of helping readers by guiding their reading processes through the indication of discourse organization and the spelling out of propositional connections and conclusions.

5.2.   The Importance of Connectives in Literacy Teaching

Connectives are claimed to be comprising two-thirds of all interactive forms. Their function is said to be that of connecting thought through *addition*, *comparison*

and ***explanation*** (*ibid.*:166). These transitional markers are used to connect arguments. They have a rather organizational role in discourse structuring. The following is an example containing some forms of ***interactive*** (***textual***) metadiscourse which function is to link argument-internal elements:

➢ <u>Furthermore</u>, once you know the difference between pleasure and pain, don't you try to get more of the former and none the latter? You can control what you do. Notice, <u>however,</u> that so far we have generated only necessary characteristics, not a set of sufficient ones. *<u>Because</u>*, again, we can find counterexamples like dogs and cats which <u>also</u> have the traits we are describing. <u>And</u> this means that our list needs a good deal more precision. (***Philosophy***)

➢ It's hard to discuss 'intelligence' <u>because</u> so-called 'intelligence tests' measure only certain abilities. <u>Furthermore,</u> the test items as well as the language they're couched in can be culture bound. (***Marketing***)

In these examples, writers organized their discourse by offering warrants for their claims. By using meta-discourse, they could mark the possible conclusions they want their students to draw from. (*ibid*.:167)

Hyland (2005:175) argues that metadiscourse can be incorporated in reading and writing. "Effective teaching and learning crucially depend on understanding how language works and using this understanding to help students communicate appropriately and successfully in their communities."

The importance of connector use as a source for good quality text's production has been emphasized in several works on writing and discourse. There were claims that language learners should be coached in the use of connectors. McCarthy (1991:50) argues that one such reason behind L2 students' production of written texts that seem to be unnatural in comparison to their NS(native speakers) writers counterparts is the fact that they lack the necessary linguistic competency to put into use a variety of appropriate and relevant connectors to express cognitive relations, hence, decreasing the comprehensibility of their texts.

Correct and appropriate use of connectors is claimed not only to be a source for explicit signaling of connections between ideas in sentences and paragraphs; but rather, it is also argued that appropriate connector use serve also a rhetorical purpose (McCarthy and Carter, 1994:50). In line with this, Cook (1989:21) states that, "language learners need to know both how and when to use them. Their presence or absence in discourse often contributes to style, and some conjunctions can sound very pompous when used inappropriately."

Straight to the thread of discussion is the remarks put forward by Zamel (1983:27). She (*ibid.*) argues that overuse of connectors in writing can lead to writing sounding *artificial* and *mechanical prose*. As such, Zamel (*ibid.*) called the writing instructors' to direct the students' attention towards when and when not to use connectors. Tanko (2004: 159) states that, "There is […]a well-grounded agreement about the importance of connectors. However, teaching learners why, when, and how to use connectors so that their written output approximates the norms of native texts is not an easy undertaking."

5.3. Metadiscourse and Audience Awareness in Writing

Meta-discourse is said to be a central feature of communication. Writers ability to assess their readers' resources for interpreting a text is a main source for the construction of effective arguments. It was not until recently that the significance of meta-discourse has come to be recognized in language teaching. This has been so for many years because of the tendency of teachers to neglect it; they seem to focus more on content:

> how speakers and writers converged their ideas' Academic writing, in particular, was seen as a limited textual practice, taught either through imitating the writing processes of experts or by concentrating on grammatical patterns which, if exercised correctly, produced successful texts.

The situation is quite similar to FL students at the university of Constantine 1. The view that lot of teachers' energy is invested in teaching and applying rules while ignoring the role of rhetorical functions still prevail in our context. In the same line of thought, Mauranen (1993b:1-2) states:

> The writers seem not to be aware of these textual features, or the underlying rhetorical practices. This lack of awareness is, in part, due to the fact that text linguistic features have not been the concern of traditional language teaching in schools. Sometimes text strategies are taught for the mother tongue, but rarely if ever for foreign languages separately. Such phenomena

have therefore not been brought to the attention of (writers) struggling with writing.

Explicit knowledge of rules is necessary but it is "only part of learning to write." A good understanding of the rhetorical options available for writers and which are said to make texts "work within and for specific contexts and audiences." One key point that novice writers are always asked to master is the ability to incorporate their relevant knowledge and understandings with those of their readers. If this is done, all participants can be said to be able to make sense of the same text.

The problematic nature of connector use in non-native writers essays has been emphasized and investigated by several research studies. These studies have been concerned mainly with the coherence of the texts and the overall writing quality of NNS written texts. The metadiscourse type of connector has been claimed to be one major factor in the creation of cohesive and coherent texts. Some of these studies include Mauranen(1993), for instance, who carried out a research study on Finnish writers investigating the use of connectors.

Studies of this kind along with those which were of a comparative nature, revealed various types of short-comings in the use of connectors in EFL writing contexts. Differences in the use of connectors or under/overuse and avoidance of some types over the others have been claimed to be attributed to writers' L1 influence. The misuse and underuse of some connectors , Tanko (2004:158) argues, have lead/resulted in *coherence breaks* of NNS written texts. Tanko (*ibid.*) points out further that in some studies, non-native writers have been found to be lacking the register awareness necessary for the appropriate use of connectors in academic writing. Based on the

several studies on the use of connectors, Tanko (*ibid*.) states that, "Apparently, the use of connectors is a problematic feature of non-native writers' English language texts."

In the present research paper, we claim, however, that little, if no, study has yet been exhaustively conducted to investigate the use of textual metadiscourse (connectors, code glosses, etc.) in formal argumentative texts produced by Arab native speakers students. This study is carried out also in order to explore any discrepancies of metadiscourse use between Algerian NNS of English students and their NS counterparts.

This research paper has also as its primary intention the exploration of textual metadiscourse use through the presentation of the results of a small scale study that has as a preliminary focus the use of connectives in high/average/low-rated argumentative essays written by intermediate EFL learners. The study presents an in-depth analysis of one linguistic feature of a small sample of written essays. Accordingly, it is claimed to be pertinent to the domain of *Discourse Analysis*.

Conclusion

Successful communication lies at the heart writing. In academic settings, it is a necessary pre-requisite for students to write not only grammatically correct sentences and paragraphs, but also to produce good and coherent stretches of discourse. One major linguistic feature that has received a good deal of attention in studies of coherence and writing is the use of connective expressions.

Connective expressions are a major part of the textual type of meta-discourse and play the function of linking the different parts of a text to create coherent chunks of discourse. Lately, calls have been raised to teaching grammar on a discourse based level since language is not perceived as being isolated from its cultural and social settings. As a part of grammar, teaching connective expressions on a discourse-based

level will help students come to a better and more practical understanding of how they are used in the argumentative writing and draw their attention to different functions they have in the production of coherent and communicatively acceptable discourse.

Chapter V   Writing Assessment

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Chapter Four

The Assessment of Writing

Introduction

This chapter discusses the assessment of writing in EFL contexts. It deals with the two major methods of assessment that are used by many teachers, namely, the analytic and the holistic assessments of the writing skill. Accordingly, these two methods of assessment are discussed and details about their advantages, disadvantages, matters of reliability and validity in assessment and reasons why to adopt one method of assessment rather than any other method are all put forward with explanation.

1. Writing Assessment in EFL Contexts

Given the great role assessment has in higher education, universities nowadays are required to develop and/or adopt sound methods of assessment in order to validly measure the ESL/EFL students' English language (spoken and/or written) proficiency, with regard to the four language skills. One of the major problems to meet these requirements, however, is that teachers are constantly faced with challenges to validate their current assessment especially for EFL students. Considering the significant role of assessment in guiding decisions in higher education alongside its validity is a paramount concern to language teachers. In light of this, in the present chapter we seek to review the current literature and practices regarding EFL writing proficiency assessment applied at the university of Constantine 1, in order to inform language teachers of the key issues to consider in their assessment and validation processes.

In recent years, additional requirements for measures of writing ability/proficiency have arisen along with the ongoing increase in demand for competency-based tests of basic language skills (Oral Expression/Written Expression). This situation has prompted renewed attention to a fundamental concern in writing assessment which is: ***How to identify and define measurement tasks that will serve as efficient and instructionally meaningful indicators of writing competence/proficiency***. Identifying test tasks (items) to measure a skill of learning is, of course, an intellectually difficult aspect of ***competency-based assessment***, especially for complex behaviors such as the production of written discourse.

As demand increases for competency-based tests of students' basic academic skills, the need today is for measures of writing that are not only technically sound, but which also serve as meaningful and efficient indicators of clearly defined writing competencies. Additionally, the demand is also for measures that carry clear implications for instructional planning. According to Benson and Campbell (2009:337), assessment procedures can provide teachers with ***indicators of writing proficiency***, and hence allow them to track and measure students' progress in their writing curriculum. Moreover, assessment results can be taken as a means to monitor the ***effectiveness of teaching***.

Developing the writing skill of EFL students is considered as one of the most challenging tasks for language teachers. Students' poor proficiency in writing can affect other content areas, especially if the demands for an adequate level in writing is increasingly required from level to level. Given the importance the writing skill has in academic success, concerns in determining sound methods of writing assessment are also said to form a challenging task for the classroom teacher (*ibid.*).

There are many issues and challenges associated with the assessment of writing. Curriculum based measurement (CBM) is one research-based method of assessment that has yielded *valid* and *reliable indicators of writing performance*. Indicators of performance can be useful in the sense that teachers can use them to assess writing proficiency, to support instructional decisions, and to monitor students' progress in the curriculum.

Moreover, the assessment of writing is a challenging task because of several reasons, one of which is that the definition of proficiency in writing seems to be a central one. Successful communication is seen as involving a satisfactory integration of written language components. Several components have been identified as characterizing proficient writing ranging from: *fluency; syntactic maturity (the production of complex sentences); vocabulary, content (the organization of thought, originality, style), conventions (the mechanical aspects of writing), planning, revision and so forth*. As a result, writing has come to be recognized as "a multifaceted integration of skills and processes, many of which are difficult to quantify."(*ibid.*:338).

This study is therefore undertaken to examine the practices of writing assessment at the English department at the university of Constantine 1. Two alternative strategies to measure students' writing can be identified, the two of which are direct measures, involving collecting and rating students' writing samples. These direct measurement strategies are distinguished in terms of the response criteria by which the samples are judged. One form of criteria is the *analytic rating scale*, whereby raters are required to assign scores to six different characteristics of the writing samples. The other form of criteria is the *impressionistic (holistic) rating scale*. The rater yields a single score on the overall quality of each essay. In the measurement of the writing skills, one "facet" that clearly makes a difference is the

criteria by which writing samples are judged and scored. Although a variety of guided scoring procedures for scoring or ranking written pieces are in use, most can be classified either as "*analytic*" or "*holistic*".

Analytic procedures presume that a piece of writing can be viewed as consisting of components, but not necessarily dependent, parts which are worthy of individual scrutiny. The procedure requires raters to assign points to each several specified aspects of a composition and yield an estimate of overall quality of the written product, as well as sub-scores on separate elements of the written sample. Analytic rating procedures meet the requirements of competency-based assessment programs which call for information on specific skill strengths and deficits.

On the other hand, holistic rating procedures assume that, "… each factor that makes up the writing skill is related to all other factors and that one factor cannot be easily separated from others." (Office of the Los Angeles County Superintendent of Schools, 1977: 3). Under holistic procedures, raters assign a single value to a piece of writing. A specific type of holistic assessment, impressionistic rating scales, also requires the assignment of a single value to a written product. Unlike most holistic approaches, impressionistic scales involve only a *minimal rubric* to guide the judgments of raters. The apparent advantage of holistic rating in general and the impressionistic scale in particular, is that they tend to be an *efficient* and *reliable direct measures* of writing performance. The drawback though is the lack of precise information on the attributes of writing to which writers attend. Whether to use analytic or holistic procedures to provide substantially comparable estimates of writing competence is an important question, especially within the context of CBA (*competency-based assessment*)(*ibid.*).

2. Writing Sample

In setting out to use assessment as a means for improving students' achievement, teachers and assessors must deal with a number of practical issues.

2.1. What to assess

The most fundamental questions and concerns that face teachers when they set to use or design a given assessment to be used has to do with the ***academic materials to be covered***. The focus of assessment has always been on important subjects, such as ***reading*** and ***writing***. An important decision to be made in assessment centers around whether to base assessment on the official curriculum or on what is actually covered in classrooms. Assessment that is based on the official curriculum is said to:

benefit students who attend schools where teachers are able to get through all or most of the prescribed topics, but such an approach could transform the assessment into a measure of students; opportunities to learn rather than a measure of actual learning. (UNESCO, 2000:60)

2.2. Sampling

To use UNESCO (2000:60) words, "assessments are undertaken for the purpose of estimating achievement levels for the system as a whole rather than for individual students." Assessment purposes are achieved by assessing a sample of students. The main focus of UNESCO's (*ibid*.) statement is on the importance of sampling assessment: "[The] [use] of sampling cuts overall costs, permits greater speed in

retrieving and analyzing data, and makes it possible to have more in-depth supervision of those carrying out the assessment(*ibid*.:61)."

2.3.Quality of data

Assessment programs must deal with qualitative issues of reliability, validity and the comparability of data over time (UNESCO: 2000)**.** Assessing writing can be done for several reasons ranging from assessing to ***diagnose writing problems*** to ***evaluating instructional methods*** and so forth. As teachers of writing, we use assessment to measure our students' progress. To use Cooper and Odell (1977: ix), "it is critical for teachers, researchers, and curriculum evaluators to know *why* they are evaluating before they choose measures and procedures."

The major purpose of writing assessment has always been to ***establish educational standards of writing proficiency to boost students' competence*** (*ibid.*:39). Writing assessment requires the teacher's ability to know what is meant by good writing, how to describe it, and how to assess it. Assessment, then, can demonstrate a program's impact on its students' proficiency. Accordingly, testing writing can be said to improve the teaching of writing (*ibid.*:40).

According to Flood *et al*. (2003:1001), " Research on writing assessment provides critical input for classrooms, schools, and school districts." In the same line of thought, Spandel and Stiggins (1997:23) state that, " assessment—good assessment—has *very* little to do with grades. Assessment feeds and supports our grading system, but is far from its most important function." Cooper and Odel (1977:vii) also state that:

> A grade or numerical ranking represents simply a final judgment
>
> about how well or poorly one has written a particular piece … .

Evaluation, by contrast … specifically addresses all the issues that

a grade or numerical score cannot.

Flood et al.(2003:1001) state that, "Research on writing assessment is about the efficacy of writing assessments that exist for the purpose of documenting learners' achievement, of addressing issues that can directly inform curriculum and instruction." Looking at the students' writing rather than assigning test scores can be a good way that helps the teacher better assess students' writing. That is to say, teachers will be in a better position to see how students are progressing and can easily notice what areas in their writing warrant additional support and instruction(Beers *et al.*,2009:114).

Assigning writing assignments to students at the beginning of the year can help the teachers to get an overall impression of their students' writing abilities and instructional needs. Needs of students can vary from the use of writing process steps, content development and organization, sentence structure, the use of discourse markers, writing conventions and so forth (*ibid*.:116). After gathering samples of students' writing, teachers can assess how well the students completed a writing task based on some guiding criteria. They can also assess more specific writing features such as how well the writing is organized.

Any writing that students produce can be taken and used as a writing sample for evaluation or for research. This involves any kind of writing. The most important thing that teachers should be aware of while assigning writing tasks is the ***purpose*** of the assignment and the ***evaluation criteria*** that have been given to students before the writing task takes place. The evaluation criteria are of central importance because, to use Beers *et al.* (2009:117) words, "These writing assignment parameters will help

guide teachers in their assessment of the writing samples and in their planning of writing instruction."

3.   Methods of Assessment

Two methods of assessment were the most predominant ones used in the teaching and the assessment of writing in both first language contexts and ESL/EFL contexts in the few last decades. These are mainly, the analytic and the holistic methods of assessment. Each method has its own advantages, disadvantages, specific characteristics in scoring and specific criteria for the raters to follow.

3.1.   Analytic Scoring Method

In the analytic scoring of writing proficiency, raters are required to evaluate the quality of writing samples on the basis of *predetermined characteristics* and *specific writing conventions*. The essential qualities of a written product are first identified. Usually, five main factors are taken into account: ideas, mechanics, organization, wording, and flavor. Flavor is being defined as the personality of the author. The analytic characteristics form a foundation for scoring written compositions (Tindal and Marston, 1990, cited in Cheng, 2006:11).

The analytic scoring procedure is said to have many advantages including:

- Content validity (i.e., holding the facets of Written Expression, including ideas, grammar, mechanics, organization, etc.),

- Flexibility for the evaluation criteria,

- Less trial and error in the development of anchors,

- Easily established reliability compared with holistic scoring and primary-trait scoring,

- Stronger links between instruction and assessment, and

- Sensitivity to students' performance (Tindal and Marston (1990), cited in Cheng, 2006).

3.1.1. Reliability and Validity of Analytic Scoring

East (2008: 169) suggests that two major qualities of *reliability* and *validity* are concerned with the *meaningfulness* and *accuracy* of *test scores* in relation to the *measurement of a particular construct*. To use his (*ibid.*:170) words:

> A reliable writing test is one which yields comparable scores at different administrations, commensurate with different levels of test taker proficiency, or where performances are comparable across different forms of the same test. It is also a test in which we can know with a fair degree of certainty that the process of awarding the scores is adequate.

To enhance the reliability of scores in a writing examination, teachers can put measures, such as: designing a carefully and sufficiently detailed *scoring rubric*, *training raters in its use*, and *measuring the extent to which raters agree about awarded scores*. East (2008: 170) defines *validity* in testing as: " A *construct* valid writing test is one in which we can know with a fair degree of certainty that the awarded scores are adequate reflections of test taker's writing proficiency."

3.1.2. Reliability of Analytic Scoring

Analytic scoring procedures have been found to have greater reliability than holistic scoring procedures. This is mainly due to the specificity of the criteria on which the scoring method is based:

Each analytic factor is defined and is a standard, which helps raters follow the rules while grading papers. Analytical approaches require greater amounts of time for scoring compared to holistic scoring; this implies more training time to instruct raters. The training time helps the raters to consistently follow the scoring rules while grading. This may contribute to the higher inter-rater reliability of analytical approaches than holistic approaches … Since analytic scoring reports students' writing performance in terms of several identifiable qualities germane to good writing, this characteristic may help teachers […] to plan curriculum and instruction based on students' strengths and weaknesses of writing (Cheng, 2006:12-13).

Analytic scoring provides specific and diagnostic information rather than global summative information. That is to say, it provides a *link* between *assessment* and *instruction* (*ibid*.:14).

4.   Holistic Assessment

Holistic assessment is a kind of *summative assessment*. It is based upon the assumption that, when reading a sample essay, the teacher takes an overall look at the final draft of writing:

Holistic assessment examines final drafts to see how completely and successfully students have responded to a writing assignment. Its goal is to get a general impression from the writing and not to make an extensive analysis of every aspect of the writing.   (Beers *et al.*, 2009:117)

One of the main advantages of holistic assessment is that it does not take a lot of time from the rater to assess a given paper. The assessment is done quickly to see how a group of students or the entire class has responded to a writing assignment. To get the best results from this kind of assessment, teachers go through the following steps:

- Begin by reviewing the assessment criteria that were assigned to the writing.

- With these criteria in mind, read the final drafts quickly.

- In one pile, put papers that successfully meet the requirements.

- In a second pile, place papers that somewhat successfully meet the requirements.

- In a third pile, place papers that less successfully meet the requirements.

- In a fourth pile, put papers that clearly do not meet the requirements.

In this sense, teachers can assign different grades that correspond to different levels of responses in the writing assignment. This can be of key importance to teachers and students alike since it can help teachers use the paper files to identify students who need additional help with certain aspects of writing which they will need later on for writing assignments.

Writing assignments can also give teachers a view about its nature and its assessment criteria. Further, the teacher can notice that a given assignment has been ambiguous and/or allowed for more variety in responses than the teacher anticipated. Using holistic assessment is claimed to be a good way to make statements about groups of students rather than individual students (Beers *et al.*, 2009:117).

Six Writing Traits Found in Good Writing	Six-Trait Writing Rubric
1. Ideas And CONTENT	**Ideas and Content**
• clarity & details	**--5** sticks to main idea throughout, uses supporting details
• showing & telling	**--4**
• central theme	**--3** Occasionally wanders from main idea, lacks supporting details
	--2
	--1 Has no main idea, does not support idea, limited information
	Organization
	--5 Has clear beginning, focus, strong ending, and natural transition
2. ORGANIZATION	**--4**
• structure of the piece	**--3** Generally writes with a clear sequence, weak transitions
• strong lead	**--2**
• good ending	**--1** Has no clear beginning and ending, sequence and details confused
• effective sequencing	
3. VOICE	**--5** Strong individualistic style, sincere, suits author's purpose
• author's personality	**--4**
• audience awareness	**--3** Style and enthusiasm inconsistent!
• changes voice for different types of writing	**--2**
	--1 Flat, dull, lifeless
4. WORD CHOICE	**Word Choice**
• clear and precise	**--5** Uses variety in words, fresh, original, fits author's purpose
• words that reflect attitude and meaning	**--4**
• minimal repetition	**--3** Uses general or ordinary words, only some variety
	--2
	--1 No new or different words, weak, repetitive language
5. SENTENCE FLUENCY	**Sentence Fluency**
• sentences have power	**--5** Paper is easy to read and understand, fluid and varied sentences
• sentences are a variety of lengths	**--4**
	--3 Sentences are understandable but tend to be mechanical
	--2
	--1 Sentence flaws make paper hard to read and understand
6. CONNECTIONS	**Writing Conventions (punctuation, spelling, mechanics, etc.)**
• spelling	**--5** No glaring errors, easy to read and understand
• punctuation	**--4**

• grammar	**--3** Noticeable errors that begin to impede readability
• capitalization	**--2**
	--1 Numerous errors, difficult to read

Table 07: Six-trait rubric. From Ogle and Beers (2009:119)

As it has been pointed out at the beginning of this chapter, grading writing has always been a major concern for educationalists. Grading more formal writing assignments can be alleviated with rubrics and checklists. These two methods are important and reflect effective and meaningful ways to assess more formal types of writing.

4.1. Holistic Assessment: Background Information

Holistic scoring procedures are direct measures of writing proficiency. They are procedures that require the scorer to quickly read a writing sample, and then assign a value to determine an overall impression based on previously established criteria (Cheng: 2006:9).

Holistic scoring procedures are based upon the assumption that compositions cannot be divided into several segments, such as form, content, sentence structure, grammar, syntax and so forth. To use Cheng's (2006:9) words again,

> Because these factors are intertwined, the evaluation should take all these factors into account simultaneously. When scoring samples, holistic measures evaluate the relative rank of a writing sample compared with the writing samples produced by other students.

In this case, however, students' texts have been assessed against some preset criteria (criterion-referenced).

Such kind of assessment uses a list of criteria reflecting a given score, generally taking the form of a 1-6 scale (in our case it takes the form of a 4 to 16 scale). The criteria address both the *standards* and *objectives* of writing, and the writing skills are determined prior to the assignment. Students are usually informed about the standard criteria of assessment before undertaking the task of writing.

Moreover, the criteria can be adapted to meet the needs of students and the objectives of the assignment. The main focus of scorers adopting the holistic assessment is on the following criteria:

• Idea Development/Organization—Does the student communicate a central idea or purpose? Has this idea been supported throughout the piece and is there a conclusion?

• Fluency/Structure—Does the student use correct grammar (verb endings, verb tenses, pronouns, etc.) and syntax in the writing?

• Word Choice—Does the student incorporate a variety of words and content-specific terms?

• Mechanics—Does the student use correct spelling, capitalization, and punctuation?

Prior to assessing writing, the teacher should make the assessment criteria clear to her students. She should also make her expectations of the teaching assignment clear before the students begin to write. Adaptations in the criteria of assessment can be made to fit the needs of the writing assignment and the level of students (undergraduate students in this case). Whenever possible, teachers may adapt

assessment rubrics to meet the needs of ESL/EFL students and their abilities. The following table, exhibits another form of holistic scoring guiding criteria with details.

Level 6 Writing conveys clear meaning and ideas (14-16)
- organizes the piece with multi-paragraphs, and develops ideas and a conclusion
- incorporates smooth transitions
- incorporates necessary/pertinent concepts and ideas
- uses a variety of vocabulary, including specific vocabulary and terms
- writing has few or no grammatical or mechanical errors
Level 5 Writing conveys meaning and ideas (12-14)
- organizes the piece with multi-paragraph, though some portions may not be fully developed
- incorporates some smooth transitions
- incorporates some field concepts and ideas
- uses some field vocabulary and terms
- writing has some grammatical or mechanical errors
Level 4 Writing expresses an idea most of the time (10-12)
- develops a cohesive paragraph
- uses a variety of sentence structures with few transitions
- selects some field/topic vocabulary and terms
- writing has some grammatical or mechanical errors
Level 3 Begins to write an idea but fails to support it (8-10)
- sometimes develops a cohesive paragraph
- uses complete sentences
- incorporates few topic/field vocabulary and terms
- writing has many grammatical or mechanical errors
Level 2 Attempts to write about an idea (6-8)
- there are no cohesive paragraphs
- uses complete sentences sometimes
- lack of field/topic terms incorporated in writing
- writing has multiple grammatical or mechanical errors
Level 1 There is no common theme or idea (4-6)
- sentences are written but incomplete
- uses sentences with few transitions
- topic/field vocabulary and terms are not used
- writing has too many grammatical or mechanical errors

Table 08: Holistic scoring guiding criteria (Based on Kartchner, 2007)

Since the assessment of ***writing proficiency*** in ESL/EFL contexts is receiving increased attention, students at the university level are required to demonstrate their ***writing proficiency*** by responding to specific ***writing tasks***. The 112 essays that form the corpus of the present research paper, are all scored on the basis of:

- Overall quality, as measured by the holistic scores;

The present analysis is quantitative. We believe it would be useful to have descriptive data about the writing samples, data which might help us to understand what factors led the raters to award higher holistic scores to certain essays rather than to others. In line with the factors identified earlier in this chapter, Mathison (1995:210) identifies the following factors as being central in the holistic scoring of essays:

(a) Content, **(b)** development, **(c)** organization, **(d)** the degree to which the writer effectively addresses the task, **(e)**appropriate use of the lexicon, **(f)** coherence, and **(g)** appropriate use of connectives.

All, or some of, these factors are taken into account when scoring holistically. According to Mathison (*ibid.:*210), an assumption underlying holistic assessment is that higher scores indicate greater ***quality of writing***, and **textual** ***meta-discourse features*** (conjunctions, in particular) which can be said to contribute to ***writing quality***. In the present research, we believe that as discourse features, conjunctions can contribute to the text's quality and can, hence, influence the holistic scores awarded to selected essays. Accordingly, our focus will be on these linguistic/discourse feature. To conduct a complete analysis of the essays, it is necessary to examine this meta-discourse feature. This research is built upon the assumption that such type of linguistic(meta-

discourse) features contribute to the rater's overall judgment of students' writing proficiency for academic purposes.

4.1.1. The Relationship Between the Reader and the Text in Assessment

"As readers of texts, holistic raters are expected to make judgments about the quality of writing based on their understanding of the text and their beliefs about what constitutes writing quality"(Mathison, 1995:213). One can argue that essays which contain conjunctions that mark the writer's moves in writing, discourse organization and text's coherence, if they are appropriately used, they can have a significant role in facilitating the reader's task, and hence can be considered as reflecting greater text quality than essays which do not contain, or contain few and inappropriate, conjunctions. This assumption led us to choose conjunctions as meta-discourse features of great interest to the present study, especially in the argumentative text-type(*ibid.*).

4.1.2. Advantages and Disadvantages of Holistic Scoring

In her analysis and discussion of holistic and analytic scoring procedures, Weigle (2002) compared both procedures and reported that analytic scoring rubrics provide a detailed information about the writer's performance because it is designed to evaluate several aspects of writing criteria. The main disadvantage of the analytic approach to scoring is that it is a time-consuming process.

Since efficiency is also a major element to take into consideration in language assessment, teachers usually prefer the holistic scoring rubric to assess their students' writing performance. Teachers adopting such methods of assessment rate the students' essays using the holistic scoring method designed to evaluate how well a student integrates from elements of effective writing: focus, organization, support, and conventions.

Holistic scoring usually uses a six-point holistic rubric to evaluate performance levels in writing. Proponents of the holistic rubric argue that a piece of writing has a given *purpose* and communicates a given message. Accordingly, holistic assessments can help us better and bring us close to what is important in written communication (Cooper and Odell, 1977).

Raters in holistic assessment use a single letter or a number from zero to six, providing, thus, an overall evaluation of an essay as a whole. To use Kaplan's (2009: 222) words, "A holistic score emphasizes the interrelation of various thinking and writing qualities in an essay (such as content, organization, or syntax) and times to denote the unified effect that all of these elements contribute to produce."

4.2.   Validity and Reliability of Data Generating Systems

An individual who scores subjects (or objects) to produce experimental data is considered as a *rater*. A rater is someone who is "able to assign the same score to the same subject on different occasions, and under identical conditions is said to have higher intra-rater Reliability." Intra-rater reliability is also referred to as *Test-retest Reliability*. A rater with high intra-rater reliability coefficient is said to be *reliable*. *Inter-rater reliability* refers to two raters who independently score the same subjects and who will agree on their scoring to a great extent.

Two raters who are said to have a high inter-rater reliability are supposed to show a great degree of *concurrent* or *agreement*. A high intra-rater reliability will not necessarily yield a high inter-rater reliability, but a low intra-rater reliability is expected to lead to a low inter-rater reliability. To use Gwet's (2010:5) words, "being in agreement with ourselves does not suggest that we will be in agreement with others. However, if we are not in agreement with ourselves we cannot expect to be in agreement with others either."

Reliability measures are used to quantify the extent of the agreement among raters based on the scores they assigned to a sample of subjects:

> The existence of a "true" score associated with each subject or object raises the question as to whether the scores that raters agreed upon match the "true" scores. Do two raters with high inter-rater reliability coefficient agree on the correct category, when it exists? Or do they simply agree on any category? When two raters agree frequently, these scores are considered reliable. If on the other hand the raters agree on the subject's "true" scores, these scores are considered valid (Gwet, 2010:6-7).

Valid scores are said to be "reliable and match the reference score." (Gwet, 2010:7). Validity is measured with special validity coefficients.

4.3. Validity and Reliability of Holistic Assessment

> An instrument characteristic that affects both validity and reliability is the specificity of procedures for administering, scoring, and interpreting test results. The validity and reliability of an instrument have meaning only insofar as these procedures remain essentially the same from one administration to another […] Any departure from them in your situation should be explained, with your conclusions qualified accordingly. (Henerson et al., 1987: 157)

Any kind of language assessment has to be both ***reliable*** and ***valid***, including the assessment of writing. Issues of subjectivity/objectivity in assessment have always been raised when assessing a piece of writing. Objectivity (i.e., not subject to an individual, the teacher in this case), however, does not always mean that the assessment does accurately measure what it purports to measure. A ***multiple-choice test***, which is considered as being ***objective***, hence, reliable, would not reflect the writer's ability to compose an effective persuasive essay, for instance. Multiple-choice tests are based on items identified by the evaluator herself or on the basis of a group's judgment decisions. To use Flood *et al.*(2003:1001) words, "Assessments driven by individual judgment may be subjective, but that does not rule out reliability and validity." In assessment, reliability refers to the "raters' judgments being applied consistently across papers and across time." Validity, on the other hand, refers to:

> whether assessment actually assesses the skills and abilities valued in effective writing […] It also refers to whether an assessment will predict the way an individual would perform on another assessment conducted for the same purpose (concurrent validity) and predict similar performance in a different situation (e.g., performance in a writing course). Finally, it refers to whether an assessment measures skills and abilities that are considered essential to being an effective writer (construct validity). (Flood *et al*., 2003:1001)

As it has been stated earlier in this chapter, in writing instruction, one major concept that has always been central in writing assessment is: ***holistic assessment***.

Reliability and validity of this method of assessment has always been questioned. According to Flood *et al.* (2003:1001), "Holistic assessment is a criteria-driven procedure whose purpose is to rank or sort written work." When assessing a piece of writing, the rater usually does one or more of the following:

- matching it with another piece in a graded series of pieces,

- ***scoring it for the prominence of certain features important to that kind of writing*** (our case in the present research),

- assigning it a letter number (Cooper and Odell, 1977)

Rubrics are usually used in holistic assessment whereby scores are assigned on the basis of the criteria identified to be the salient features of a good and successful piece of writing, argumentative in this case. It is claimed, however, that problems in reliability can arise when adopting holistic scoring. ***The reason for this is the fact that a piece of writing can receive a wide range of scores by different raters, even if they are experienced in the field*** (Flood *et al.*, 2003:1001). Reliability cannot be achieved unless raters have similar backgrounds, expertise, and hold similar views on what constitutes quality work when judged against criteria specific to the text-type or task.

A major concern that has been raised by Flood *et al.* (*ibid.*), and which continue to be a central focus for future research is the varied tendency of some teachers to assign scores on the basis of items related to grammar, capitalization, and punctuation. Attention should always be called for emphasis on that point because, to use Flood *et al.* (2003:1002) words:

Although these items may be a component of a holistic scoring rubric, when raters are not properly trained in the use of scoring guidelines, raters tend to overemphasize the mechanics, compared with considerations for the important components, such as organization, use of detail and elaboration, and clarity of purpose.

The present research, however, is built upon the assumption that writing is complex in nature and involves lot of linguistic abilities/competencies, and can better be assessed globally. Elliot *et al*.(1990: 17) also advance the following definition of holistic assessment:

To view a sample of writing holistically is to attempt to view the writing as more than the mere sum of its elementary parts. In considering a sample of writing from a holistic perspective, readers do not judge separately the singular factors—treatment of topic, selection of rhetorical methods, word choice, grammar and mechanics—that constitute a piece of writing. Rather, raters are asked to consider these factors as elements that work together to make a total impression on the reader. It is this total impression that is sought in holistic scoring.

Holistic assessment is preferred in the present research paper despite the fact that it cannot be as informative for students as it can be for the teacher (s). Simply put, holistic assessment is not very useful in telling students how they can improve

and identify areas of weaknesses in their writing *(ibid.).* To use Elliot *et al*. (1990:18) words, "Practically speaking, the teaching of writing has a better chance of succeeding across the curriculum if a faculty gains confidence in its ability to evaluate writing beyond the mere level of correctness." In the holistic assessment, description of the background of the EFL students' essay level, the general characteristics of each level of writing, the process of holistic scoring, and relevant research on the scoring method need to be made clear from the outset.

As it has been stated earlier, essays scored using the holistic method of assessment are scored on the basis of the total impression that they make on the reader. Although characteristics of the six levels of writing listed earlier are helpful in establishing levels of acceptability, there is no attempt to isolate any single part of the writing during the scoring of the essays.

Prior to evaluation, the scoring leaders read through the pool of essays and identify sample papers that show levels of writing from the highest—six—to the lowest—one. These papers are then used as a sample training papers during the general reading. The readers may use these papers to sharpen and refine their perceptions about the levels of writing and thus achieve inter-reader agreement during the scoring session.

In holistic assessment, each paper is read by two readers, and a third reader might be called for if the scores are ***discrepant***. On the six point scale, a discrepant score is one that differs by more than two points. For example, a five and a two are discrepant scores that must be resolved by a third reader. Less than five percent of scores during a general reading are discrepant (ibid.:21).

As it will be shown in the results and the results' discussion in the coming chapters, in the present research, the raters' degree of agreement was low and there

was a great discrepancy in scores in many cases, but no third scorer has been called to resolve the disagreement. Our intention in the first place has been to put focus on and to shed light on the fact that despite adopting holistic assessment and tough given the same guiding criteria for scoring, the raters (rater 1 and rater 2) have shown a tendency in each ones scoring to focus on some writing aspects rather than the others.

As far as validation is concerned, in holistic assessment *"The construct validation of direct writing assessment such as holistic scoring is fundamentally problematic since it involves human 'instruments' whose behaviour cannot be completely understood"* (Sakyi, 2000: 130). In addition to that, Sakyi (2000:130) points out that previous research on composition evaluation has the nature of correlational studies whereby researchers usually examine the students' essays for traits associated with high and low scores. Results of such kind of studies show that holistic scores are influenced by two main types of features, namely, discourse level and sentence-level features.

The present research is also correlational in nature. It seeks to investigate whether the use of connective expressions may improve the students' writing quality vis-à-vis the argumentative text-type and boost students' writing proficiency vis-à-vis the acquisition of these metadiscourse features that play a central role in discourse organization and in showing the different moves the writer makes in her writing.

5.   Designing and Assessing Performance Tests

According to Charlton and O'Brien (2002:85), "To be useful, a performance test must be designed specifically for its intended purpose, satisfy certain fundamental requirements of tests and measures, be acceptable to those giving and taking the test, and meet the practical limitations of test administration". Prior to any kind of test

designing, these issues should receive central importance because they provide the foundation and the guidance for test development.

6.   Content Validity

Content validity refers to the extent to which a scale adequately covers the important features of a construct. For examples, a writing proficiency scale that did not contain a 'coherence' item may have a questionable content validity. To use Baer and Blais' (2009: 5) words, "Evaluations of content validity tend to be rational and not empirically based."

Content validity is important for all measures. It is also of greater importance for instruments designed to assess cognition. To use Waltz et al.(2005:155) words,

> The focus is on determining whether or not the items sampled
>
> for inclusion on the tool adequately represent the domain of
>
> content addressed by the instrument and the relevance of the
>
> content domain to the proposed interpretation of scores obtained
>
> when the measure is employed.

The most important thing to consider in content validity is the way an instrument is developed. These points should be made explicit from the very beginning:

➢   The domain is adequately defined

➢   Objectives are clearly explicated

➢   An exhaustive set of items to measure each objective is constructed

➢　　A random sampling procedure to select a subset of items from this large pool for inclusion on the instrument; this will result in more probability for an instrument to have high content validity.

In the investigation of content validity, the main interest is on the extent to which the content of the measure (the content to be considered in testing and assessing a given ability, for instance) represents the covered area of content. The main procedure used to test whether there is an alignment between the course content and the focus of assessment involves using experts (assessors in this case) to judge the specific items and behaviors included in the measure. These items may involve *relevance*, *sufficiency*, *clarity* in representing the concepts underlying the measure's development and so forth.

In order to obtain evidence about content validity, a list of behavioral objectives that guide the construction of a tool, a definition of terms, and a separate list of items designed to specifically test the objectives are given to an expert in the area of content to be measured. The main job of the expert (rater) is to:

➢　　Link each objective with its respective item

➢　　Assess the relevancy of the items to the content addressed by the objectives

➢　　Judge if they believe the items on the tool adequately represent the content or behaviors in the domain of interest

When evaluating the content and whether it aligns with the measure, the judge(s) usually uses a *content validity index (CVI)* to quantify the extent of agreement between the experts (Two raters in this case). When computed, the raters are given the objectives and the items, and they are then asked to rate the relevance of each item to the objective (s) using a four-point scale:

➢　　Not relevant

➢   Somewhat relevant

➢   Quite relevant

➢   Very relevant

Waltz *et al.* (2005:155) define CVI as, "the proportion of items given a rating of quite/very relevant by both raters involved." If two experts rated independently the relevance of 10 items on an instrument to a particular objective using a 4-points scale and all items were given ratings of 3 or 4 by both raters, the inter-rater agreement will tend to be perfect and the value of the CVI will be 1.00. However, if one rater judges the items to be 1 or 2 and the second one judged it to be 3 or 4, the CVI will be 0.50, indicating, thus, that the level of content validity is acceptable (*ibid.*). Careful consideration should be given, however, to the **selection** and **preparation** of the content validity judges.

7.   Educational Objectives and Assessment

An important thing to consider in assessment is the instructional objectives teachers set at the very beginning before any learning/teaching takes place. Assessment criteria should reflect the objectives of each course or all the courses. In the present study, the instructional objectives of the whole course: teaching argumentative writing, are stated below:

1.   To develop an arguable thesis

2.   *Support* and *explain* arguments

3.   To refute opposing arguments.

4.   Write an argumentative essay with one side arguments(Support).

5.   Write an argumentative essay with both sides of arguments (Refutation/Support).

6.   Develop the ability to write smooth-flow chunks of sentences through the use of the necessary cohesive devices to create coherence.

7. Use appropriate conjunctions to express meaning relations.

In developing the test, our intention has been to measure the knowledge of form and content that the learner constructed and encoded with a special emphasis on the use of connective expressions. That is why we do believe that the test is a meaningful measure of knowledge. Also, in an effort to make our test better measure of meaningful learning, we considered the two criteria of effective tests that have been mentioned earlier: v*alidity* and *reliability*. Validity can be summarized by the following question: Are we actually measuring what you think you are measuring?

The most important thing we considered in the design of the test and assessment criteria is whether our test and also assessment best represents the content of interest. Because we want the test to accurately assess knowledge and skills (as much as possible); we also maintain that the questions must correspond to the most important learning objectives.

One way to achieve greater validity was to weight the objectives to be sure we are testing the most important content. The following is a reasonably quick way we went about content validity.

1. Review the course objectives so we can keep it in mind.

2. Create a matrix in order to determine the value of each learning objective.

3. Score each objective in terms of its importance to the learner's task, its difficulty and the frequency in which it occurs in the course.

4. Then total the scores.

5. Objectives with a low score are low priority and will not be tested; objectives with the highest scores will be tested.

Another way that we used to improve validity are:

1. Keep the test items aligned with the learning objectives.

2. Develop test items that measure the *application* of knowledge,

3. Have test items reviewed by an expert (the researcher in this case) who understands the skills being tested.

Conclusion

Assessment lies at the heart of any teaching/learning program. Just like the fact that adopting certain teaching methods and/or approaches will help improve students' learning, adopting and using sound and appropriate methods of assessment will also help improve EFL students' academic achievement. The mostly used method of assessment in the English department at the university of Constantine 01 is the holistic method of assessment.

From the communicative approach point of view, holistic assessment of writing seems to be more appropriate and promising since it takes the text as a whole communicating a specific message. This can be true especially if raters of texts possess a deep and strong background knowledge about holistic assessment and the other methods of assessment. Alone, theoretical knowledge will in no way be sufficient; it is also a central fact that teachers be engaged in some training programs of assessment. Receiving a good training in how to assess in more practical terms will help teachers in how to better use the holistic criteria to score students' essays in a more valid and reliable manner.

Problems of reliability and validity in the assessment of any language skill appear as a result of teachers having different perceptions of that skill. Teachers, for instance, might have different perceptions about the notion of text, what forms good texts, what proficiency in writing means, and so on. Moreover, teachers might also

have different views about the main assessment criteria that assessment should be placed on while scoring.

Chapter VI   Methodology

Introduction

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Chapter Five

Methodology

Introduction

The present chapter involves a description and explanation of the main statistical tests that have been used in the analysis of the research data. These are mainly the use of the scatterplot, linear regression, Pearson product moment correlation coefficient and Cohen's kappa coefficient. The chapter contains also a full description of course design and needs analysis and their underlying assumptions in the design of the research experiment. Focus on alignment between the different course elements, namely, course objectives, course content, teaching method and method of assessment has been emphasized if we are to have better teaching results. Rationale behind text choice, tasks and exercises has been also given.

1. Research Questions

The research questions that guide the present investigation are as follows:

1. What are the teaching methods and practices teachers do generally apply in teaching Written Expression to EFL students at the university of Constantine 01?

2. What are the teachers' perceptions of the students' proficiency and achievement in Written Expression?

3. Is there an alignment between the course content and the teaching objectives?

4. Does the teachers' method of assessment meet the covered area of content?

5. Is there a relationship between increasing task-based reading to teaching Written Expression to EFL students and the writing proficiency of students?

2. Research Hypotheses

- If EFL learners are to perform well in their Written Expression exams and improve their academic achievement, course-content, teaching method, and method of assessment have all to be aligned with the overall instructional objectives since achievement is claimed to be a by-product of careful curriculum.

- Teaching writing on a reading-based method will develop EFL students' writing proficiency with regard to connectives' use and their communicative competence vis-à-vis the different academic genres of English writing.

3. Aims of the Study

The main aim of the present study is to examine the effect of using a reading-based method to teaching writing adopting the genre approach in promoting EFL students' level of proficiency vis-à-vis the use of connective expressions as markers of discourse organization, coherence and the writer's moves, which, in turn, can improve the students' academic achievement. The aims are ordered as follows and they are all discussed in the review of literature:

1. A general review and description of the teaching methods/approaches and practices of Written Expression at the department of foreign languages.

2. To explore the different assessment types of students' writing and check whether they meet both the content and objectives of teaching.

3. To develop the writing proficiency of EFL students on a reading-based method to teach them information structure, rhetorical organization, the salient linguistic features and so on.

4. To see whether developing a reading habit in students in the subject of writing (through regular exposure to authentically written texts from different types of

discourse) will have a significant particular effect on developing EFL students' writing proficiency.

4. Methodological Procedures

The procedures to be followed in order to carry out the present research are as follows. As a first step, a questionnaire was administered to teachers. The main aim of the teacher's questionnaire is to come to a better understanding of their practices in teaching and assessing writing. These involve investigating the approaches to teaching writing they use, the methods of assessment they adopt, and their general perception of their students' proficiency and academic achievement and so on.

To test the research stated hypothesis, i.e., that integrating reading texts and increasing reading tasks will improve the EFL students' proficiency with regard to the use of connective expressions in the argumentative type of texts, a quasi-experimental study has been carried out. As such, two different methods of teaching Written Expression have been used. Two groups of third year students have been chosen as the sample of this study, both of which were used as an experimental group. In the first semester, students were taught using the ordinary method of teaching with given focus on different matters. The method of teaching was the one practised in the Department of Foreign Languages at the university of Constantine 01. The new method of teaching writing which has been used in the present study experiment, and which aims at testing the research stated hypothesis, was introduced and applied on a reading-based method adopting the genre approach to teach the argumentative type of texts in the subject of Written Expression. As such, the tasks, activities and method of assessment were determined by, and dependent on, the objectives of the teaching content as it has been discussed and claimed in the previous chapters (Chapter 2, 3 and 4).

As it has been emphasized earlier also, the main aim of the present research is, in the first place, to test the efficacy of a given method of teaching Written Expression to EFL students at the university of Constantine 01, on the basis of greater exposure of students to written material in different types of writing (through reading, analyzing, and highlighting features of the Academic prose, in general, and those of argumentation texts, in particular) will improve EFL students' writing proficiency vis-à-vis the use of connective expressions, and increase their linguistic, rhetorical and stylistic knowledge of the text-type at issue. Prior to the application of the new method of teaching, students were given a pretest to elicit information and gain some knowledge about the level of their writing proficiency in writing in general, and their use of connective expressions in their writing in particular. Thereafter, the teaching intervention took place, and a post-test followed in due course. During the period of teaching, students' level of proficiency and progress vis-à-vis certain linguistic features and norms of writing have also been observed on a regular basis. Types of tests and assessment criteria are to be discussed and determined throughout the practical parts of research in light of literature review.

4.1. Statistical Tests

4.1.1. Linear Regression

In the present research, linear regression is used as an approach to modeling the relationship between a scalar dependent variable (*y*) *(scores)* and another explanatory variables (*X*) *(connectives)*. The case of one explanatory variable is called *simple regression*(Yan and Gang Su, 2009; Weisberg, 2013).

4.1.2. Scatterplot:

The scatterplot is used in the present research to see whether the two variables (x and y) form a linear relationship. We simply plot them on a graph (a scatterplot, for example) and visually inspect the graph's shape. The scatterplot can be used for different purposes in the present research; it is a useful summary of a set of bivariate data (two variables), drawn before working out a linear correlation coefficient. It gives us a good visual picture of the relationship between the two variables (x and y), and helps in the interpretation of the correlation coefficient or regression model.

A scatterplot is often employed to identify potential associations between two variables, where one may be considered to be an explanatory variable (such the frequent use of connective expressions) and another which may be considered a response variable (such as the overall mark). A **positive association** between the use of connective expressions and the student's overall mark would be indicated on a scatterplot by an upward trend (positive slope), where higher marks correspond to higher use of connective expressions and lower marks correspond to fewer use of connective expressions. A **negative association**, however, would be indicated by the opposite effect (negative slope), where the most highly essays which contain more connective expressions would have lower marks than the other essays containing few connectives. Or, there might not be any notable association, in which case a scatterplot would not indicate any trends whatsoever (Joiner Associates, 1995; Heiberger and Holland, 2004).

4.1.3. Pearson Product Moment Correlation Coefficient Test

Pearson product-moment correlation coefficient is a measure of the strength of a linear association between two variables and is denoted by r. Basically, pearson product-moment correlation attempts to draw a line of best fit through the data of two variables (x and y), and the Pearson correlation coefficient, r, indicates how far away the data points

are to this line of best fit. The Pearson correlation coefficient, r, can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. A value greater than 0 indicates a positive association, that is, as the value of one variable increases so does the value of the other variable. A value less than 0 indicates a negative association, that is, as the value of one variable increases, the value of the other variable decreases (Jaeger, 1993; Cipani, 2009; Jackson, 2012). The following guidelines are proposed for the interpretation of the results of Correlations:

Correlation r		
	Positive	**Negative**
Small	.1 to .3	-0.1 to -0.3
Medium	.3 to .5	-0.3 to -0.5
Large	.5 to 1.0	-0.5 to -1.0

Table 09: Interpretation of Correlation Coefficient Results

4.1.4. Cohen's kappa coefficient

There is one main use of kappa especially as a way to quantify the *level of agreement* (i.e., as an effect-size measure) between two(or more) raters. Kappa is appropriate for this purpose; it is its use to quantify actual levels of agreement that is the source of concern for us in the present research. Kappa's calculation uses a term called the proportion of chance (or expected) agreement. This is interpreted as the proportion of times raters would agree by chance alone. The closer the result of agreement is to 0.75, the stronger it is, and the closer the result of the agreement is to 0.40, the weaker it is (Kilne, 2005; Ary *et al*.:2010).

5.   Subjects

The subjects of the present study are third-year-LMD students (Two groups, 56 student) at the English Department, Constantine University 01, in the academic year 2010-2011. The reason behind choosing this particular year (i.e., third year) is simply the fact that students are in their last year of study. This is of due importance for the aim of the study since at this level, students may be involved in different kinds of jobs either in the academic domain, if they aspire to have higher educational degrees, or otherwise. Given this fact, it is usually expected that, before leaving university, students should have possessed the most important skills of language amongst which writing, as it has been asserted earlier, forms the cornerstone. As such, this study has been set at this level of study to test how successful students' written texts will be in terms of communicating ideas and conveying meaning.

This study is based on a corpus of students' written compositions. The texts were obtained from the students' first and second semester's exam in Written Expression. The corpus used for the analysis consists of essays selected from 112 argumentative essays written in an exam and under exam conditions by third-year students attending a three-year degree in English. The participants were all Algerian native speakers, with just one exception which has been ruled out from the analysis.

In the first two years of their studies, students attend compulsory writing classes with focus being placed on the acquisition of the basics of English writing in the subject of Written Expression. Efforts on developing the students' competence vis-à-vis certain types of writing are also being emphasized such as writing expository, narrative, descriptive and argumentative texts.

6.   Materials

6.1.   Course Design

According to Ellis (2003:205), "course design is concerned with the selection and sequencing of content—the 'what' of teaching". One major focus in course design is the alignment between the different parts of a course. Based on Fuller *et al.* (2010:42) principles of course design, in the teaching model presented in the present study, the model focuses on the alignment of the following three critical course components: (1) Learning Objectives, (2) Materials for Teaching, and (3) Assessment.

The three course components must all be logically related to one another. For example, if a course objective states that "students will be able to argue for one opinion and refute opposing opinion", the teaching materials and focus in addition to the assessment strategies should all support the mastery and assessment of this instructional objective. One way to align key course components with the aforementioned objective in the present study is group/classroom discussion with each part presenting their arguments to back up a given position and another part to refute that position, in addition to reading and analyzing texts about argumentative topics.

The first important component to consider when planning courses is the '*learning outcomes*'. These latter are at the heart of course design choices and material selection. As it has been mentioned earlier, the most important thing to consider in a course design is the issue of how well the elements of a course are aligned. The course objectives have to be fully aligned with the course activities and the assessment used to measure learning.

While it seems a rather obvious requirement, course design which has traditionally focused on the content of the course, and not on the learning arising from students' engagement with the content, has often resulted in students receiving mixed messages as to what is expected of them. Teachers' remarks to their students that they would like the students to become critical thinkers, for example, are undermined by teaching activities and assessment methods that basically require that students memorize and reproduce knowledge.

(Calkins et al.:2009:81)

The issue of alignment raises also another important point which is the quality of the learning that is being sought from the students. The learning outcomes are at the heart of course design and each course should be aligned around certain meaningful outcomes.

Moreover, before we have decided on the content to include and cover in our course, we endowed our course with a strong internal structure conducive to the students' learning. Alignment among the three main course components ensures an internally consistent structure. Alignment occurs when:

➢ **Objectives** articulate the knowledge and the skills the teacher wants students to acquire by the end of the course.

➢ **Assessment** allows the instructor to check the degree to which the students are meeting the objectives of learning.

➢ **Instructional strategies** are chosen to foster student learning towards meeting the instructional objectives.

When these components are not aligned, there often appears some complaint on the part of the students that the test does not have anything to do with what has been covered in class. The teacher might also feel that even though students are earning a passing grade, they do not yet really master the material at the desired level.

Objectives

```
          Objectives
              /\
             /  \
         A  /    \  B
           /      \
          /        \
         /_____\
              C
Assessment        Instructional activities and Materials
```
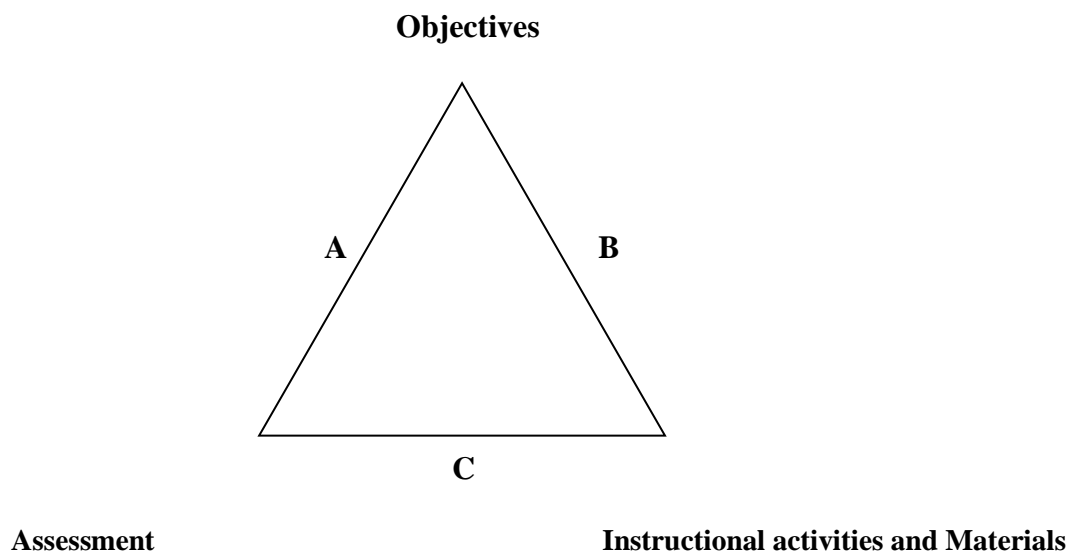
Figure 03: Relationship Among Instructional Objectives, Instructional Activities and Materials and Assessment

The figure above represents a continuous cycle of how to approach course design, including the main components of learning objectives, instructional activities and assessments. This figure promotes alignment between learning objectives, assessment and teaching resources/materials.

The teaching model focuses on the alignment of the following three critical course components: (1) *learning objectives*, (2) *resources and materials*, and (3) *assessment and measurement*. These three course components must all relate to one another in a logical manner. If a course objective states that, "students will be able to

argue for and refute opposing opinion", the teaching resources/materials and the assessment strategies should all support the mastery of that objective.

One example for aligning key course components with this objective could be groups of students using the discussion board to present a class debate. In addition to texts about argumentative topics, course materials might include rubrics to assess students' performance.
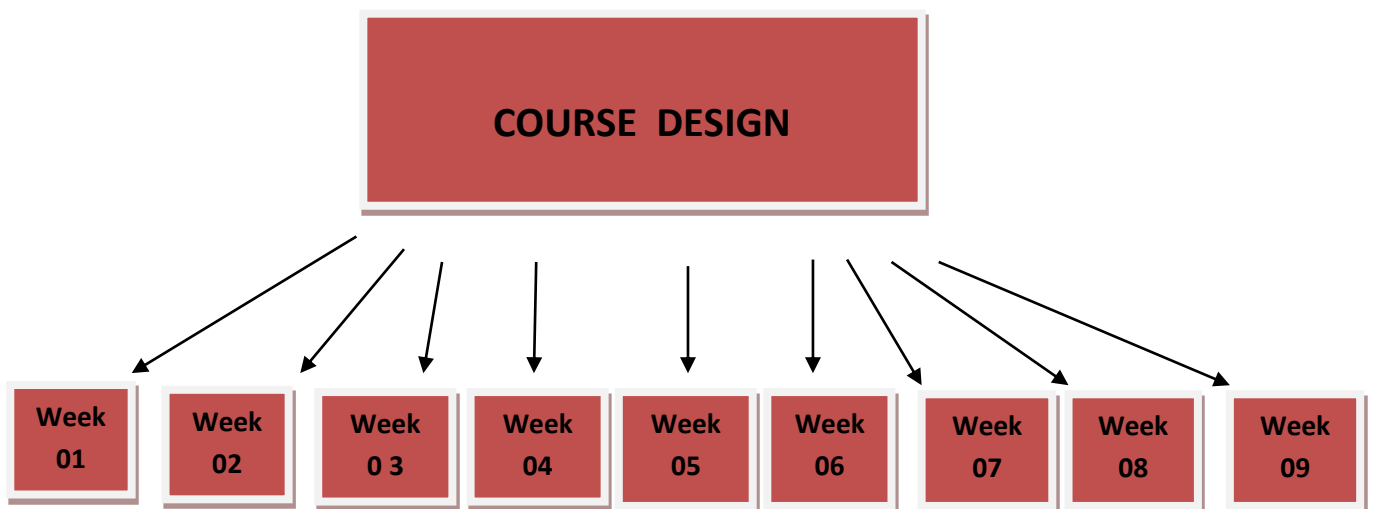
Figure 04: Course Structure

In the present research, we do believe that a consistent course structure enhances the organization and navigation of the course. As for teaching, Gagne's (1985) *Nine Events of Instruction* offers a systematic approach to help teachers facilitate the learners' interaction with course content. To use Fuller *et al*. (2010: 43) words, "chunking course content into manageable bites of information will assist learners in digesting large amounts of content." After the presentation of a given chunck of content, the next step for the teacher is to consider how students can best practice/apply the content they received in the course. The aim of this important phase is to help improve the students' retention and retrieval of information. For example, in

order to reinforce the learning of certain linguistic aspects, learners get involved in the production of argumentative pieces of discourse after each unit to help them practice what has been learnt so far.

The events which Gagne (1985) established are represented as interactive guidelines to facilitate the transfer of knowledge.

Steps of Instruction	Strategies for Courses
1. **Gain attention**	Present an interesting and relevant problem, idea, event or situation to peak learner interest.
2. **Describe the goal**	Describe the goal or objective of the lesson; State what students will be able to accomplish and how they will be able to use the knowledge; Make learners aware of expectations.
3. **Stimulate recall of prior knowledge**	Reminding the student of prior knowledge relevant to the current lesson (facts, rules, procedures or skills); Show how knowledge is connected; Provide the student with a framework that helps retention and retrieval of information.
4. **Present the material to be learned**	Use appropriate media for content such as text, graphics, simulations, figures, images, sound, or video; Follow a consistent presentation style; Chunk information into logical segments.
5. **Provide guidance for learning**	Help learners perform task; Provide instructional aids, resources, or step-by-step instructions to support learning; Present information in a different medium or communication channel.
6. **Elicit performance**	Practice using new knowledge or skill; Produce a product; Respect task or process; Respond to study questions.
7. **Provide informative feedback**	Provide specific instruction or peer feedback to analyze learner's behavior; Provide a check list.
8. **Assess performance**	Administer a formal or informal assessment plan to determine mastery of knowledge or skill.
9. **Enhance retention and transfer**	Inform the learner about similar problem situations; Provide additional practice in real life situations; Put the learner in a situation to transfer knowledge; Review the lesson.

Table 10: Gagne's(1985) nine events of instruction

Before designing any course, the researcher/teacher tried to answer the following central teaching questions:

➤   What learning outcomes do you want your students to achieve as a result of taking your course?

➤   How will your course help your students achieve these learning outcomes?

➤   How will you know if the students in your course have achieved these learning outcomes?

➤   How will you know if and how your teaching has contributed to your students' learning outcomes?

It was an important phase for us to take a look at these questions because the teacher may encounter some key issues that lie at the heart of teaching and designing effective courses. Some central design choices which are at the disposal of the course designer to consider in designing her course, include: *course alignment*: *course objectives*, *course content* and *assessment*.

The first most important thing to primarily focus on has been on the concept of '*learning outcomes*'. This phase is very important in course design choices. Besides, implications for design features as *teaching* and *assessment methods* form the corner stone of the last three stated questions.

6.2.   Course Alignment

The most important thing to consider in a course design is the issue of how well the elements of a course design are aligned. The teacher's course objectives vis-à-vis her students' learning need to be fully aligned with the teaching activities used to strengthen mastery and the assessment used to measure that learning.

The issue of alignment raises also another important point which is *the quality of the learning that is being sought from the students*. The learning outcomes are also at the heart of course design and each course should be aligned around certain meaningful outcomes (Calkins *et al*.:2009:81).

6.2.1. Course Objectives

The term '*objective*' is different from that of *aims*/*goals* and *learning outcomes*. To use Calkins *et al.* (2009: 81-82) words, "course aims refer to what the teacher is generally trying to achieve in his or her course. Learning objectives are more specific and refer to what the students are expected to learn. Learning outcomes are more behavioural, describing what students are actually able to do in observable terms having successfully completed the course."

➢ **Course goals/aims** are best thought of as general statements of educational content.

➢ **Learning objectives** are more *specific* and *concrete* statements of what students are expected to learn.

➢ **Learning outcomes** are specific outcomes with specific observable/measurable statements of the learning students achieve.

The following is an illustrative example about a course in argumentation:

➢ **Course goal:** students will learn fundamental principles and key concepts in argumentation.

➢ **Learning objective:** students will develop an analytical understanding of what argumentation means.

➢ **Learning outcome:** students are able to advance their opinion and critique opposing views (*ibid.*).

6.2.2. Course Content

Setting objectives for a given course involves taking into account the **course content**. Sometimes the content suggests specific objectives; other times objectives may indicate appropriate content. It is a necessary step for us to specify the content for teaching in a course design, but as teachers, we should avoid thinking about

content in terms of a list of topics that needs coverage. A great deal of focus should also be put on the *tasks* the students should be involved in and they should be able to perform. This forms an essential part of their education also.

The table below provides an overview of the criteria that might be considered when deciding about the content of a course (*ibid*.:86).

Criteria	
Philosophical	- Enhances intellectual development of students-not an end in itself. - Raises moral, ethical and social considerations. - Goes beyond technical matters. - Contributes to a deep and critical perspective of knowledge.
Professional	- Addresses the appropriate theoretical and practical experience of accreditation/registration. - Addresses professional principles, values and ethics. - Avoids overload; distinguishes 'mastery' from 'acquaintance' content.
Learning	- Avoids excessive fragmentation. - Provides opportunities to develop higher-level-intellectual skills in reasoning, problem-solving, critical thinking and creativity. - Addresses the development of appropriate attitudes and values. - Draws on accessible and/or suitable alternative materials.
Resource	- Is linked to relevant and available teaching resources (library, computer equipment, labs, people, patients, environments, etc.)
Students	- Reflects needs and interests of the student group. - Is matched to the intellectual and maturity level of students. - Addresses the diverse life experiences, backgrounds of the students.

Teacher	- Is appropriate to the teacher's level of knowledge and understanding. - Is interesting, engaging and ethically acceptable to the teacher.

Table 11: Criteria for choosing course content(Adapted from Newble and Cannon, 1989) (Calkins et al. , 2009)

6.2.3. Assessment

Assessment is the third important element in course design. It lies at the heart of any educational program and it should be given due importance just like teaching. Its main aim is to test whether the educational objectives set at the beginning of a course have been met or not.

Assessment is considered as the last phase in teaching and it is this phase which helps the teacher evaluate his/her own teaching and the students' learning. This kind of evaluation gives teachers the opportunity to modify or change some matters whenever necessary in order to help students learn and achieve the course objectives. A major fact that should always be born in mind, however, is the fact that assessment should be closely related to the course objectives and content; it should reflect them otherwise it will have no value.

7.   Study Design (Quasi-experimental study)

Target Population

(Third Year Applied Language Studies Students)

| Pre-test | Material Selection Process | Teaching Intervention | Post-test |
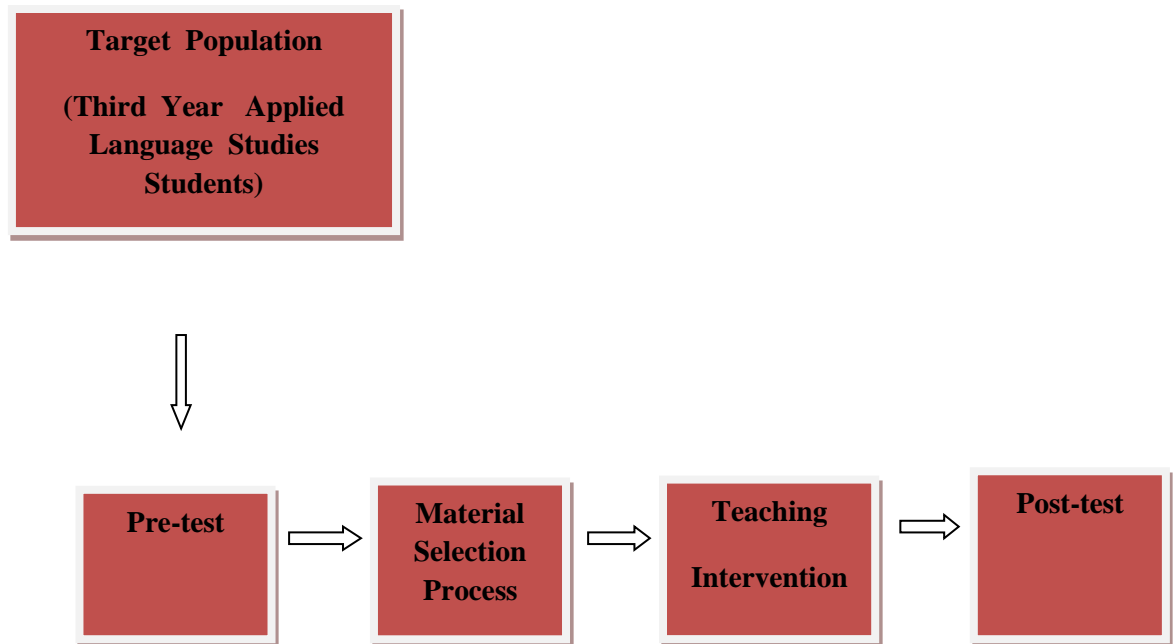
Figure 05: Study Design

The present   study is a type of evaluation which aims to determine whether a new   teaching intervention will have certain positive   effects on the participants' performance in writing. Data have been collected to determine the participants' level of proficiency in   writing (the use of connective expressions) prior to any kind of intervention to take place as a part of pretest. Data have also been collected from the same sample of participants after the   teaching intervention (post-test).

The present study design looks at two groups of participants (112 essays) who received a teaching intervention; we call it the   treatment group. The pre-test allows us to make inferences about the effects of our intervention by looking at, and comparing the pre-test/posttest results to check whether there is any kind of improvement in performance.

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7.1. Needs Analysis

Developing teaching materials is based on the assumption that, "a sound educational program should be based on an analysis of learners' needs"(Richards, 2001: 51) Needs analysis is used to refer to the procedures of information gathering about the learners' needs. It emerged in the 1960's as part of the approach to curriculum development; it has been since then considered as a necessary phase in the course of planning of educational programs. Suggesting new teaching materials and planning new courses is accepted if based on a real response to a genuine need.

Needs analysis has been first introduced in the field of ESP(English for Specific Purposes) (beginning 1960) in response to the ongoing need for more specialized language programs. Under such persistent demands, needs analysis began to gain shape and to be employed in language teaching, especially in ESL/EFL teaching/learning contexts.

7.2. The Purpose of Needs Analysis

There are different purposes for conducting needs analysis that we considered in our research. The following are examples of purposes for needs analysis in language teaching:

➢   To find out what language skills a learner needs in order to perform a particular role.

➢   To help determine if an existing course adequately addresses the needs of potential students.

➢   To determine which students from a group are most in need of training in particular language skills.

➢   To identify a change of direction that people in a reference group feel is important.

➢   To identify a gap between what students are able to do and what they need to be able to do.

➢   To collect information about a particular problem learners are experiencing (connectives).

The first important step to decide upon in conducting a needs analysis is the identification of purposes (Richards, 2001:51-52).

In the present EFL teaching context, the students' needs are said to be immediate needs. The students' learning of English does not involve one or some subjects that are compulsory to study; but rather, English is considered as a compulsory whole that is important for the students' general education at university.

Even though ESL/EFL learners of a given language do not usually recognize what kind of knowledge they need or they do not have any immediate perception of needs, decisions about what is to be taught in the curriculum and what is to be emphasized in the courses is usually decided by the course designer and the teacher based on their past experience and deep knowledge, to figure out what knowledge of English they expect their students to acquire/master and what skills to gain, that has been the case in the present study. The introduction of a new content to teach is often based on what curriculum planners/course designers consider to be useful and more effective for students. Richards (2001:53) comments on that by stating that,

> Learners are not consulted as to whether they perceive a need
> for such knowledge. Their needs have been decided for them by
> those concerned with their long-term welfare. Needs analysis
> thus includes the study of perceived and present needs as well
> as potential and unrecognized needs.

Needs analysis is considered as a part of the planning taking place as part of the development of a course. It lies upon the assumption that, "time and resources are available to plan, collect, and analyze relevant information for a planned program of instruction." Richards (2001:54) refers to this approach as an '*a priori*' approach to needs analysis because, to use his (2001: 54) words, it "requires long-term planning and assumes adequate time and resources to devote to needs analysis."

Moreover, in a needs analysis, the course objectives, content, and the teaching approach are shaped by the information collected. The bulk of information may be also collected after the course is finished; the gathered information can be then analyzed to gain " a more comprehensive view of the learners' needs as a basis for evaluating and revising the program." (2001:54).

Hence, planning a new ESL/EFL course involves the identification of students' language learning needs. This is a crucial step in any kind of educational planning or development since, to use Auerbach's (1995, qtd. in Richards, 2001:55) words, it "enables them to critically examine [the existing order] and become active in shaping their own roles in it."

7.3. Testing Writing

One of the strong claims in the teaching of writing, is that the writing ability should be directly tested, and " the best way to test people's writing ability is to get them to write." (Calkins *et al*.:2009:83). This involves two important points:

➢   The writing tasks should elicit valid samples of writing (i.e., which truly represent the students' ability).

➢   It is essential that the samples of writing can and will be scored validly and reliably.

7.4.   Representative Writing Tasks

7.4.1. Specification of All Possible Content

To be judged or considered as being representative, the tasks that teachers expect students to be able to perform should be set clear right from the beginning to make it clear what tasks students should be able or be required to perform. Consider the following elements in the framework for the specification of content, namely, operations, types of texts, addresses, length of texts, and tasks (*ibid*.:83). The following examples concern the writing component of a test of English for academic purposes.

➢   **Operations:** describe, explain, compare and contrast, argue for and against a position.

➢   **Types of text:** Expository, Argumentative, Descriptive and Narrator.

➢   **Addresses of texts:** Non-native speakers university teachers, classmates.

➢   **Length of text:** About one page (*ibid*.: 85).

7.4.2. Representative Sample of the Specified Content

" From the standpoint of content validity, the ideal test would be one which required candidates to perform all the relevant potential writing tasks." (2009:85). The total score obtained on a given test would be the best estimate of a candidate's ability. " if a test includes a wide ranging and representative sample of specifications, the test is more likely to have a beneficial backwash effect" (2009:86).

8.   Analytical Framework: Scale for Assessing Students' Written Compositions

8.1.   **Holistic Scoring**

To explore the use of conjunctive expressions in students' texts, Halliday and Hasan's (1976) taxonomy of conjunctive cohesion introduced in their book *Cohesion in*

English has been adopted. Students' texts used in the present study analysis were scored holistically. Hyland (2003:227) states that "an holistic scale is based on a single, integrated score of writing behavior." That is, raters assign scores on the basis of an overall and general impression of the quality of a given written text. As such, this scale of scoring is usually referred to as "impressionistic" scale of scoring.

It is the holistic scale of scoring which is widely used by teachers to assess the students' performance on a given written task. The establishment of a given scale of scoring is of due importance since it determines what skills the test intends to measure. The step of determining a scale of assessment is also critical since it will provide one with the descriptive features according to which a given task is being scored in a particular way (Weigle, 2002: 108-109).

Moreover, holistic scoring is the most largely adopted scale of scoring used by many assessment programs. It is based on the assumption of assigning one single score to written compositions. In holistic scoring, there are certain criteria generally identified according to which raters adhere to in assigning scores to written compositions. This method of scoring gained a strong position as a scale of assessment over the past few decades because of the many advantages it has. The fast process of assessing and assigning scores to written compositions is the most known advantage of this scale of assessing which makes the job of raters less tiring, less expensive, more authentic and realistic reaction on the part of the reader (rater usually), hence, highlighting vital aspects, mainly, the aspect of meaning (Weigle, 2002:112-114). According to White (1984, cited in Weigle, 2002:114), it is this last aspect which distinguishes the holistic scale of scoring from the other existing scales of assessment since it forms a more valid scale by comparison to the other scales, mainly, the analytic scale.

9.   Procedure of Data Collection and Assessment

The texts contained in the sample were typed, but the different types of mistakes (punctuation, tense, grammar and spelling) found in the texts were kept as they were in the original texts of students. In addition to that, incomplete conjunctions were counted or considered as mistakes. These include expressions such as *even* (*though*), *despite* (*the fact*) and so on. Mistakes of spelling were also counted such as *olso, in one hand* and so on.

The essays (112) were scored on the basis of (a) ***overall quality***, as measured by ***holistic scores***. Writing samples and data scoring rubrics are used to make it clear what factors led the raters to award higher holistic scores to certain essays rather than to others. To avoid the intervention of scorer external variables that might affect ratings, features such as handwriting has been ruled out by typing all essay samples and keeping the same mistakes found in them. We believe, teachers adhered to the identified factors: (a) content, (b) development, (c) organization, (d) the degree to which the writer effectively addresses the task, (e) coherence, (f)the use of correct/appropriate connective expressions.

The assumption underlying holistic scoring is that higher scores indicate greater quality of writing. We also maintain that ***connective expressions*** contribute to good writing quality. Accordingly, focus will be placed on the notion of ***coherence*** and ***cohesion***, namely, ***conjunctive cohesion***. We examined the 112 essays on the basis of one discursive feature: conjunctions/connectives. The reason for choosing to focus on connective expressions stems from our experience as teachers who seek to explore how language functions and what features lead to successful communication.

In a needs analysis, the target population refers to " the people about whom information will be collected. Typically, in language programs these will be language learners or potential language learners" (Richards, 2001: 57). In conducting a needs analysis about EFL students studying English as a FL at the English department, University of Constantine 01, the following target groups might be included to determine the focus of the program in the course of Written Expression :

➢ Students currently enrolled in the Written Expression course

➢ Teachers

➢ Academics

Needs analysis may take the shape of an *informal needs analysis* as a part of the teacher's ongoing responsibilities. Shaw and Dowsett (1986, cited in Richards, 2001: 59) describes this approach by stating that,

> Informal needs assessment deals with the informal negotiations that take place between class teachers and students in the form of chats with either individual students, groups of students, or the whole class in order to select a focus for the class and create groups cohesion by establishing a coincidence of learning needs. … Informal needs assessment is normally the main task of the classroom teacher during week one of the course. … [It] is a necessary component if information retrieval on students' learning needs and should be recorded. It can subsequently be used as input for aims and objectives setting and for devising course outlines.

Richards (2001:59) argues that information collected in this way may complement information collected through more formal means.

10.   Rationale for Text and Activities' Selection

Among the elements of reading which Grellet (1981:03) claims to be necessary to consider when planning lessons based on reading materials is the appropriate choice of *the materials being read*. The careful selection of the reading material to be used in a given subject, say Written Expression, depends to a large extent on the ***purpose*** the teacher sets for to achieve. Teaching aims may range from enriching the students' lexical repertoire (knowledge of a wide range of vocabulary) by involving them in tasks of ***reading for pleasure***, for instance. If the teacher's aim is to help students to find information, then to do something with that information, she can involve them in a different kind of reading with a different purpose, which is that of ***reading for information***.

Whether the purpose is to get information or to read for pleasure, in both cases the teacher can use a variety of reading strategies to achieve different educational objectives. Reading strategies may range from ***skimming*** through a text to get the gist of it; ***scanning*** quickly through the text to find a specific piece of information; ***extensive reading***, which involves reading longer materials where focus can be put on matters of fluency by involving students in fluency activities and having a global understanding of the text; and ***intensive reading***, which focuses on reading short texts to extract particular information and language features. Focus of activities can also be on linguistic knowledge, structural knowledge and so forth.

However, there is a consent among language teachers that if we are to get better results and to be successful in our teaching, reading should not be seen as being exclusive. Instead, it should be considered as being inclusive. A text for reading can have all these strategies or some of them depending on the ***overall purpose*** of the lesson. This point has been made clear by Grellet (1981:4), who maintains that given the different purposes a reading task can have, the reading exercises and/or activities should be designed on the basis of two central aspects; they are namely, ***text-type*** and ***purpose***. These two important aspects to consider in designing exercises lie at the heart of the communicative approach and the genre approach to teaching writing.

Moreover, taking text-type and purpose into one's consideration in teaching Written Expression, for instance, is in line with the assumption upon which the present research is based. If we are to form good student writers who are capable to communicate successfully through texts, focus should be given to teaching and drawing the students' attention to linguistic/discourse features that play an important role in distinguishing a particular text-type from the others, and to help students to achieve their communicative purpose and have their aspired effect on audience.

Designing activities carefully is central to any reading-based courses, and considering the overall purpose behind the reading task of a text is the guiding vehicle to achieve a given purpose. To use Grellet (1981:4), designing activities with no pre-established purposes, "would only discourage the students and prevent them from developing reading strategies adapted to the true purpose of their reading."

In the present research, the texts and the activities which have been selected rest upon theoretically-based considerations. That is to say, they are theoretically driven and backed up by research and theories (Halliday and Hasan 1976, Grellet,

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1981; Swales, 1990, Hyland, 2003; Nation, 2008). The texts and the activity choices have also been based on Munby's (1994) considerations in designing exercises in his book ***Communicative Syllabus Design***. Following the categorization of reading purposes provided by Grellet (1981:4), the aim of the present experiment is on:

➢ Understanding the communicative value (function) of sentences and utterances.

➢ Understanding relations within the sentence.

➢ Understanding relations between the parts of a text through lexical cohesion devices.

➢ Understanding cohesion between the parts of a text through grammatical cohesion.

➢ Re-organizing indicators in discourse.

➢ Identifying the main points of important information in a piece of discourse.

➢ Distinguishing the main idea from supporting details.

➢ Extracting salient points to summarize.

➢ Selective extraction of relevant information from a text.

Developing the above reading skills is based on a variety of exercise types, which are referred to as ***question-types*** (Grellet, 1981). Developing the aforementioned reading skills, in which the units of the present research experiment are based, can have the following functions:

➢ To clarify the organization of the passage

Questions to be asked can center around:

✓ The function of the passage

✓ The general organization (e.g., argumentation)

✓ The rhetorical organization (e.g., contrast, comparison)

✓ The cohesive devices (connective expression)

✓   The intra-sentential relations

Olshtain (1991:239-240) points out that working at the more advanced writing activities at the morphological and discourse level, and in order to develop and use more demanding writing activities in the ESL/EFL classroom, detailed set of specifications needs first to be developed to help both teachers and students cope successfully with these tasks. Such set of specifications include the following:

➤   **Task Description:** To present students with the goal of the task and its importance.

➤   **Content Description:** To present students with possible content areas that might be relevant to the task.

➤   **Audience Description:** To guide students in developing an understanding the intended audience, their background, needs, and expectations.

➤   **Format Cues:** To help students in planning the overall organizational structure of the written product.

➤   **Linguistic Cues:** To help students make use of certain grammatical structures and vocabulary selections.

➤   **Spelling and Punctuation Cues:** To help students focus their attention on spelling rules which they have learned and eventually on the need to use the dictionary for checking accuracy of spelling, and to guide students to use acceptable punctuation and capitalization conventions.

11.   Rationale Behind the Courses in Argumentative Writing

11.1. Teaching Units

11.1.1. Description:

The premise in introducing the teaching of conjunctive cohesion and including it within the teaching of the argumentative type of writing is that making such focus

will help students reach a better understanding of the underlying meaning relations that exist between sentences, hence using them in a more correct and appropriate manner. The aim is to show that an understanding of the way aspects of a text, cohesion mainly, work together to achieve the communicative purpose of the text.

The focus of the units is on the teaching of conjunctive cohesion as an organizational source, with regard to the pattern of development generally adopted in argumentative writing. That is to say, the use of explanation and exemplification, in the first place, as a source for refutation or as a source for supporting and conveying the author's arguments. As such, the focus of teaching conjunctive cohesion is mainly on three types; namely, additive, adversative and causal cohesion since the pattern of organization used in this type of writing is the "order of importance". Thus, space will be devoted more to the teaching of these three types on a discourse-based level. In each unit, one type of conjunctions will be highlighted, discussed and analyzed at a time on a discourse-based level in each two units.

The aim of the exercises in each unit is that of drawing students' attention to the different signals of meaning relations. Thus, serving as an awareness-raising activity. The exercises are also made to fit any kind of text; they do not require specially constructed or adapted texts.

11.1.2. Aspects of Conjunctive Expression Use

Each unit focuses on a particular conjunction type used in the argumentative genre of writing. The first type will be that of Addition. Given the fact that the patterns of explanation and exemplification, inter alia, are the most commonly used methods/patterns of development, argumentative writing is expected to contain many linguistic features of exemplification including: such as, for example, for instance; samples of addition including: and, also, in addition, as well; adversative features such

as: however, although, but; and causal features such as: because, since, etc. As such, one focus of each unit will be to discuss and analyze the use of these textual cues and their function in achieving the communicative purpose of the text.

11.1.3. Teaching Objectives

By the end of the semester, students will be able to:

1. To develop an arguable thesis

2. To argue both sides of an issue

3. To support and explain arguments

4. To refute opposing arguments

5. Master patterns of organization

6. Master aspects of cohesion and coherence to produce good quality essays

11.1.4. Assignments

On the basis of what has been discussed in each unit, students will be required to write an in-class argumentative essay. In doing so, students will be supposed to show awareness about genre aspects such as purpose, audience, discourse structure and textual organization, ...etc. Bearing this in mind, such aspects will help students to produce acceptable pieces of discourse. Students will also be required to use the patterns and techniques for refuting the opposing arguments and supporting the writer's stance, alongside the use of textual cues that signal the writer's moves and allow readers to understand meaning relationships between the different points of the discourse.

Conclusion

The aim of this chapter has been to discuss the statistical tests that the researcher has chosen in order to investigate the research questions the present study is meant to answer and the hypotheses to test. All tests have been described along

with the reasons why to choose them and their relevance with regard to the research questions and hypotheses.

Chapter Six: Data Analysis and Findings

Introduction

1.   Connective Expressions' Use

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1.1.3. Adversative Conjunctions

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Conclusion

Chapter: Six

Data Analysis and Findings

Introduction

The present chapter is concerned with the identification and the analysis of the data. It shows the percentage, frequency use of conjunctions in the argumentative writing of students in the pre-test and in the post-test of both groups. It also shows the results of the statistical tests, namely, the correlation coefficient tests, and Cohen's Kappa correlation coefficient test.

1.   Connective Expressions

1.1.   Types of conjunctions used in the students' argumentative essays

In the analysis of the types of conjunctive expressions students, in both groups, used in their argumentative writing, it has been found that the additive type of conjunctions is the predominantly used type reflected by a total percentage of 55% as illustrated by the two tables below (table 12 and 13).

Type of Conjunction	Additive	Causal	Adversative	Temporal	Total Number	N. Of Texts
Argumentative Texts Group 1	494	203	123	64	884	28
Argumentative Texts Group 2	455	196	124	68	848	28

Table 12: Types of conjunctions used in Students' texts (Pretest)

Students' writing has been characterized by the over use of additive conjunctions which has also been a particular characteristic of the expository type of writing(cf. Boudersa, 2009). The reason behind using this type of conjunctions in the expository text-type is the fact that students are required to expose information and expand ideas to explain a given topic or issue to the audience. The same reason lies behind using additives in the argumentative type of writing also to explain and expand ideas. The most used conjunctive expressions in the additive type is the additive expression "and".

Type of Conjunction	Additive %	Causal %	Adversative %	Temporal %	Total Percentage %	No. Of Texts
Argumentative Texts Group 1	55.88	22.96	13.91	7.23	99.98	28
Argumentative Texts Group 2	53.65	23.11	14.62	8.01	99.48	28

Table 13: Percentage density of types of conjunctions used in students' compositions(Pre-test)
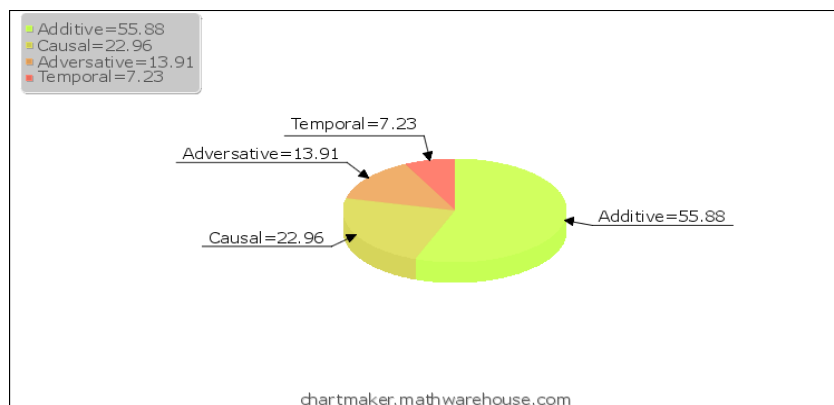
Figure 6:Percentage density of types of conjunctions used in students' compositions(Pre-test Gr. 01)
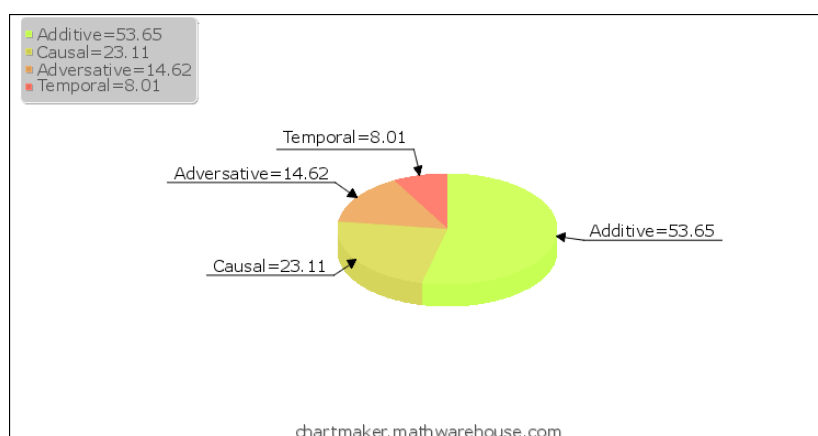
Figure 7: Percentage density of types of conjunctions used in students' compositions(Pre-test Gr. 02)

Additive conjunctions are shown to be forming more than half the total percentage of the conjunctive expressions used in both groups of students' argumentative essays in the post-test also, i.e., after the teaching intervention. This is clearly shown in the two tables below (table 14 and 15) alongside the pie charts, where additive conjunctions appear to be forming more than 56% of the total percentage of conjunctive expressions' use, a percentage closely similar to that found in the pre-test. The second type of conjunctive expressions which has a significant percentage of use after the additive type is the ***causal type*** of conjunctions.

Type of Conjunction	Additive	Causal	Adversative	Temporal	Total Percentage	No. Of Texts
Argumentative Texts Group 1	486	206	81	83	856	28
Argumentative Texts Group 2	576	259	112	93	1063	28

Table 14: Types of conjunctions used in Students' texts (Post-test)

This finding is quite different to what has been found in a previous research (cf. Boudersa, 2009), in an analysis of the expository essays written by third-year students at the English department at the university of Constantine 01 for the academic year 2008-2009, in which the temporal type of conjunctions appeared to be the second mostly used type of conjunctions. In the present research, the students' argumentative essays were characterized by the use of causal conjunctions which come in the second place because the argumentative type of discourse necessitates the use of reasons and evidence to back up the writer's position.

Type of Conjunction	Additive %	Causal %	Adversative %	Temporal %	Total Percentage %	No. Of Texts
Argumentative Texts Group 1	56.77	24.06	9.46	9.69	99.98	28
Argumentative Texts Group 2	54.18	24.36	10.53	8.74	97.81	28

Table 15: Percentage density of types of conjunctions used in students' compositions(Post-test)
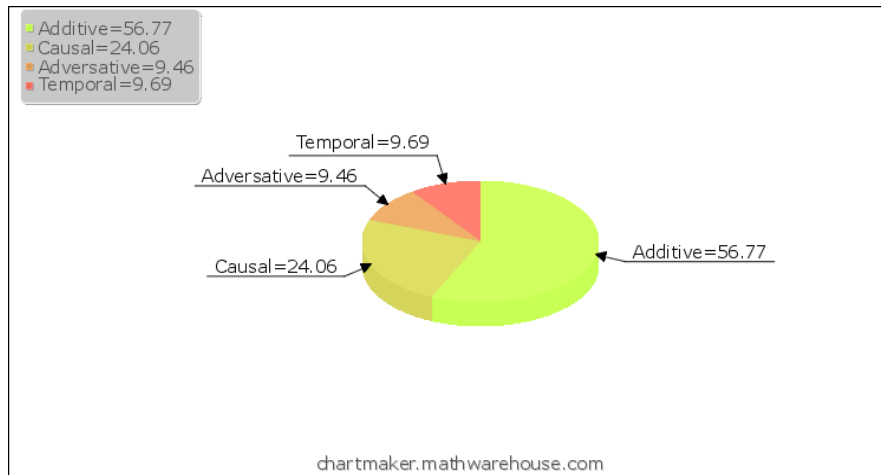
**Figure 8: Percentage density of types of conjunctions used in students'
compositions(Post-test Gr. 01)**
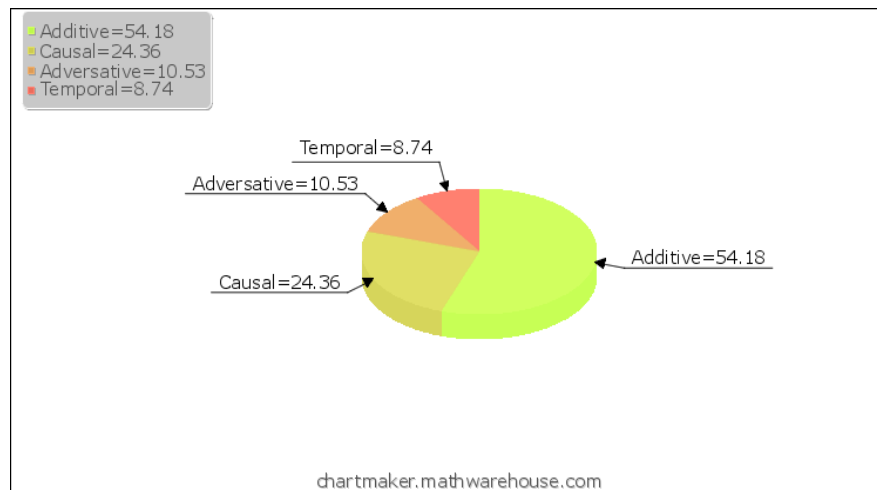
**Figure 9: Percentage density of types of conjunctions used in students'
compositions(Post-test Gr. 02)**

The following are some extracts from the students' argumentative writing showing the frequent use of the different types of conjunctions with their subcategories.

1.1.1. Additive Conjunctions

Additive conjunctions are shown to be forming half or the majority of the total percentage of the conjunctive expressions use in the students' essays. The following passages are extracts from the students' texts that show the frequent use of the

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additive type of conjunction with its different subcategories including addition, exemplification and exposition.

Text 8:

In addition, young people can bring new things and ideas for the elders, for instance, the inventers, most of them were invented new things when they were young such as the young genius Albert Einstein and so on, there are many young people could surprise the others by their perfect ideas and behavior which may help others in their lives especially in moral values that they share because they have a little experiences.

Text 9:

Persons with this idea wagges that it is impossible to teach old people by youth because young people are obdurate and they cling to wrong thaughts for instance old people always sneer old people and they think that their experience in life is enough for them and they don't need teaching from persons who are younger.

Text 11:

In addition to that, elder people's ability to learn is less than the children. Thus, children can acquire and learn something mew very quickly and easily. Many people agree with that point but I think that even elder people people can learn rapidly if they tried to use many sources and work very hard. As a result, they will be good learners.

Text 13:

In the case of courage and defiance because they are in the beginning of their way they do not calculate and interest what will be the result. that's why they can teach olders how to be courageous because sometimes we need to risque without

thinking or we can not realise what we want and if we think of it we will be afraid and hesitate of doing it or not.

Text 21:

Most of old people such as parents do not agree that their young children can not make right decisions and choices because they think that they are not responsible and conscious enough to face life. For that reason, Parents as old people will never think or even except that a child with a lack of knowledge may simply teach his/her parents something good. The issue is totally different from what all may think, or literally agree with. The innocence and kindness of a young person or a child may influence the old ones and teach them how to be kind and generous with others, and this is one lesson

Text # 23:

The majority of people accept this arguments and agree that young people can gain more information. They have a more time to study than older so, they can teach them from what they studied and show them a lot of things, but older people, in fact, are not need these courses form young people even they haven't time to study and they work and they have a big knowldge and more experience.

Text # 30

In each society and each civilization the older people have the right to guide the younger ones and facilitate their life and especially in our society where the grand mothers and fathers guide us and give us advices to continue our life. However, young people in nowadays can teach old people according to their culture and education.

Text 31:

Young people are considered, <u>too</u>, as impatients. This opinion some people adhere <u>because</u> they believe that impatience signifies the lack of wisdom <u>and</u> seriousness. <u>In fact</u>, youth are wise <u>and</u> serious adequately, <u>for instance</u> their studies justify the case. <u>If</u> young person did not learn <u>and</u> study perseverantly <u>and</u> seriously, how could they now able to succeed in their career, this reveals, he is wise, reasonable, strict <u>and</u> knows his benefit. <u>Since</u> this young man is wise, <u>on the other hand</u>, he could profit from that by instructing older persons, <u>for example</u> his older brother is a misfit person i.e. lacks an essential skill, this latter is seriousness, the young man <u>as a consequence</u> teach him <u>or</u> give him piece of advices <u>such as</u>: the fact being serious is the key solution to success. <u>Otherwise</u>, seriousness as a feature give you the opportunity to be a person all people take seriously, entrust <u>and</u> particularly respect. Unfortunately, <u>when</u> an older person says that a young one can not educate me, here, he is ignoring <u>or even</u> mocking the young man's abilities which they obviously are striking <u>and</u> reliable. <u>Thus</u>, they could be just as a reference of instructions.

Comments:

As it has been emphasized earlier, any piece of writing is usually made up of a mixture of text types. No one text is found to be made up of one single text type. In the argumentative text type forming the corpus of the present study, several instances of exposition appeared in the students' compositions.

1.1.2. Causal Conjunctions:

Causal conjunctions are the second type of connective expressions used more frequently by students in their argumentative essays. The following passages are

extracts from the students' texts that show the frequent use of the causal type of conjunctions.

Text 01 :

One or two lessons we give to old people is not a problem because every one of us has a limited knowledge about life he can not know everything and in some extreme cases (examples from real situation) we find some children who are more understanding to how life can work than their parents because they are patience and they stay calm and accept dalay or annoyance without complaining in contrast to their parents.

Text 19:

It is fact that young people have not enough consciousness to learn old one they do not know behave and how they effect on other because they have not style of speech to convince other. But young people have high levels in addition to that they keep pace with technologie as result as these inventions have positive impact on human intellect and they become know How to deal with other person therefore, young people have ability to teach old people.

Text 20:

Some others think that old people are more knowledgable or have more experience and lessons than young people, but they are wrong because they may link the amount of issues they can learn with their age. Actually, age has no relation with experiences because life is full of surprises. It may provide youngs with valuable lessons and they explore them in their future where as the old people can be interrupted by such problem but can not even solve it.

Text 26:

In many cases we should return to what the old people teach us because we think their cources and lessons very useful in our life. Therefore many people give the big part to our parents in teaching us and cousidered their pieces of advice as the most essential basic because we couldn't teach them anything because they don't need us. However personally I see that our parents are in need to our knowledge.

Text 27:

Older people have difficulties when they want to learn by themselves because most of times they will face problems in adapting the academic study because they are not familiar with it and they will take too much time to get use with these changes because of the time they were lived in is different from the time which young people live in now, even new things must be considred as a part from these changes as a result, there is no way for older people to learn by themselves, they need experienced people, thus young people can fit this role.

Text 30:

Firstly, young people can teach the old ones because they are more cultures than them. They know all around the world because we live in the world of facilities in which technology had turned the world into small village in contrast to that old people are capable to teach the young ones.

Comments:

The causal type of conjunctions is the next and second more frequently used type of conjunctive cohesion in students' texts. As shown in table (12, 13, 14, 15), the percentage density of causal conjunctive cohesion comes in second position after the additive type. Since students are required to argue, advance arguments in defense of their point of view, refute opposing views and so on, it is quite expected to use lot

of causal conjunctions. The extracts given above are the best illustration about the use of causal cohesion. In the present research corpus, the most frequent causal conjunction used by students is mainly the conjunction *because*.

1.1.3. Adversative Conjunctions

Adversative conjunctions are the third more frequently used type of conjunctions in students' argumentative writing. The following passages are extracts from the students' texts that show the frequent use of the adversative type of conjunctions.

Text 02:

In our life, generally old people have more experience, and knowledge than young people, so what they say is almost true. However, that doesn't mean they know everything and young people have nothing to teach them. Showing move in stating opinion)

Text 04:

In our life, there is no age for stop learning either child, adult or older. So, limit of learning does not exist. In this situation we seem a terribly confusing sceen: who is the appropriate person to teach? is the older? Old people teach the young one because they have experiences and can give them much guidance when they have problems. I admit that older people can bring a lot of beneficial things. However, with the rapid development of the society, young people can also teach the older. They can give them knowledge about new technologies, and share many things of modern life with them.

Text 13:

In our daily life, olders always guide and teach young people, lessons and how to deal with life, it has been known that young people have small Mental capacities and their decisions are not wise. However, as a younger girl, I admit this

but not always because sometimes young people can teach Many things to olders who consider youngers adolescents can teach them anything.

Text 14:

However, many of the oldest even when there is diploma and the teacher are graduated refused and still believe about their thoughts. They said that there is nothing in this life can change it as we have said: shamfull, there is no experience, and big different in age.

Text 15:

Some people think that the old people have more experience in life than the younger. that's why the youngcannot teach them. however, young people may have knowledge as greater as the older's knowledge. In spite of their age, young people could have new information and abilities more than the others because the affected by many benifites and development in the modern life. So we should not ignore their capacities of teaching either the young or the old people (**refutation**).

Text # 36

In the classic education, youth were just students because all what they know is very simple in comparison with what older knew; that was old school. But now days with the digital world youth are the masters of their era. Old people are lost in this fast, varying world. However, I think that young people can teach a lot of things to the olders.

Text # 37

In the past, people had not the opportunity to learn and study. But now, almost all youngers have a chance to be educated and they have the opportunity for learning and teaching. There are some people who said that young people cannot

teach olders. However, there are others who said the contrary that youngers can teach older people. For me, I think that young people can teach. (statement of opinion)

Text 38:

However, as we are living in an erra of technology and modernization every thing became easier, and especialy for student. For example, the internet and computer and other means enable our student to acquire more knowldge, and provide them with the best precious information that we may not find in the elder's. So young people are more lucky and fortunate because these means of education are founded for their service and utilities.

Comments:

The third most frequently used type of conjunctive cohesion is the adversative type. This type of conjunction is also very important since, in their task, students are engaged in a process of argumentative discussion to convince the audience about their position. That is, if they consider that attending university did really bring many change to their lives, for instance, they should provide examples for illustration as they should also state their view of how did university affect their lives. The above excerpts are samples of the students' use of adversative conjunctions in their texts. The most frequently used adversative conjunction is *however*.

General Comments

As it is shown in the results of connective expressions' use for both groups in the pre-test and in the post-test, the results are closely similar. Similarity is clearly seen in the additive type of conjunctions. In the pre-test, group one and group two percentage of conjunctions' use was 55.88% and 53.65% respectively. In the post-test, the results for additive expressions' use were 56.77% and 54.18% respectively also.

The results of the post-test show that there is an increase in the use of additive expressions compared to the pre-test.

The same results apply to the causal type of conjunctions where the two groups have a percentage of 22.96% and 23.11% in the pre-test and 24.06% and 24.36% in group one and two respectively. With the adversative type of connectives, the percentage use in the post-test has decreased to some extent. In the pre-test, group one and two have a percentage use of 13.91% and 14.62% and the post-test they have a percentage of 9.46% and 10.53%.

2. Intrasentential and Intersentential Cohesion

2.1. Frequency Counts and Predominance

The previous analysis of the types of conjunctions used in the students' argumentative texts revealed that the additive type of conjunctions is the most frequently type of conjunctions used by students, followed by the causal, the adversative, then the temporal type of conjunctions. Not only this, but it has also been noticed that within one single type of conjunctive expression, there is an extensive and frequent use of one conjunctive expression over the others, as is the case of the additive conjunction *and* in the additive type, for instance.

In the analysis of conjunctions (connectives) between sentences and paragraphs, cohesive relations are not confined to structures only. They can also be found within the components of one sentence as well as between sentences. The fact that the components of a sentence do already hang together thanks to the cohesive strength of their grammatical structure, that makes it less necessary to be linked by other cohesive ties. On the basis of that and following Halliday and Hasan's (1976:7-8) taxonomy of conjunctive cohesion, what is of interest to us is the cohesive relations operating intersententially

Student	Total Number of Conjunctions	Additive Conjunctions	Inter-sentential	Intra-sentential	Additive %	Intersentential %	Intrasentential %
Student 01	36	13	09	4	36.11	69.23	30.76
Student 02	34	10	04	6	29.41	40	60
Student 03	32	13	07	6	40.62	53.84	46.15
Student 04	32	3	02	1	9.37	66.66	33 .33
Student 05	26	12	05	7	46.15	41.66	58.33
Student 06	23	11	02	9	47.82	18.18	81.81
Student 07	17	3	01	2	17.64	33.33	66.66
Student 08	36	19	01	9	52.77	52.63	47.36
Student 09	55	28	17	11	50.90	60.71	39.28
Student 10	34	7	01	6	20.58	14.28	85.71
Student 11	34	12	01	11	35.29	8.33	91.66
Student 12	34	8	01	7	23.52	12.5	87.5
Student 13	36	16	03	13	44.44	18.75	81.25
Student 14	36	15	08	7	41.66	53.33	46.66
Student 15	22	8	04	4	36.36	50	50
Student 16	37	14	05	9	37.83	35.71	64.28
Student 17	17	3	01	2	17.64	33.33	66.66
Student 18	43	13	08	5	30.23	61.53	38.46
Student 19	28	7	05	2	25	71.42	28.57
Student 20	26	9	02	7	34.61	22.22	77.77
Student 21	35	15	03	12	42.85	20	80
Student 22	15	1	00	1	6.66	00	100
Student 23	34	14	08	6	41.17	57.14	42.85
Student 24	31	8	02	6	25.80	25	75
Student 25	30	7	03	4	23.33	42.85	57.14
Student 26	33	9	04	5	27.27	44.44	55.55
Student 27	44	15	06	9	34.09	40	60
Student 28	24	5	00	5	20.83	00	100
Total ∑	884						

Table 16 : Intrasentential and Intersentential Cohesion: Frequency Counts and Predominance (Pre-test Group One)

Cohesive relations can be found within the same sentence as between two sentences and cohesion is defined as a relation of meaning existing between two elements present in the same text, and that the location of these elements (presupposed and presupposing elements) is not grammatically determined. The related elements may, as they may not, be structurally related and bear no change on the meaning of the cohesive relation.

The table above (table 16) shows that the percentage use of inter-sentential and intra-sentential cohesion varies. Each student seems to prefer to use one type or the other.

Student	Total Number of Conjunctions	Additive Conjunctions	Inter-sentential	Intra-sentential	Additive %	Intersentential %	Intrasentential %
Student 01	14	5	00	5	33.33	00	100
Student 02	26	8	00	8	30.76	00	100
Student 03	61	23	01	22	39.65	4.34	95.65
Student 04	29	5	00	5	17.24	00	100
Student 05	27	10	03	7	37.03	30	70
Student 06	48	18	02	16	39.13	11.11	88.88
Student 07	19	4	00	4	21.05	00	100
Student 08	18	3	00	3	15.78	00	100
Student 09	47	14	08	6	32.55	57.14	42.85
Student 10	47	29	04	25	63.04	13.79	86.20
Student 11	27	8	05	3	29.62	62.50	37.50
Student 12	23	10	05	5	43.47	50	50
Student 13	28	7	01	6	24.13	14.28	85.71
Student 14	21	6	03	3	27.27	50	50
Student 15	26	1	00	1	3.57	00	100
Student 16	27	9	04	5	33.33	44.44	55.56
Student 17	29	5	01	4	16.12	20	80
Student 18	15	6	02	4	40	33.33	66.67
Student 19	16	7	00	7	43.75	00	100
Student 20	31	13	05	8	41.93	38.46	61.53
Student 21	31	8	02	6	25.80	25	75
Student 22	44	17	01	16	38.63	5.88	94.11
Student 23	25	7	02	5	28	28.57	71.42
Student 24	49	14	09	5	28.57	64.28	35.71
Student 25	33	15	02	13	44.11	13.33	86.66
Student 26	22	3	01	2	13.63	33.33	66.67
Student 27	36	8	04	4	22.22	50	50
Student 28	29	4	03	1	13.33	75	25
Total ∑	848						

Table 17: Intrasentential and Intersentential Cohesion: Frequency Counts and Predominance (Pre-test Group Two)

In this study, both structural (Intrasentential) and semantic (inter-sentential) conjunctions are, however, equally considered as functioning cohesively, since, as Halliday and Hasan (*ibid*.) have pointed out, whether the cohesive relation is expressed structurally or semantically, this bears no change at all on the meaning of the cohesive relation being expressed; the additive relationship remains the same whether expressed semantically or structurally.

According to Halliday and Hasan (*ibid.*), however, an adversative connecting expression such as *however*, for instance, cannot be said to be cohesive provided that it links two structurally independent sentences that are separated by a period.

Student	Total Number of Conjunctions	Additive Conjunctions	Inter-sentential	Intra-sentential	Additive %	Intersentential %	Intrasentential %
Student 01	26	18	04	14	69.23	22.22	77.78
Student 02	29	14	09	5	48.27	64.28	35.71
Student 03	22	15	08	7	68.18	33.33	46.67
Student 04	29	12	07	5	34.48	58.33	41.66
Student 05	32	17	06	11	53.12	35.29	64.70
Student 06	25	9	04	5	36	44.44	55.56
Student 07	32	17	06	11	53.12	35.29	64.70
Student 08	47	13	08	5	27.65	61.53	38.46
Student 09	40	14	02	12	35	14.28	85.71
Student 10	25	14	09	5	56	64.28	35.71
Student 11	33	9	03	6	27.27	33.33	66.66
Student 12	27	12	04	8	44.44	33.33	66.67
Student 13	22	8	04	4	36.36	50	50
Student 14	28	11	05	6	39.28	45.45	54.54
Student 15	27	11	05	5	40.74	54.54	45.45
Student 16	25	14	06	8	56	42.85	57.14
Student 17	18	5	02	3	27.77	66.67	33.33
Student 18	41	15	08	7	36.58	53.33	46.66
Student 19	29	7	01	6	24.13	14.28	85.71
Student 20	38	4	01	3	10.52	25	75
Student 21	30	15	03	12	50	20	80
Student 22	19	5	04	1	26.31	80	20
Student 23	46	15	08	7	32.60	53.33	46.67
Student 24	44	10	04	6	22.72	40	60
Student 25	22	6	01	5	27.27	16.67	83.83
Student 26	34	12	05	7	35.29	41.66	58.33
Student 27	38	9	04	5	23.68	44.44	55.56
Student 28	28	3	00	3	10.71	00	100
Total ∑	856						

Table 18 : Intrasentential and Intersentential Cohesion: Frequency Counts and Predominance (Post-test Group One)

Halliday and Hasan (1976:7-8) distinguish between intra-sentential and inter-sentential conjunctive cohesion by claiming that the former is a central feature of texture, whereas the relationship in the latter is internally linked by virtue of their structure. Compared to intra-sentential conjunctive expressions, their inter-sentential counterparts seem to be less used by students as the results of the above tables (16, 17, 18, 19) show.

There is, in fact, a strong tendency on the students' part to use conjunctions internally, rather than externally to link different kinds of items, words, clauses, and sentences. Moreover, there is an overuse of the additive type of conjunctions compared to all the other types and this is clearly noticed in the percentage use of the additive conjunctions, especially internally.

Student	Total Number of Conjunctions	Additive Conjunctions	Inter-sentential	Intra-sentential	Additive %	Intersentential %	Intrasentential %
Student 01	22	5	03	2	22.72	60	40
Student 02	48	16	04	12	33.33	25	75
Student 03	56	22	08	14	39.28	36.36	63.64
Student 04	45	14	04	10	31.11	28.57	71.42
Student 05	32	12	02	10	37.50	16.66	83.33
Student 06	38	15	08	7	39.47	53.33	46.67
Student 07	41	21	02	19	51.21	9.52	90.47
Student 08	20	5	03	2	26.31	60	40
Student 09	47	12	06	6	25.53	50	50
Student 10	48	14	01	13	29.16	7.14	92.85
Student 11	46	18	08	10	39.13	44.44	55.56
Student 12	29	9	03	6	31.03	33.33	66.67
Student 13	36	8	04	4	22.22	50	50
Student 14	24	10	05	5	41.66	50	50
Student 15	31	13	00	13	41.93	00	100
Student 16	29	9	02	7	31.03	22.22	77.78
Student 17	35	10	02	8	27.77	20	80
Student 18	45	12	06	6	26.67	50	50
Student 19	34	6	02	4	17.64	33.33	66.67
Student 20	34	14	06	8	41.17	42.85	57.14
Student 21	48	17	02	15	35.41	11.76	88.23
Student 22	31	11	01	10	35.48	9.90	90.91
Student 23	32	14	10	4	43.75	71.42	28.57
Student 24	32	7	00	7	21.87	00	100
Student 25	66	25	14	11	37.88	56	44
Student 26	34	15	08	7	44.11	53.33	46.66
Student 27	31	3	01	2	9.67	33.33	66.67
Student 28	49	9	03	6	18.36	33.33	66.67
Total ∑	1063						

Table 19 : Intrasentential and Intersentential Cohesion: Frequency Counts and Predominance (Post-test Group Two)

Table 19 also shows that there is a great variation between students in terms of inter-sentential and intra-sentential additive conjunction (and) use.

3. **Tests and Data Analysis**

3.1.Histogram

As a first step in the analysis of the research data, making representative histograms depicting the distribution of the data was a necessary step. The reason behind using histogram lies in the fact that it is useful because the researcher has to deal with a large set of measurements and wants to display her data in a more friendly and clear format.

The usefulness of using histograms here lies in the fact that it helps us see where the majority of the values fall in a measurement scale. It also shows how much variation there is.
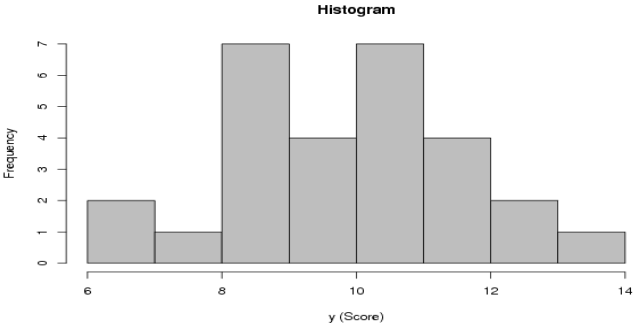
Figure 09: Histogram for Scores (Pre-test Gr. 01)

As shown in the tables of both groups' pre-test represented by the two histograms below, there is a great variance in the students' scores. In the first histogram (Pre-test group 1), the majority of students' scores fall between four major measurement scale. That is to say, their marks range between 8 to 12.
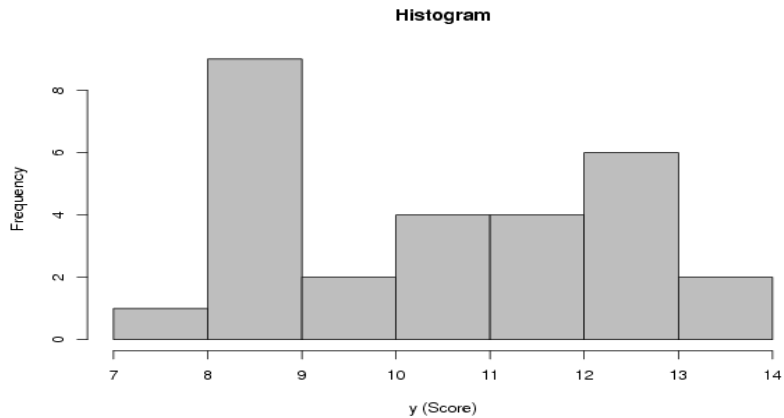
Figure 10:Histogram for scores (Pre-test Gr.2)

In the second histogram (pre-test group 2), the students' scores appear to be ranging between 8 to 13, while a great deal of scores fall between 8 and 9 in particular.
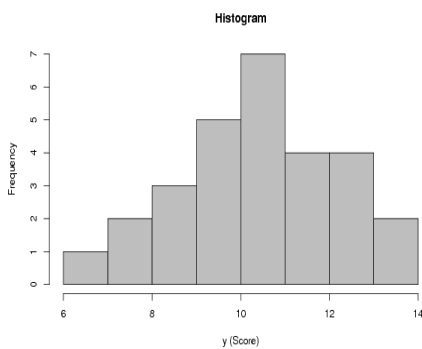
Figure 11: Histogram for Scores (Post test Gr.1)
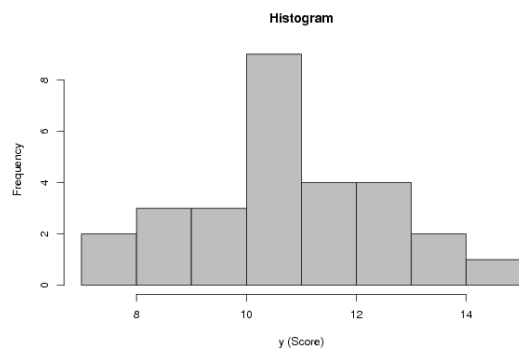
Figure 12: Histogram for scores(Post test Gr.2)

Unlike the pre-test where there is a great variance between the two groups in terms of where the scores fall, in the post-test there seems to be a similarity between the students in terms of scores falling in the middle of the histogram. In other words, the majority of the students' scores are average i.e., between 10 and 12.

A good deal of scores fall in the measurement scale 10. There is also a resemblance between the two post-test groups in the range of measurement scales the student's scores fall in between. In the pre-test the scores were dispersed away from the target (10). The majority of students got marks between 9 to 13. If this is to communicate something to us from both the pre-tests and the post-tests, it is the fact that after intervention, there has been a kind of improvement in terms of performance, reflected here by the students' scores. This improvement cannot be seen in getting very high scores (+14), but rather the data seem to be close together and near to the target (10).
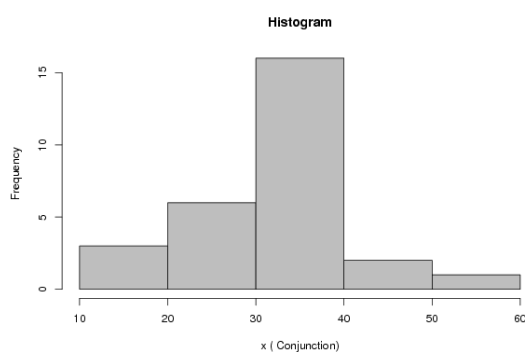
Figure 13 : Histogram for Conjunctions (pre-test Gr. 1)
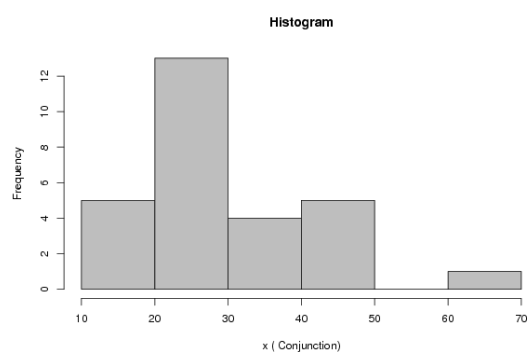
Figure 14: Histogram for Conjunctions (pre-test Gr. 2)

The number of connective expressions used by both groups in the pre-test seems to fall between two main values, namely, between 30 and 40 in the first group and from 20 to 30 in the second group, with a continuous variation in use though. In the first pre-test group, the histogram shows that the majority of students (15 students) used from 30 to 40 connective expressions in their writing which is a fairly high percentage. In the second pre-test group, there is a vast range of connective expressions' use. That is to say, connective expressions' use ranged from 10 to 50, whereby a good deal of students (12) used between 20 and 30.
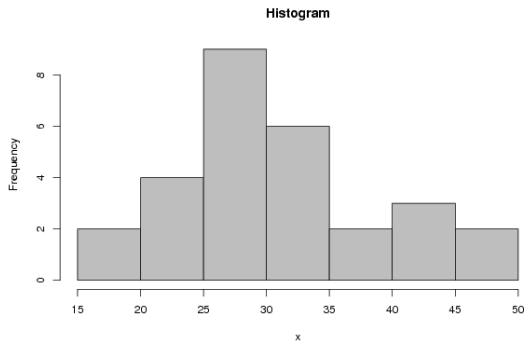
Figure 15: Histogram for conjunction (posttest Gr. 01) **Figure 16: Histogram for conjunctions (post-**
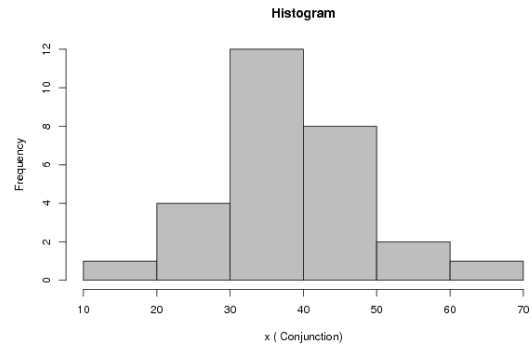
Test Gr.2)

In a similar vein, the students' use of connective expressions in both groups of the post-test seems to be dispersed in a given pattern that does not show randomness to some extent only. The majority of students used connective expressions between a range of 20 to 35 in the first group. In the second post-test group, the use of connectives seems to fall between 30 and 50 which is also a fairly high percentage of use.

3.2.   The Analysis of Data Using a Scatter plot
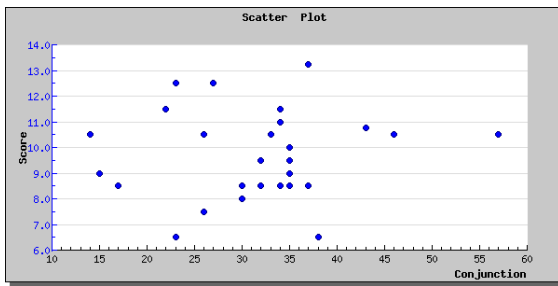
Figure 17: Scatterplot (pre-test Gr. 1)   **Figure 18: Scatterplot (pre-test Gr. 2)**
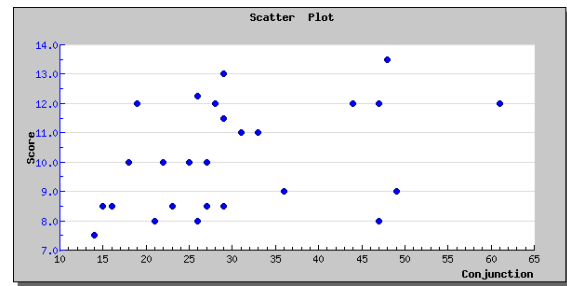
The use of the scatter plot is very important also because in the analysis of the present research data, it clearly shows the dispersion of scores and connective expression in the students' texts in the same diagram.
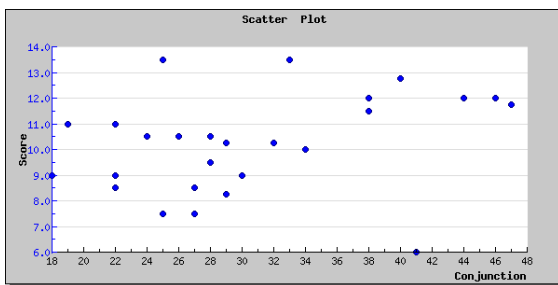
Figure 19:Scatter Plot   (posttest Gr. 1)   **Figure 20: Scatterplot (post-test Gr.2)**
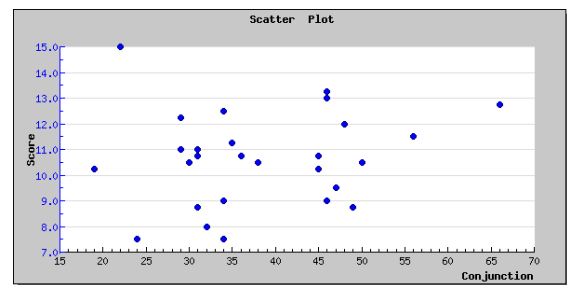
3.3.   The Analysis of Data Using Simple Linear Regression

After   we had a handle on which the x variable may be related to y in a linear way, the next step has been to find the straight line that best fits the data. We have plotted the data and came out with the following regression models for the pre-test and post-test for both groups of students.
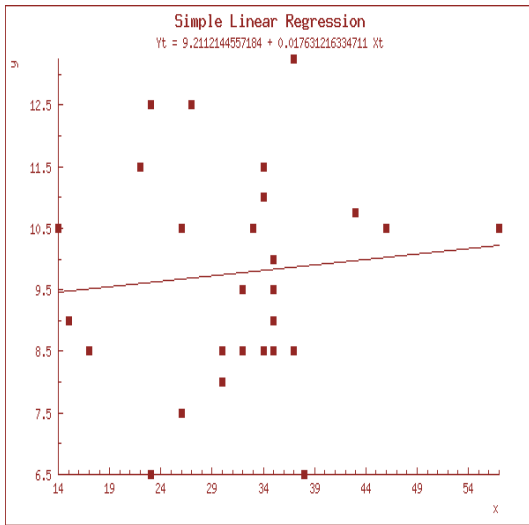
Figure 21: Simple Linear Regression(Pre-test Gr. 01)
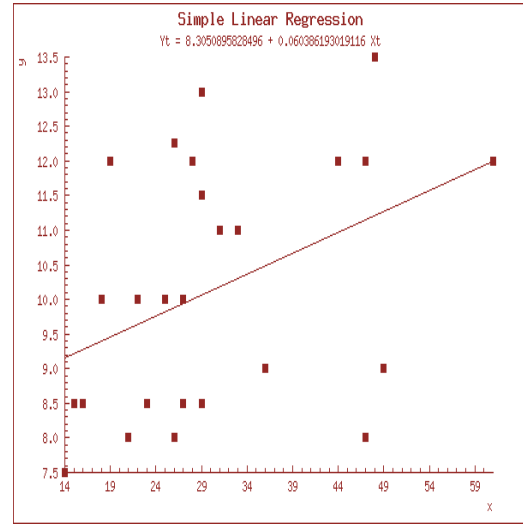
Figure 22: Simple Linear Regression (Gr. 2 pre-test)

You can see from the simple linear regression of both groups' pre-test that the relationship between connectives' use and scores appears not to be following a straight line that is on the graph. In the graph, there are lot of points that appear to be out or far from the straight line. These points are called outliers; they do not fall into the pattern, and hence we can say that there is a random use of connective expressions in both groups of students.
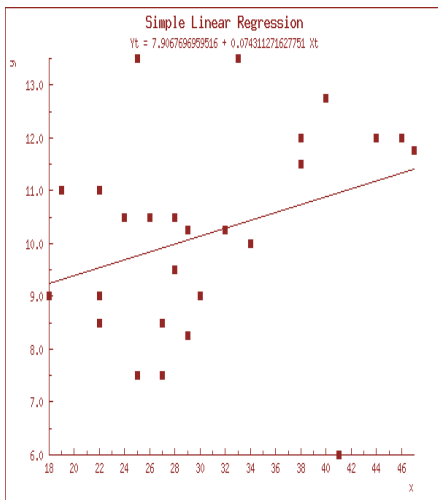
Figure 23: Simple Linear Regression (post-test Gr. 1)
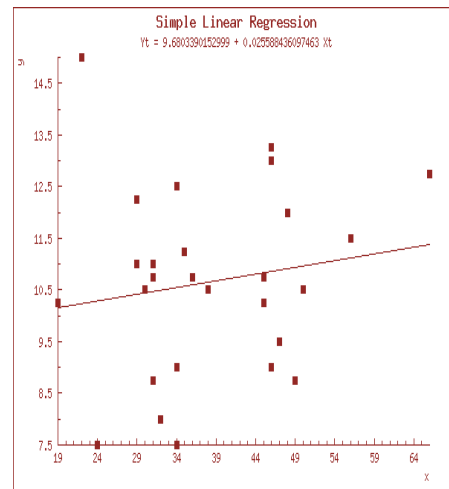
Figure 24: Simple Linear Regression G. 2

In the figures of both groups' post-test, we can also notice from the simple linear regression that the relationship between the use of connective expressions and the essays' scores appears not to be following a straight line that is on the graph. The points seem, however, to be closer to some extent to the straight line compared to the results in both groups' pre-test.

3.4. Quantify Association between Two Variables: Correlation Coefficient

Pearson Product Moment Correlation		
Statistic	Variable X(Conjunction)	Variable Y(Score)
Mean	31.5714285714286	9.76785714285714
Biased Variance	81.4591836734694	2.92378826530612
Biased Standard Deviation	9.02547415227972	1.70990884707522
Covariance	1.48941798941799	
Correlation	0.0930634914103043	
T-Test	0.476600922708735	
Number of Observations	28	

Table 20: Correlation Between Scores and Conjunctions' Use (Pre-test Gr. 01)
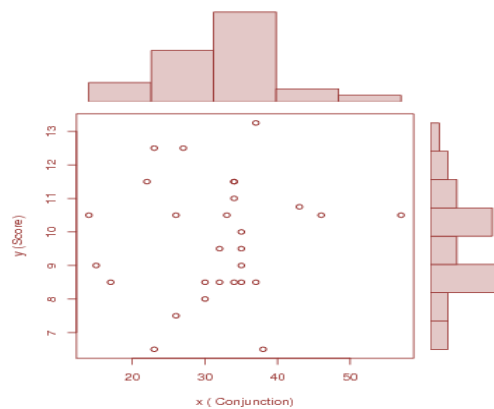
Figure 25: Correlation Between Scores and Conjunctions' Use (Pre-test Gr. 01)

Comments:

Pearson moment-product correlation coefficient test is used to measure the strength of a linear association between variable (x) and variable (y). Pearson moment-product correlation coefficient (r) value in the pre-test of group 1 is 0.09. This value reflects a positive relationship, though it is a very small association between variable (x) which is the number of connective expressions and variable (y) which is the overall grade the student got in her essay.

Pearson Product Moment Correlation		
Statistic	**Variable X(Conjunction)**	**Variable Y(Score)**
<u>**Mean**</u>	37.9642857142857	10.6517857142857
<u>**Biased Variance**</u>	113.963010204082	3.07294323979592
<u>**Biased Standard Deviation**</u>	10.675345905594	1.75298124342388
<u>**Covariance**</u>	3.02414021164021	
<u>**Correlation**</u>	0.155829052677176	
<u>**T-Test**</u>	0.804401923465313	
Number of Observations	28	

Table 21: Correlation Between Scores and Conjunctions' Use (Pre-test Gr. 02)
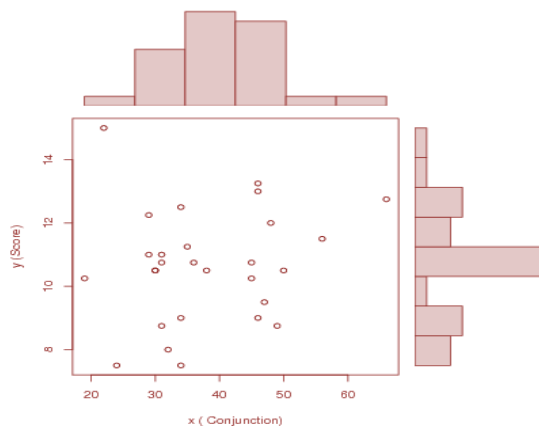
Figure 26: Correlation Between Scores and Conjunctions' Use (Pre-test Gr. 02)

Comments :

With the second group pre-test, the value of (r) is 0.15, which means that despite being positive but the association between variable (x) and variable (y) is positively very small. In this case also, the degree of positivity cannot be considered as significant, and hence conclude that the teaching intervention has brought significant effect on the students use of conjunctions and their overall marks.

Pearson Product Moment Correlation		
Statistic	**Variable X(Conjunction)**	**Variable Y(Score)**
Mean	30.5714285714286	10.1785714285714
Biased Variance	60.744897951837	3.27614795918367
Biased Standard Deviation	7.79390133111676	1.81001324834479
Covariance	4.68121693121693	
Correlation	0.319983690387982	
T-Test	1.7221483890509	
Number of Observations	28	

Table 25: Correlation Between Scores and Conjunctions' Use (Post-test Gr. 01)
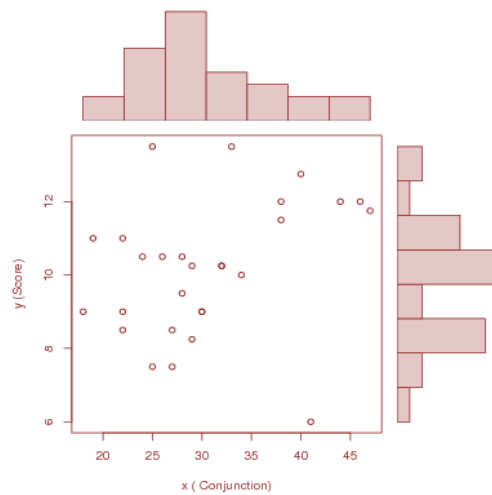
Figure 27: Correlation Between Scores and Conjunctions' Use (Post-test Gr. 01)

Comments:

The correlation coefficient results in the first group posttest is $r = 0.31$, which means that the association between the two variables (the number of connective expressions and the final mark) is medium positive. The closer the (r) is to +1, the more positive the association is, and the closer the (r) is to -1, the more negative the association is. In this case, the association is considered positive but it is not strong enough to claim anything about the effectiveness of the teaching intervention.

Pearson Product Moment Correlation		
Statistic	**Variable X (Conjunction)**	**Variable Y(Score)**
<u>**Mean**</u>	30.2857142857143	10.1339285714286
<u>**Biased Variance**</u>	131.84693877551	3.0289381377551
<u>**Biased Standard Deviation**</u>	11.4824622261739	1.74038447986504
<u>**Covariance**</u>	8.25661375661376	
<u>**Correlation**</u>	0.398407471651446	
<u>**T-Test**</u>	2.21485889744835	
Number of Observations	28	

Table 26: Correlation Between Scores and Conjunctions' Use (Post-test Gr. 02)
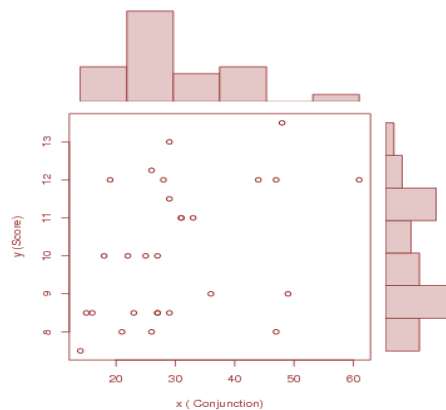
Figure 28: Correlation Between Scores and Conjunctions' Use (Post-test Gr. 02)

Comments:

The result of Pearson moment-product correlation coefficient test in the second pretest (group 2) is 0.39. The (r) value here reflects also a positive association between the dependent (y scores) variable and the independent variable (x number of connectives).

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The degree of association reflects also a medium positive relationship. As shown in the diagram above (18, 19), Pearson correlation test draws a line of best fit through the data of the two variables and indicates how far away the data are to this line of best fit.

So, as the results of the correlation coefficient test show in both experimental groups in the pre-test and posttest, the relationship between the use of connective expressions and the overall writing quality of students has been positive, but the strength of association between the two variables (variable x and variable y) is not strong enough. The strength ranged between 0. 9 and 0.39. Besides, the results of the correlation coefficient test in the post test, i.e., after the teaching intervention, show that there is an improvement. The results of the correlation coefficient in the post-test are higher than those in the pre-test. This small or medium value of (r) cannot be considered as reflecting a positive relationship between the two variables, and it is not a very strong one to be considered as a significant result.

4.   Reliability and Validity in Scoring the Essays

In order to estimate the reliability of a measure, we use the correlation coefficient to check the degree of consistency between two sets of scores. The reliability coefficient can range from 0 to 1. The closer the number is to 1, the higher the reliability is with little measurement error. The closer the number is to 0 the lower the reliability and the large amount of measurement error there is.

In the present research, a major method will be used to test the reliability of scores given by two raters, namely Cohen's kappa coefficient. The use of a particular statistical test type is of central importance because, to use Anderson's (2001:33) words, " The choice of a method to estimate reliability depends on the purpose of the measure as well as what is considered to be an important source of error".

Inter-rater reliability is a method for estimating reliability of scores given by two or more raters. This method is claimed to be useful when a measure is used subjectively (such as individual ratings); this involves judgments on the part of the rater (s) which may cause biases and inconsistencies since they may interpret rating standards differently and/or inconsistently, hence influence the ratings. Inter-rater reliability is said to determine the degree of agreement between raters when rating subjects' texts.

Unlike reliability, validity is claimed to be a more complicated topic. It refers to the degree of correspondence between a test score and the construct (e.g., writing proficiency), that it was designed to measure. The absence of true standards for designing a test makes it more difficult for validity to be assessed since validity indicates the accuracy of a score. The most basic form of validity is *content validity* (Baer and Blais, 2009: 04).

4.1. Cohen's kappa for Measuring Inter-rater Reliability

To measure the degree of agreement among the two raters who scored the essays, each one independently relying on a set of pre-determined criteria as is usually the case with holistic scoring, Cohen's Kappa coefficient has been used for calculation.

Cohen Kappa inter-rater reliability for 2 raters (Pre-test Group 1)

Number of cases size = 28

Number of raters =2

Minimum score = 06

Maximum score = 14

Results:

Cohen's Kappa Weighted	SE
0.5209	0.1053

Table 24: Cohen's Kappa Results

Results of Cohen's Kappa inter-rater reliability for the pre-test (group 1) is 0.52, meaning that the raters' agreement in scoring the students' essays is moderate (0.41-0.6 moderate).

Cohen Kappa for 2 raters (Pre-test Group 2)

Cohen **Kappa** **for** **2** **raters**

Number **of** **cases** **size** **=** **28**

Number **of** **raters** **or** **instruments=2**

Minimum **score** **=** **06**

Maximum score = 15

Results:

Cohen's Kappa Weighted	SE
0.2459	0.1004

Table 25: Cohen's Kappa Results

The results of Cohen's Kappa for inter-rater agreement in the pre-test (group 2) is 0.24. This means that the raters' agreement is fair **(Fair: 0.21-0.40).**

Cohen Kappa for 2 raters (Post-test Group 1)

Cohen **Kappa** **for** **2** **raters**

Number **of** **cases** **size** **=** **28**

Number **of** **raters** **or** **instruments=2**

Minimum   score   =   06

Maximum score = 14

Results:

Cohen's Kappa Weighted	SE
0.5944	**0.1049**

Table 26: Cohen's Kappa Results

Cohen's Kappa result of agreement between the two raters is 0.59. This means that there is a moderate inter-rater agreement between the two raters in their scoring of the students' essays (0.41-0.6 moderate).

Cohen Kappa for 2 raters (Post-test Group 2)

Cohen   Kappa   for   2   raters

Number   of   cases   size   =   28

Number   of   raters   or   instruments=2

Minimum   score   =   05

Maximum score = 15

Results:

Cohen's Kappa Weighted	SE
0.1665	**0.1042**

Table 27: Cohen's Kappa Results for group 01

The results for Cohen's Kappa inter-rater agreement in the post-test (group 2) is 0.16, which means that the raters' agreement in their scoring of students' essays is poor **(Poor:** a Kappa of <0.2 is considered poor agreement).

4.2. Interpretation of the Cohen's Kappa Coefficient Calculation of Inter-rater Reliability

As it has been said before, *Cohen's Kappa* is a measurement of agreement; it measures agreement between two raters (or more). Conventionally, a Kappa of **< 0.2** is considered as reflecting *poor agreement*, **0.21-0.4** *fair*, **0.41-0.6** *moderate*, **0.61-0.8** *strong*, and more than **0.8** near *complete agreement*. Given Kappa is an estimate from a sample, the **se = Standard Error** provides an estimate of error. The **95% confidence interval** is **Kappa +/- 1.96 se**.

The results of Cohen's Kappa in both the two groups' pre-test are considered as being moderate to medium (0.52 and 0.24). The degree of agreement between the two raters in the pre-test is different with a major difference. The results in the post test in terms of the raters' agreement vis-à-vis students' essays scoring of the post test are similar to that of the pre-test; the agreement between raters in the first group post-test is 0.59 and in the second group post-test it is 0.16. The first result is considered as being moderate and the second as being poor.

Despite the fact that in the pre-test and the post-test, Cohen's Kappa test of agreement between raters is a little bit moderate (positive somehow), this does not mean in any sense that the results are positive. The same thing applies to the results of the pre-test. To be considered as reliable, the raters' agreement should be closer to 0.80 and 0.90.

Generally, when the results of inter-raters' agreement are not quite sufficient(bellow 0.80), a third rater is called upon to rate the students' papers again and to provide an average mark to a paper if there is a great difference in the rating of the first and the second rater. In the present research, and for some practical reasons, no other rater has been called upon to rate the students' papers again and

provide an average score for a given paper if there is any difference in marking. Despite the fact that the two teachers who have been involved in the present research to rate the students' papers, have been given the same scoring and/or guiding criteria for assessing the students' performance vis-à-vis the production of a good argumentative paper, but each one of them seems to have taken into consideration some scoring features over the others.

As it has been discussed earlier in this chapter about reasons that cause reliability of a test to be weak is the fact that when rating, teachers seem not to adhere to the scoring criteria as a whole; in some cases, teachers may give greater importance to one aspect over the other aspects. This tendency on the part of the rater is commonly found because teachers generally give importance, for instance, to matters related to grammar, spelling, punctuation and so on over the overall ability of a student to perform a communicative task. This fact makes holistic assessment difficult to deal with when coming to matters of reliability and validity of scoring.

On the one hand, such kind of practices on the part of teachers (raters) reflect a deficiency and a disadvantage in adopting the holistic method of assessment. In the case of our raters, they may seem to be giving much importance to matters of grammar or vocabulary and ignore the fact that there are other central aspects in writing an argumentative essay. These aspects involve structure of the argumentative type of discourse, coherence and cohesion between the different elements of the text, the unity of the topic, and the purpose of the text. When the main focus is on the overall ability to communicate in a meaningful, communicative and convincing manner, focus on some mistakes in grammar, vocabulary and so on should not receive a great emphasis.

In the chapter about assessment, it has been argued that one of the great advantages of holistic assessment is to look at the text as a whole that communicates a given message. Aspects of a text cannot in any way be dealt with separately from the other elements. In the analytic method of assessment, the teacher must provide a detailed description about the students' performance vis-à-vis each aspect of the text. Each aspect is marked separately on its own and then all the scores are gathered together to form a final mark. In such a case, both the teacher and the student will have some feedback about the students' performance in the task. The teachers can know the area of their students' weaknesses and can, hence, diagnose it in the coming courses. In the holistic assessment, however, the teacher provides no feedback for students to know where their weaknesses lie. The teacher is the only person who can know her students weaknesses and can highlight them later on in her teaching, but when assessing, she gives just a final mark describing the student's performance in the task as a whole. If not done correctly and in a methodic manner following the set of criteria used in general in holistic assessment, the resulting scores might not be reliable not only for research aims. The scores might even suggest a very important issue for researchers and a continuous dilemma for students who might feel that what they have been scored on and what the teachers have placed much focus on does not reflect what has been dealt with and taught inside classroom. Such kind of issues may lead to a constant dissatisfaction among students about their grades.

Another central point to emphasize here about holistic assessment is that, as it has been discussed, teachers have been given the same scoring guiding criteria to follow when assigning scores to the students' essays, but each one seems to differ in the aspects s/he focuses on in their assessment. This might reflect the teacher's tendency towards writing and its central aspects. Some give huge importance to

grammatical mistakes and consider them unallowable at all; others may focus all their attention when reading a paper on the correct spelling and punctuation also. Whatever might be the method of assessment adopted and employed by teachers in their regular assessment of their students' levels of proficiency during the whole year, be it analytic, holistic, and so on, a great deal of attention must be given to the notion of teachers' training not only in teaching but also on assessing language skills.

Teachers' training is very important in any teaching program. Novice teachers who have little or no experience in the teaching and the assessment of language are taken and put in a group to be given some guidance and help in how to better teach and apply new methods inside their classrooms and how to better assess their students' level of proficiency in a given skill. Teachers' training in assessment does not concern novice teachers only but teachers with some experience in teaching also. An experienced teacher, for instance, can be assigned this responsibility or can volunteer to help and direct new young teachers or other teachers with some teaching experience. Teachers' training is important because if the teachers in a given university adopt the holistic or analytic methods of assessment, the responsible may involve all teachers of Written Expression, for instance, in kinds of workshops to show them how to rate students' papers by drawing their attention to the procedure of scoring and the main aspects the teacher should have to focus on in each method of assessment.

5.   Analysis of the Teachers' Questionnaire

Introduction

The aim of the questionnaire for teachers is to investigate the teachers' practices in teaching writing to undergraduate students, the approaches they adopt to enhance and boost the learners' writing proficiency and the teachers' overall perception of the current ability and proficiency of learners in writing. It also aims at investigating whether or not there is an alignment between course content, course pre-set objectives and assessment. Accordingly, the questionnaire helps to find out the effectiveness of the current approaches adopted by teachers at the university of Constantine 01 with undergraduate students for the academic year 2010-2011.

The questionnaire serves as a tool to answer some important questions related to the present research especially to find out ways to diagnose problems related to the academic achievement of undergraduate students via aligning course content and course objectives with assessment. One of the main points raised and stressed by researchers and educators is the alignment of course content with course objectives and method of assessment. The objectives of a given course must be taken into consideration when assessing specific language abilities/proficiencies. This focus on such topics has the aim to avoid some dilemma both teachers and students experience in the teaching/learning process.

Setting specific objectives for a given course guides assessment and teachers' constant observation of the students' progress. It also helps diagnose problems impeding learning for students. The dilemma that teachers and students have to avoid is clearly reflected by the following saying:

"*I know what I have given you; I do not know what you have received!*"

Section 01 : Teachers' information and experience in teaching Written Expression

Teachers' Profile

	Degree			Status		Years of Teaching				Total
	MA	Magistere	PhD	Full-time	Part-time	1-3	5-10	10-20	20-30	
Number of Teachers	2	6	2	8	2	2	3	1	4	10
Percentage	20	60	20	80	20					

Table 28: Teachers' Information and Experience in Teaching

Interest in the present research has been given to third year teachers of Written Expression in particular, but this does not exclude the fact that they have all been teaching second and first year students as well in their previous teaching experience.

If this is to tell us something, it is that all teachers are well-experienced and acquainted with teaching students of different levels as they are well informed about the program/syllabus students are being taught in their first, second and third year and method of assessment teachers adopt to evaluate them. Information about their teaching experience is also important to answer questions related to success vis-à-vis the use of given approaches to teaching Written Expression (W.E. henceforth).

Section 02: Teaching practices at the English department

How much have you been successful in teaching Written Expression?

	Not successful	Successful	Very successful	Total
Number of teachers	1	9	00	10
Percentage	10%	90%	00	100%

Table 29: Percentage of Success in Teaching Writing

The majority of teachers judged their teaching of W.E. as being successful based on judgments related to the overall ratio of students' success in writing reflected by their grades and overall impression about their students' achievements in their class.

What is the approach you adopt in teaching Written Expression?

Teaching Approach	Process	Genre	Eclectic	Total
Number of Teachers	1	2	7	10
Percentage	10%	20%	70%	100%

Table 30 : Approaches to Teaching Writing

With regard to the approach used by teacher in teaching W.E., the majority (70%) replied that they adopt the eclectic approach to teaching writing, while some of them (20 %) use the genre approach and the minority (10%) use the process one.

What type of written composition do you teach?

Genre of Writing	Expository	Argumentative	Narrative	Descriptive
Number of Teachers	8	10	5	5
Percentage	80%	100%	50%	50%

Table 31: Types of Texts Taught in Writing

There is an amalgam in the different text-types taught to students with focus being put on all types, and a special focus being placed on the *expository* and *argumentative* text-types in particular to third year students. No one type can be

claimed to be taught separately from the other types of texts; we can find a mixture of exposition and narration in the argumentative text-type for instance.

On what aspect of writing do you focus your teaching?

Aspect of Writing	Grammar	Discourse Structure	Linguistic Features	Propositional Content
Number of Teachers	9	9	9	2
Percentage	90%	90%	90%	20%

Table 32: Focus of Teaching

As important aspects of writing, teachers seem to place a great focus on aspects related to form and language such as grammar, discourse structure and linguistic features.

Does the focus of teaching each genre of writing differ from one another?

	Yes	No	Total
Teachers' Number	9	1	10
Percentage	90%	10%	100%

Table 33: Difference in Teaching Genres of Writing

The majority of the teachers of writing (9/10), when asked about whether or not there is a difference in their teaching focus when teaching each genre of writing, they replied by yes. Though a great deal of aspects taught in writing are found in each genre of writing, but some aspects (linguistic, in particular) seem to be emphasized in one genre more than in the others. Some aspects of writing may receive a primary importance in one genre, but a secondary importance in another one.

The major aspects teachers consider as important in teaching writing

	Topic Development	Paragraph/Ideas Development	Style	Audience	Purpose	Others
Number of Teachers	2	10	4	7	9	00
Percentage	20%	100%	40%	70%	90%	00%

Table 34: Major Aspects in Teaching Writing

Among the aspects of language that are judged by the teachers to be the most important for successful writing, mastery of paragraph/ideas' development comes on the top list of the teachers' preferences. This is quite contradictive to what teachers have been asked and answered before in the question that concerns the aspects they focus on in their teaching. In that question, (20%) replied that they give importance to teaching propositional content while (80%) replied that they give other matters such as grammar, discourse structure and linguistic features more importance in their teaching. The two other important factors that teachers said they place importance in and consider when teaching writing are the purpose and the audience to whom writing is directed or being created at all.

Do you want your students to write to demonstrate mastery of:

	Form	Vocabulary/Content	Discourse Structure	Others
Number of Teachers	10	6	9	00
Percentage	100%	60%	90%	00%

Table 35: Aspects of Writing

The major focus of teachers seems to be on the mastery of aspects related to matters of form and discourse structure in the first place. Matters of vocabulary and content come in a later position.

Do you draw students' attention to the use and/or role of meta-discourse markers in their argumentative writing?

	Yes	No	Sometimes	Total
Number of Teachers	9	00	1	10
Percentage	90%	00%	10%	100%

Table 36 : Awareness about the use of meta-discourse in writing

From the percentages given above (90%), it can be noticed that metadiscourse markers play a central role in successful writing, that's why they are being given a big deal of attention in the teachers' teaching considerations and practices.

Section 03: Course design and materials selection

On what basis do you choose your lessons?

	Students' Proficiency Level in English	Students' Needs/Interests	Syllabus	Total
Number of Teachers	5	2	10	
Percentage	50%	20%	100%	

Table 37: The Basis of Materials' Selection in Teaching

This question is of central importance to our research because it gives us useful hints and insights about how teachers develop and design materials they use in their teaching. As it can be noticed in the table above, 100% of the teachers seem to stick

firmly to the syllabus presented to them by the department or teaching team. An average percentage (50%) however say that other factors intervene in their choice of the teaching materials such as the students' proficiency and level in English for instance.

The materials used for teaching are based on

	Teachers' Handbook	Personally Designed Materials
Number of Teachers	8	5
Percentage	80%	50%

Table 38: Source of Materials Taught

In their teaching, teachers seem also to stick strictly to using materials provided to them by the department. This is clearly shown by the significant percentage of teachers using handbooks (about 80%). Other teachers try to mix and involve their experience and knowledge of students' level of proficiency, interests and needs into the program and adopt materials to fit them all.

Do all teachers of Written Expression in your department use the same teaching materials?

	Yes	No	Total
Number of Teachers	00	10	10
Percentage	00%	100%	100%

Table 39: Teaching Materials

This question serves a very important issue that is of central importance in the present research. Teachers do not follow the same teaching program materials during

the whole year. Some, as has been noted previously, design their own courses and material to fit their students' interests and needs while others just stick to the program with no careful planning and expectation from course. This might suggest to us the fact that since teachers use different teaching materials and adopt different approaches to teaching writing to students; this also implies that they use different assessment criteria and place focus on different matters each having his/her own way independently from the others.

Section 04: The integration of reading tasks in teaching writing (literacy)

Do you include some reading tasks in your composition teaching practices?

	Yes	No	Total
Number of Teachers	6	4	10
Percentage	60%	40%	100%

Table 40: Reading Incorporation in Teaching

A good deal of teachers (6/10) say that they include some reading tasks in their teaching of writing (literacy) which means that reading receives importance in their teaching' priorities.

If yes, what types of reading materials?

	Various Text Types	Short Stories	Newspapers	Others
Number of Teachers	8	2	1	00
Percentage	80%	20%	10%	00%

Table 41: Types of Reading Materials

The inclusion of reading tasks in the Written Expression subject takes the form of texts of various types and diversified topics to raise and meet the students' interests and preferences, hence attract their attention and make it fun and successful. Reading texts of various types comes in the first place with a percentage of 80%. The other types of reading receive minimal importance in the teachers' teaching practices.

What is the kind of reading materials you use in the course of writing?

	Authentic	Adapted	Non-authentic	None
Number of Teachers	5	5	00	1
Percentage	50%	50%	00%	10%

Table 42 : Kind of Reading Materials Used in the Class

There is a clear tendency on the part of all teachers to mix texts that are authentic and adapt some others whenever they seem difficult for the proficiency level of students or to serve their own objectives in teaching.

Section 05: Students' level of proficiency and the usefulness of current teaching materials in the subject of Written Expression

Do you feel satisfied with the program/materials given by your department? Do you feel current program is producing good results?

	Yes	No	Total
Number of Teachers	3	7	10
Percentage	30%	70%	100%

Table 43 :Teacher's Satisfaction with the Program/Materials

There is a kind of discontent among teachers about the program provided to them by the department they teach in and this is clearly reflected by the percentage of teachers who do not feel that the current program/materials they are using are producing any improvement in the students' level and academic achievement (70%). These materials or the program, according to them, are futile and can lead to no better improvement in the level of their students' proficiency nor their academic achievement.

Do you feel satisfied with the students' writing ability and current level of proficiency in English?

	Yes	No	Total
Number of Teachers	00	10	10
Percentage	00%	100%	100%

Table 44: Teacher's Perception of the Students' Writing Ability

Teachers are dissatisfied with the results the present adopted program offers. The students' proficiency is not enough to meet high standards and expectations of success at the end of the year. If this is to be done, careful planning of courses that sets a diversified list of topics for reading/writing and a set of related exercises related to language mastery and knowledge should be included to meet both the teachers' expectation and aspiration, and to meet the students' interest and needs.

What writing abilities do you expect them to develop?

	Paraphrasing	Note taking	Summarizing	Composing Essays	Writing a Research Paper	Term Paper Writing
Number of Teachers	3	1	2	9	2	5
Percentage	30%	10%	20%	90%	20%	50%

Table 45: Teachers' Expectations from Students

The ability to compose and write essays and longer stretches of discourse beyond the sentence boundaries towards large stretches of paragraphs is a necessary prerequisite for anyone who aspires to write other things such as a term paper, a research paper and so on. That is why the majority of teachers (90%) stated that developing and working on the students' ability to write compositions is of primary importance for the majority of them since this will allow their students to perform other related tasks later on in the academic context or in real life context.

We do maintain here also that providing students with reading tasks involving some samples of essays written for various purposes (argumentative in our case) may help them improve their writing through reading and analyzing the texts' content, structure, linguistic features and so forth.

Do you think that students' underperformance results from the program's failure to incorporate their needs and/or interests?

	Yes	No	Total
Number of Teachers	9	00	9
Percentage	90%	00%	90

Table 46 :   Causes of Underperformance in   Writing

Failure to incorporate students' needs, and to take into account their current level of proficiency and interests plays a great role in the failure of any program. There is a common consent among teachers in the present study that students' underperformance in the subject of writing is due to that issue in the first place.

Do you provide a proficiency test to test your students' level before starting to teach?

	Yes	No	Total
Number of Teachers	4	6	10
Percentage	40%	60%	100%

Table 47: Proficiency Tests

Tests of proficiency at the very beginning of each year are important for both teachers and students alike. Giving a proficiency test can help teachers better direct their teaching to aspects that cause or create problems for students, and which hinder their improvement and progress in writing compositions. Directing our teaching to things that cause constant worry to students puts them in the picture and makes them feel better involved in things they are interested to learn and develop, and hence feel that the program fits them and makes sense to them also. A good deal of teachers answered that they provide a proficiency test at the beginning of the year, while the big majority do not do that.

If yes, how can you describe the students' writing proficiency?

	Low	Below Average	Average	Above Average	High	Total
Number of Teachers	00	00	00	9	00	09
Percentage	00%	00%	00%	90%	00%	90%

Table 48 : Teacher's Perception of Students' Writing Proficiency

The teachers perceived their students' writing proficiency as being acceptable with a total percentage of 90%. That   means that there is a common content to a great extent about the overall level of proficiency. However, if as teachers, we aspire to get better academic results on the part of students, more efforts need to be done to get students involved in programs that fit their needs and which meet the teachers' expectations of a given population.

Section 06: The assessment of Writing

What kind of assessment do you use to evaluate your students' writing?

	Holistic	Analytic	Other
Number of Teachers	9	3	00
Percentage	90%	30%	00%

Table 49 : Methods of Assessment

The method of assessment adopted by the majority of teachers in the English department at the university of Constantine 01 is the holistic assessment (90%). The other teachers (30 %) use a mixture of both analytic and holistic assessment. The reason behind using the holistic assessment is the fact that it is not a time consuming procedure, especially if grading involves large number of students which is a fact in the department of English at the university of Constantine 01, Constantine. Another very important reason, which reflects the researcher's own belief in the present study, is the fact that writing cannot in any sense be cut into separate aspects of language, then assigning grades to each aspect alone separately from the rest. A text is seen as a whole with an overall aim to achieve, as has been claimed earlier in chapter (4) . A text is a set of related sentences that are grammatically correct and semantically meaningful. In other words, a text is a set of sentences which do communicate a given message and which are characterized by being coherent and unified.

Do you think that, as teachers of Written Expression, we have to re-consider the teaching and assessment of Written Expression to undergraduate students in order to boost their writing proficiency and improve their academic achievement?

	Yes	No	Total
Number of Teachers	9	1	10
Percentage	90%	10%	100%

Table 50: Teacher's View with Regard to Teaching and Assessing Writing

Given the dissatisfaction implied by earlier answers of teachers in the previous questions in this research with regard to the approaches adopted in teaching writing, the proficiency level of students, the materials used in teaching and so on, in this question, there is again a general consent among all teachers to re-consider the

teaching practices and assessment of writing in the English department. Teachers feel an urgent need to make some change in their teaching practices in order to boost students' writing proficiency and get better academic results in the future.

Conclusion

In this chapter, several statistical tests have been used in order to test the research hypotheses. The main statistical tests that are of due importance to us in this research in order to test the research hypotheses have been the use of pearson product moment correlation coefficient and Cohen Kappa Coefficient. The results of the correlation coefficient test show positive, though not strong enough, results with regard to the relation between the use of connective expressions and the quality of the texts written by students. The second statistical test, namely, the use of cohen's kappa for agreement between the two scorers, the results show that the agreement is average to weak, and to be considered reliable, the agreement should be strong enough so that conclusions about the students' performance can be made.

The aim of the teachers' questionnaire has been not only to answer the research questions, but also to give us useful information about the teachers' teaching and assessment practices at the English Department, at the university of Constantine 01. Their answers helped also in directing our literature review towards the main aspects of the research. Some main aspects have been of central interest to us in the present research; these are: the teachers' approaches to teaching writing, the teachers' methods of assessment, the teachers' perception of their students' proficiency and achievement, the teachers' point of view concerning the materials they currently use in teaching writing, the teachers' tendency to include reading tasks in their courses and the teachers' tendency to teach textual metadiscourse (connectives in this case) on a genre-based level.

Chapter Seven

Discussion of the Results and Recommendations

Introduction

1. **The Teaching Practices in the Subject of Written Expression**

2. **Current Teaching Program and Assessment**

3. **The Relationship Between Integrating Task-Based Reading to Teaching Writing Adopting the Genre Approach to Boost Writing Proficiency**

4. **The Teachers' Perception of the Students' Achievement/Proficiency**

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General Conclusion

Chapter Seven

Discussion of the Results and Recommendations

Introduction

This chapter presents final thoughts that conclude the analysis and the description in the present study. It summarizes the important findings of the analysis in the present study, refers to the study's limitations and gives some suggestions for future research. From the concluding points presented in this chapter, it becomes clear that the analysis and the description in this study answer the questions and the hypotheses that the study has been set to investigate.

1.   Teaching Practices of Written Expression

In the questionnaire administered to the teachers of Written Expression at the English Department (university of Constantine 01), the results of the analysis show that the majority of the teachers claim that their teaching of Written Expression has been successful through their many years of teaching. 70% of them mentioned that they adopt the *Eclectic Approach* to teaching writing. Very few (2/10) seem to be adopting a genre approach. This means that their teaching involves an amalgam of the process approach and the genre approach.

All the teachers of Written Expression have a wide range of knowledge vis-à-vis the different text-types which students are required to write in: expository, argumentative, descriptive and narrative. No one teacher seems, however, to be using or exclusively teaching one text type over the other types.

In their teaching practices, the focus of teachers has been on three main aspects: Grammar (90%), Discourse Structure (90%) and Linguistic Features (90%). Focus on content receives a secondary consideration (20%) on the teachers' part. There was a

general consent, however, among all the teachers of the subject of Written Expression about the fact that the focus of their teaching is influenced by the type of the text they teach (or genre of the text). That is to say, the aspects teachers focus on in teaching the argumentative type of text will not be very similar to those in the narrative text type. One such important feature in teaching argumentative writing is that of using connective expressions in general and the adversative type in particular to show opposition in views.

A great deal of teachers (90%) have the same opinion vis-à-vis genre influence and aspects of language it imposes on teaching focus. They also recognize the fact that each text differs from the others in terms of organization, language resources and so on. More specifically when asked to rank written tasks' aspects in terms of importance, all teachers (100%) said that ***Paragraph/Idea Development*** is the most important thing they focus on in their teaching, then comes the Purpose of writing in a second place (90%), followed by Audience (70%).

In terms of language/skill mastery, 100% of the teachers said that their overall purpose is to make students demonstrate knowledge of ***form*** in the first place. They (90%) also consider ***Discourse Structure*** as a very important aspect that students should have a good knowledge about. Matters of vocabulary receive minor importance compared to other language or writing aspects.

With regard to the teaching of Metadiscourse markers (Textual), teachers (90%) stated that such aspects of language are very important and they should receive great attention in their teaching. They claim that their role should also be to draw their students' attention to them in their writing.

2.   Current Teaching Program and Assessment

Teachers (100%) say that they choose their lessons and tasks on the basis of Syllabus in the first place. Some say that in their selection, they also take the students' level of proficiency in English (50%) and the students' needs (20%) into account. They use different materials, ranging from Teachers' Handbook (80%) to Personally Designed Materials (50%). These percentages reflect the extent to which teachers seem to stick to what is given to them to teach, rather than what they find their students need and want to learn. 100% of the teachers say that they do not follow or use the same teaching materials. The general impression of teachers about the usefulness of current teaching programs, however, is not quite good. That is why when asked about whether or not there should be a reconsideration on the part of the teachers about the teaching programs and the method of assessment, the majority of teachers agreed that things have to be reconsidered.

3.   The Relationship Between Integrating Task-Based Reading to Teaching Writing adopting the Genre Approach

When asked if they include any reading/reading tasks in their composition teaching practices, a good deal of teachers (60%) replied by yes. The other 40% of teachers say that they do not use any reading materials in their teaching for any purpose. If this is to imply anything, it will be the fact that reading receives a moderate importance in the teachers' primary teaching consideration.

Teachers who consider reading as an important element in teaching writing have as their main focus the teaching of various text types (80%). The reading materials they use range from short stories' reading (20%), and newspaper reading (50%). The kind of reading materials teachers use in the course of Written Expression range from

Authentic Materials (50%) to *Adapted Materials* (50%). Teachers, then, tend to mix materials to make them fit their students' level and interests.

4.   Teachers' Perception of the Students' Achievement/Proficiency

Teachers expressed their discontent with the program/teaching materials provided to them to use and to stick to in their teaching. 70% of them feel that the current teaching program they follow is not producing any good results. This is clearly related to the percentage of their dissatisfaction (100%) with the students' writing ability and current level of proficiency in English.

Teachers returned the students' underperformance results in writing to the failure of the program to incorporate the students' needs and/or interests besides taking into account the students' current level of proficiency in English. This is clearly reflected by the percentage of agreement among them (90%) that the programs fail to meet the students' needs and level of proficiency.

In terms of considerations related to students' current level of proficiency in English, there is no strong tendency (40%) on the part of teachers at the English Department at the university of Constantine 01 to provide a proficiency test for students attending English classes at the beginning of the year. Despite all dissatisfaction with the students' level of proficiency and the current teaching programs, 90% of the teachers described their students' level of proficiency in writing as being average and above average.

5.   Writing Assessment

In terms of assessment of writing, 90% of the teachers at the English department say that they use the *holistic* method of assessment. A minority (30 %) group says they use the *analytic* method of assessment. The reason behind the teachers' strong tendency to use holistic assessment rather than analytic assessment or

any other method of assessment is due to the fact that holistic assessment saves time and energy for teachers. In correcting exams' papers, teachers find themselves confronting a challenging problem which is that of correcting huge numbers of students' essays and the limited time given to them to do the task. Because in holistic assessment, teachers go through one paper in a quick way with intention being given to writing as a whole(form and content), teachers may take just few minutes in correcting it.

It is true that holistic assessment proves to be more effective in saving time and energy in the teachers' corrections, but adopting it without a deep understanding, will create many serious problems especially if there is no consent about the scoring criteria teachers should follow, and that might have been the case with us in the present research because despite giving teachers (raters) the same guiding criteria to follow in correction, each teacher seemed to be placing heavy focus on some aspects of writing rather than the others. Our purpose as it has been stated earlier in this research, is not to prove the positive (strong) or the negative (weak) agreement(inter-rater reliability) between both raters in scoring the students' texts, but rather, this point is useful for the present research to raise another serious matter which is that of teachers' training with regard to teaching and to assessment because they are two sides of the same coin in higher education.

Teachers' training is not directed only to novice teachers who have little experience in teaching and assessing language skills. Rather, teachers' training can be given and directed to every teacher. Teachers can be involved in team/group discussion about their teaching practices and the methods they use. This discussion can be very useful in helping other teachers to know new ways and methods some other experienced teachers use and which are really effective to be applied in their

classrooms. Another way might be to plan some workshops from time to time intended for teachers to explain new methods of teaching and assessment practices. This can show to all teachers the principles underlying each method of assessment, for instance, and how it should be applied so that no serious disagreement would occur in any of their teaching and assessment in the future.

6. The Relationship Between Increasing Reading-Based Tasks (adopting the genre approach) and Students' Writing Quality

The present research is based upon the assumption that integrating reading in the teaching of writing adopting the genre approach will help improve the writing proficiency of students with regard to the use of connective expressions, in particular, in the argumentative type of writing. We carried out an experiment with two groups (quasi-experimental-design), whereby both students were taught the first semester of the academic year 2010-2011 in the ordinary way. That is, they were taught the subject of Written Expression the same way it is taught by all teachers in the English department. Students were given the theoretical lessons that were followed by some texts for reading, but with no major previous analysis of the texts by the teacher identifying the major linguistic/discourse features that characterize each text-type.

Analyzing texts with a clear identification of certain linguistic/discourse features that should be emphasized later on in teaching a given text-type lies at the heart of the genre approach. In the second semester, students in both experimental groups were taught using the same method of teaching. That is to say, students were taught the argumentative type of texts adopting the genre approach during a period of nine weeks. They were given reading texts and tasks that involve not only text comprehension, but focus has also been placed on the discourse structure of the

argumentative writing and the predominant linguistic features that characterize it, mainly the use of connective expressions.

The students' writing proficiency vis-à-vis the use of connective expressions has been tested before and after the teaching intervention. The essays produced by students in both experimental groups were given to two raters to score each over a period of time. The essays were later on analyzed for connective expressions' use in terms of percentage density and in terms of predominance of occurrence. The statistical test that has been used in order to see whether there is a positive relationship between the use of connective expressions and the students' overall writing quality (reflected by score) is pearson product moment correlation coefficient. The results of the correlation coefficient tests show that there was a kind of improvement in the means of students in terms of connectives' use and the scores in the post-test.

The results of the correlation coefficient test also show some improvement with regard to connective expressions' use and the students' scores in their essays. Despite the fact that the result of the correlation coefficient test is not strong enough to claim anything about the method of assessment and the teaching method in teaching Written Expression adopting the genre approach, but still since there was a kind of improvement in terms of scores, this means that the method may be useful to some extent.

Given the fact that the students' essays in both the pre-test and the post-test were scored by two independent raters who have been given some guiding criteria to read before scoring and follow while scoring, the results of the inter-rater reliability correlation coefficient test show that the raters' agreement was to some extent medium and not strong. To be considered reliable, the degree of agreement should be close to

or exceed 0.80. In case of disagreement between two raters, a third rater will be called in order to settle the matter between the two previous raters and give an average score where there is a difference between the first and the second rater. Given the fact that there was a difference between the marks that the two raters in the present study have given, a third scorer has been called to give an average score of both raters' given scores.

Our intention has been to shed light on one central issue in language teaching which is as important as the teaching of a given subject, this issue is that of assessment and adopting the same scoring criteria and methods of assessment in order to assess students' language skills and content knowledge. The teachers' attention is usually directed towards adopting sound teaching methods and selecting appropriate material to use in their teaching, and giving little importance to matters of assessment. In our case, when asked in the questionnaire what method of assessment they adopt in assessing writing, the majority of teachers replied that they use the holistic assessment. Holistic assessment is beneficial in many ways especially that when used it does not take lot of time on the part of teachers. Faced with the dilemma of huge number of papers for correction in exams and the very few days given to teachers to finish correction, holistic assessment might solve that problem and save teachers' time and energy. What might go wrong, however, with holistic assessment and may even lead scoring to be considered as unreliable might be due to the fact that each teacher seems to have a given conception of what forms good text quality.

Our belief in this research has been that holistic assessment is an efficient method to assess students' writing because writing is seen in this approach as a whole with all aspects of good writing contributing in the production of a good piece of

discourse which is communicative and convincing. Since our aim has been to focus on the writing proficiency and the communicative ability of students to write an argumentative piece of text to defend and back up a given point of view with arguments to convince the reader, relying in this on the use of certain linguistic features, namely, the use of connective expressions as textual meta-discourse markers of the writer's moves, and coherence between the different parts of the text, we maintain that minor mistakes that concern grammar, spelling, and punctuation might be given little importance in holistic assessment especially if there is no particular influence on meaning. That has been the case, probably, with the two teachers who scored the students' essays in both tests; some have placed focus on some aspects related to grammar, for instance, over other important matters without taking into consideration writing as a total whole.

7. Teaching and Assessing Writing

The present research has helped us to understand and highlight many issues related to teaching and assessing the writing skill. Teachers should be required to develop or adopt sound assessment methods in order to validly measure the ESL/EFL students English language (Spoken/Written) proficiency. The most persistent problem that teachers and researchers are always confronted with is the challenge to validate their current assessment and accountability systems. Given the paramount importance assessment (validity and reliability) has in guiding decisions in education, careful and great deal of attention should be given to this educational concern.

There is a variety of assessment methods and principles used to evaluate/assess the learners' language proficiency, including the holistic method. Accordingly, the main focus of the present study has been on holistic assessment. Moreover, based on data and information inferred from the teachers' questionnaire, we came to conclude that

the main method of assessment used in the English Department at the university of Constantine 01 is the holistic method. The aim of the chapter about Assessment has been to review current literature regarding EFL assessment. The objective for that has been to inform novice teachers and practitioners of the key issues to consider in their assessment process especially in matters that concern assessment criteria, validity and reliability of data and so on. Holistic and analytic assessments represent direct measurement strategies; they can be distinguished in terms of the response criteria the students' essays are judged and rated against. When measuring the writing skill, one facet needs to be taken into account which is that of the criteria according to which the written samples are assessed.

Though the present study has as its main focus the discussion of the holistic method of assessment in particular, calls for more competency based tests of the students' academic skills are usually raised and needed. As it has been mentioned earlier in the chapter about assessment, the need today is for measures of writing that are not only technically sound, but which also serve as meaningful, efficient indicators of clearly defined writing competencies.

As it has been stated earlier also in the chapter about writing assessment, the teachers' tendency to use the holistic (impressionistic) method of assessment is due to the fact that this latter is an efficient and reliable direct measure of writing performance. Given the large number of students the English Department receives each year, with the average classroom containing above 30 or 40 students per group, teachers consider holistic assessment as the best available assessment practice in terms of time and efforts despite the fact that matters of validity and reliability are always questioned.

Even though lot of books discussed one major drawback of the holistic assessment, which is the fact that it lacks precise information on the attributes of writing to which writers attend. In other words, holistic assessment is good for teachers to use since it provides them with information about students' performance in writing, but students can by no means know the aspects of weaknesses they have in a particular area of language.

The essays that have been used in the present research were taken from the students formal exams. One of the major points teachers should bear attention to when giving writing tasks to students is the ***purpose*** of writing and the ***criteria of evaluation***. These evaluation criteria should also be given to students prior to being involved in any writing task so that they can focus attention on when writing. The criteria of evaluation are very important because they form the parameters that will help guiding teachers in their assessment and in the planning of instruction. Another important point to consider when assessing and/or grading is the use of rubrics and checklists. They are important because they reflect effective and meaningful ways to assess formal writing.

The major problem the holistic method of assessment may create is in terms of the degree of reliability between two (or more) raters which may differ substantially. A piece of writing can receive a wide range of scores by different raters, even if these latter are experienced. That is the main observation inferred from the present study results. There was a great difference between the scoring of the two teachers who rated the students' essays both in the pre-test and the post-test. This has been despite the fact that both teachers have been teaching writing and have been given guiding assessment criteria. The researcher holds, however, the assumption that for inter-rater reliability to be high, raters should have not only similar background, experience and

so on; they should also receive the same training for assessment. This latter point seem to be greatly overlooked by most teachers. For assessment to be reliable, teachers should have similar views on what constitutes quality writing when judged against criteria specific to a given text type.

Whatever the method of assessment is used, the objectives that reflect the teachers' expectations of their students' performance at the end of the semester should clearly be stated from the very beginning, then all the teaching materials can be used and/or directed towards achieving those goals. A critical concern that should receive a great deal of attention on the part of teachers should not only be on the alignment between the teaching components: content, goals, but on assessment as well.

Teachers may use different methods or strategies of teaching alongside sets of tasks and activities to reinforce their students' learning and acquisition of language forms and features. What warrants serious consideration, however, is the way teachers assess students' papers. As it has been stated earlier, though teachers may claim to be using the holistic assessment and despite the fact that they say that they follow the guideline criteria given to them prior to any kind of assessment, the results of inter-rater reliability show that it is not the case. Based on their personal knowledge and experience, each teacher seem to be scoring the students' papers on the basis of matters she considers very important. That is to say, some teachers may focus on grammar when assessing, others may focus on idea development and discussion of the topic and so on. The central point in assessment which has been raised in many books about writing assessment including Flood et al. (2003). Their claim is that when assessing, teachers tend to assign scores on the basis of items related to grammar, capitalization, punctuation and so on.

The aim of the present research when discussing and raising issues related to assessment is not to prove the reliability of the teachers' scores. Reliability is a central factor in assessment, but our main belief is that if understanding of what holistic assessment means and what aspects of language focus in assessment should be put on (i.e., to test the writing proficiency of students in relation to the objectives set prior to any teaching), the assessment will be considered as valid, hence, as reliable. The more different the teachers' beliefs, knowledge and understanding about the ability/language skill that should be taken into account, the less valid, hence less reliable, the assessment will be. Little knowledge is known however about what factors lead raters to award a higher/lower holistic score to students' essays. Teachers seem to have a tendency to focus on some language aspects rather than others in their scoring.

8.   Teaching Connective Expressions and Its Implications On English Writing and On Translation

In the present research, there is a call for further cross-linguistic studies to be done between the Arabic and the English language vis-à-vis the use of connective expressions in argumentative writing to communicate messages in different text types and to see their implication on translation in both languages. The importance of connective expressions has been emphasized previously by many researchers and linguists. Stubs (1983:72) say that, "another set of items which have not received any natural treatment within grammar are items known variously as conjunctions, connectives or connectors and in particular the coordinating conjunction 'and' ."

The English discourse connectives may signal different meaning relations depending on the context. One of the main connective expressions that expresses multiple discourse relations is the additive connective "and". As it has been discussed

in chapter (3), the connective "and" can express addition or contrast. Depending on its context of occurrence, "and" can be categorized either as belonging to the *additive type of conjunctions* or the *adversative type of conjunctions*. This fact in the English language might not be the same in the Arabic language or any language other than Arabic.

Given the fact that some English connective expressions can express various meaning relations and signal different senses, some connectives can be considered as being ambiguous for EFL students in the way they function inside discourse. When translated from English into Arabic, for instance, such kind of ambiguity or lack of awareness on the part of students vis-à-vis the different meaning a connective expression may have, can lead to the production of wrong texts in terms of meaning, either when writing or when translating, especially if the target connective conveys another meaning relation.

Just like the connective expression "and", the connective "since" can also signal more than one meaning relation. It can have a "causal" sense or a "temporal" sense depending on the context it occurs in. If expressing a causal relation, the connective "since" can be translated into Arabic as نظرا, بالنظر, باعتبار and so on. If expressing a temporal sense, however, the connective expression "since" can be translated into Arabic as منذ, طالما and so on.

Some other connective expressions do also have different meanings in English. The connective expression "although" is another example. It can express a contrast relation (لكن, غير أن and so on), and can also convey a concessive meaning (رغم, بالرغم and so on). That is to say, the translation of an English connective to Arabic varies depending on the intended meaning of the writer.

Hence, the role of teachers in teaching connective expressions is a central one. They should draw their EFL students' attention to the different functions some connectives may have in the English language. Raising students' awareness towards the appropriate and correct use of connectives both in writing English texts and translation others is of central importance. That is why a great deal of attention should be given to them in their grammar and writing courses.

It has been also claimed earlier in this research, that when teaching connective expressions to EFL students, teachers should not present them as separate linguistic items in their own out of any context. Rather, teachers should present them in meaningful and communicative sentences and in long pieces of discourse and highlight the multiple functions they may signal. Put simply, connectives should be taught on a discourse-based level.

9.   Interference of Mother Language

In the quantitative analysis of the present research data, it has been noticed that there is an excessive use of conjunctions, the additive conjunction '*and*' in particular. Given the variety of conjunctions available at the students' disposal, it is quite unusual to put a heavy focus on the use of 'and' as the main item to express addition. In the taxonomy of conjunctive cohesion provided by Halliday and Hasan (1976) in their book Cohesion in English, a variety of conjunctions of all types, additive, adversative, causal and temporal have been presented. Teachers can make an extensive list of all connective' types and teach them to students without placing the great emphasis on the use of the additive '*and*' in the additive type, for instance.

The students' over use of '*and*' might be due to a main reason, which is that of **transfer** or **mother tongue interference** (Odlin, 1989; Littlewood, 1984). It is a fact that in Arabic, there is a constant use of the conjunction 'and' as a linguistic

means to link the discourse elements and create smoothness in expressing ideas and relationships (Ryding, 2005; Tahaineh and Tafish, 2011).

Through this research, we came up with the following suggestions for future teaching considerations with regard to connective expressions:

1.   The over use of connective expression "and" on the part of Arab native speakers may reflect the linguistic phenomena of negative transfer from their Arabic mother tongue. We believe that due to language interference in the repetitive use of "AND" in English as a negative transfer from Arabic one solution is to involve students in activities whereby they substitute the connective expressions "AND" with other connectives that have the same function and serve the same and/or other purposes. These activities will involve a list of connectives of a given type (say additive), explain to students the function of each type of conjunctions and the differences between them to raise their awareness, then ask students to substitute one conjunction with another from the list but which serves the same function the substituted one.

It is sometimes said that the more the writer is advanced in English, the less connectives s/he uses and the more implicit her/his message will be. The use of explicit connectives can be noticed as used heavily by beginners, intermediate and advanced ESL/EFL learners to draw their attention of how coherence, cohesion, organization and rhetorical moves are made.

2.   If we are to improve the writing proficiency and skills of our EFL students, teachers should make not only course design based on the students' needs/interests in English but should adjust it whenever possible to a given context to meet not only the educational objectives set but to meet the learners' level of proficiency as well. They should also make careful decisions about which approach to adopt in teaching

writing to EFL students. It is our concern in the present research, though, to claim that in their first year of studying at university, students should be taught the basics of English writing as it is usually the case. In their second year of learning, teaching should be moved beyond merry acquisition of sentence parts, sentence types, punctuation and so on, though teaching these aspects and drawing the students' attention to their importance in writing is undisputable and will always be the responsibility of the teacher to do, but consideration should be given to writing as a recursive cognitive process that involves a series of steps to be followed if students are to produce correct and acceptable pieces of written discourse. Since the second year serves as a start for learners to begin writing short essays in the subject of writing or in other related subjects such as linguistics and so on, importance should be given to matters of grammar and language use in different contexts in the first place, with no neglect or exclusion of the concept of writing as a social act that involves many other influential aspects and social/cultural norms and conventions.

3. In their third year of learning, students will be well acquainted with written language and its different types, though work on such previous aspects will continue to take place, a great deal of importance should be directed to other crucial aspects that play a great role in the communicativeness and acceptability of a piece of writing. Since language is seen as being a reflection of culture and social norms of a given speech community, being a skill of language, writing is also considered as a socially and/or culturally-based process involving norms and conventions that belong to a given culture. Teaching writing at this phase should be through adopting the genre approach to writing; teachers should give students samples of essays in a given genre or text-type not to blindly imitate as it has been the case with the product approach, but to

read, analyze and identify the major linguistic features that characterize each genre and which occur on a regular basis in other texts that belong to the same genre.

4. The evaluation of a given text is said to be possible unless the texts' interpreters can give judgments about the level of the genre's appropriacy. That is to say, whether the text belonging to a given genre is less or more appropriate. If this is done, then the interpreters can give further judgments about the grammaticality of the language as being less or more grammatical. These judgments are said to "add up to the total evaluation of the text as more or less acceptable for what it is." (Chimombo and Roseberry, 1998:103)

Chimombo and Roseberry (1998:191) claim that textual acceptability is a function of both the grammaticality and appropriateness of texts. Appropriateness is concerned with the way a text relates to its context. To use Chimombo and Roseberry (1998:191) words again, "it is a judgment about the genre of a text."

The context of the discourse results in specifications for an appropriate form of the text. This form is known as the genre. The genre, in turn, specifies a certain kind of language **acceptability**, or **grammaticality**. This is the register of the text. When the genre and register are matched in a way that is most effective for the intended purpose, the resulting text is likely to be considered highly acceptable (Chimombo and Roseberry, 1998: 4).

10. Limitations of the Study

One of the main limitations that has faced the researcher in the period of doing this research is that of time constraints. The researcher carried out her experiment in the second semester of the academic year 2010-2011. It would have been more interesting and promising if the experiment has been applied another time

on another sample in the next year, but due to time limitation, the researcher has been satisfied with just one experiment.

Another very important problem that has faced the researcher during doing this research and during the period of the experiment is the fact that in the academic year 2010-2011, there has been a strike at the university of Constantine 01 during the second semester of the academic year. Despite any factor that might have been, to some or large extent, influential, the researcher was obliged, however, to finish the work she started in, in February till May 2011. The researcher does believe that this kind of interruption that has taken place during the strike period, i. e., teaching two weeks then stopping one week and the like, may have had an effect on the experiment process and on teaching intervention as a whole.

Conclusion

This chapter highlights the main findings of the analysis undertaken in the present study. It should be emphasized, however, that these findings are the outcome of analyzing a specific type of text (argumentative in this case). Therefore, the use of connective expressions in the argumentative type of discourse should not be generalized; it should be viewed in relation to the text-type it occurs in or it represents. The choice, frequency and distribution of connective expressions differ according to the type of the text. An important matter is the fact that representing one type of discourse in the study renders it more useful for comparison or contrastive studies in future research.

In order to summarize the findings of the present study, this section focuses on two main points: the description of connective expressions in the data and the description of the text in the data. These points are highlighted since they are at the heart of the analysis, and hence, they represent the main contributions of the study.

Moreover, one important contribution of this study is the identification of connective expressions in the data and describing their frequency of use in the argumentative type of written discourse. The analysis of the data indicates that there is a variety of connective expressions' use. There is, however, a great deal of use of some connective expressions within each type of conjunctions over the others. These expressions include: coordinating ***and*** in the first place.

One of the most noticeable features that distinguished the use of connective expressions is the EFL students' preference to use them ***sentence-initially***. Certain connectives may occur in other positions in the text (in the middle), but the initial position in the sentence is the place where they are most likely to be found. In the present research, all connective expressions have been taken into account regardless of their position of occurrence. Future research can, however, focus on factors that motivate EFL students to use connective expressions most often initially in the sentence or the paragraph.

The use of connective expressions is governed by the pragmatic force of the text rather than the grammatical structure of the sentence. According to Schourup (1999:231), these expressions are neither part of the propositional content of the sentence nor they are tied to the sentence grammatical structure because, to use his (1999:231) words, they are considered as " syntactically and semantically optional". Connective expressions are pragmatic tools for text-processing. For the production of acceptable and communicatively effective texts, the writers should use connective expressions in ways that are expected and accepted by a given discourse community. Connective expressions are said to be governed by the pragmatic norms of the language at stake; in the language in which they operate, hence, their choice, frequency and distribution makes the text more acceptable.

Moreover, Connective expressions fall into two main categories: textual and interpersonal. Some textual discourse markers such as "rather", "but rather", "and hence", and "therefore" signal relations between segments of texts. They also indicate how text-producers perceive such relations and how they structure their texts. In this study, focus has been mainly on a particular type of textual discourse markers (connectives). Interpersonal discourse markers that signal the text's producer attitudes, evaluation, plans, and social relations with the text receiver have not been considered since they are not of importance to the present study.

Despite the fact that they have not been dealt with and/or analyzed from a pragmatic perspective, in this study, most textual discourse markers are claimed to encode pragmatic meaning, for example, "however, but, since, so, thus, indeed" and so on. That is why further studies that involve analysis of connective expressions from a semantic and a pragmatic perspective are also needed and encouraged.

The results of the two tested hypotheses are given and described along with their interpretation in the chapter about results and data analysis. The first hypothesis in the present research which states that increasing reading based tasks in the subject of Written Expression and based on regular exposure of students to argumentative texts will improve and boost the EFL students proficiency vis-à-vis the use of connective expressions as markers of discourse organization, writer's moves, and coherence in writing (quality) has shown positive results. That is to say, there is a positive relationship between the regular exposure to print with regard to the regular and appropriate use of conjunctions and the students' achievement in the subject of writing, as their scores reflect.

With regard to the second research hypothesis, that there should be an alignment between the different course components: method of teaching, method of assessment and instructional objectives, the results of the holistic assessment of the raters show that there is a discrepancy between them in terms of scoring. The inter-raters' reliability in scoring was below .60 which means that the agreement is moderated to poor. To be considered reliable, agreement between the raters should be above .80. If this is to imply something, it is the fact that there is no alignment between what is taught, the objectives of teaching and the method of assessment. Teachers who assess the students' essays seem to have different perceptions of what forms good texts and on the basis of that they may overlook some important aspects and features of writing upon which teaching has been directed to and also give little importance to the role they play in producing communicative and successful pieces of discourse.

General Conclusion

The main purpose of the present study has been to test the efficiency of a teaching method in order to boost the EFL students' writing proficiency vis-à-vis certain text-types and with focus being placed on the use of connective expressions (conjunctions). Two major components of teaching have been considered and given a great deal of focus, these being the *teaching method* and the *method of assessment* (based on teaching objectives). Undergraduate Applied Languages Students have been exposed to teaching intervention, whereby the focus of teaching has been modified, and the objectives of each lesson have been clearly stated from the outset and prior to any test. To this end, the study takes the text as its point of departure. It focuses on the use of connective expressions as discourse markers of coherence and discourse structure of the text as a whole.

In the first part of the present study, the theoretical framework is identified (Halliday and Hasan's 1976 taxonomy of conjunctive cohesion) for analyzing the texts for their overall coherence vis-à-vis the use of connectives in the argumentative type of writing. The analysis did not involve any segmentation of the text into units for analysis or into paragraphs since this is of no importance to the present study. This is despite the fact that it might have been useful to determine the connective expressions that usually more frequently occur initially or in the middle of the text. Hence, segmenting the text into small or large units for analysis of connective expressions is not of our concern in this research since we are not much concerned with the position of occurrence of connectives expressions.

One of the major points that the present study has not focused on and which requires further investigation is to make a contrastive study between the use of connective expressions in both Arabic and English written discourse from a genre perspective. Such kind of studies should describe the semantico-pragmatic relations that connect sentences to each other to form a unified and coherent whole. Rhetorical Structure Theory (Marcu, 2000; Mani & Mayburry, 2001; Taboada, 2004) can be used to describe the way sentences relate to each other. Text-Type Theory (Salyer, 2001; Giltrow & Stein, 2009; Ehrman & Holmes, 2012) can also be used to describe how paragraphs relate to each other. These two relation-based frameworks represent the text structuring relations from the perspective of the text, taking into consideration the text's intended communicative goals as a means to interpret these relations.

After identifying the types of connective expressions in the data, then describing their environment of occurrence in the first part of the study, the second part proceeds to describe how these linguistic items operate at discourse level. In order to provide a coherent description of the role and the importance of connective expressions

in written discourse, in future research the use of a functional classification (Blakemore, 2002; Bardzokas, 2012) of these linguistic items at the level of sentences and at the level of paragraphs should be undertaken.

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Appendices

Appendix 01: Argumentative Writing Units

Teaching Units

1. **Description:**

The premise in introducing the teaching of cohesion and including it within the teaching of the argumentative type of writing is that making such focus will help students reach a better understanding of the underlying meaning relations that exist between sentences, hence using them in a more correct and appropriate manner. The aim is to show that an understanding of the way aspects of a text, cohesion mainly, work together to achieve the communicative purpose of the text.

The focus of the units will be on the teaching of cohesion as an organizational source, with regard to the pattern of development generally adopted in argumentative writing. That is to say, the use of explanation and exemplification, in the first place, as a source for refutation or as a source for supporting and conveying the author's arguments. As such, the focus of teaching conjunctive cohesion will be mainly on three types; namely, additive, adversative and causal cohesion since the pattern of organization used in this type of writing is the "order of importance". Thus, space will be devoted more to the teaching of these three types on a discourse-based level. In each unit, one type of conjunctions will be highlighted, discussed and analyzed at a time on a discourse-based level in each two units.

The aim of the exercises in each unit will be that of drawing students' attention to the different signals of meaning relations. Thus, serving as an awareness-raising activity. The exercises are also made to fit any kind of text; they do not require specially constructed or adapted texts.

Argumentative Writing

Aspects of Conjunctive Expression Use

Each unit will focus on a particular conjunction type used in the argumentative genre of writing. The first type will be that of Addition. Given the fact that the patterns of explanation and exemplification, inter alia, are the most commonly used methods/patterns of development, argumentative writing is expected to contain many linguistic features of exemplification including: *such as, for example, for instance,* etc; samples of addition including*: and, also, in addition, as well*, etc; adversative features such as: *however, although, but,* etc; and causal features such as: *because, since,* etc. As such, one focus of each unit will be to discuss and analyze the use of these textual cues and their function in achieving the communicative purpose of the text.

2. Teaching Objectives

By the end of the semester, students will be able to:

1. To develop an arguable thesis
2. To argue both sides of an issue
3. To *support* and *explain* arguments
4. To refute opposing arguments
5. Master patterns of organization
6. Master aspects of cohesion and coherence to produce good quality essays

3. Assignments

On the basis of what has been discussed in each unit, students will be required to write an in-class argumentative essay. In doing so, students will be supposed to show awareness about genre aspects such as purpose, audience, discourse structure and textual organization, ...etc. Bearing this in mind, such aspects will help students to produce acceptable pieces of discourse. Students will also be required to use the patterns and techniques for refuting the opposing arguments and supporting the writer's stance, alongside the use of textual cues that signal the writer's moves and allow readers to understand meaning relationships between the different points of the discourse.

4. Course Materials

1. Celce-Murcia, M. & D. Larsen-Freeman. (1999). (2nd Edn). *The Grammar Book: An ESL/EFL Teacher's Course*. Heinle & Heinle.
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Argumentative Writing

Unit One

Introduction

Lesson One: Argumentative Writing

1. Lesson Objectives:

By the end of the lesson, students should be able to:

a. To develop an arguable thesis

2. Lesson Focus

The first unit in teaching argumentative writing serves as an introduction to this important type of writing. Focus will be put on the main aspects of argumentative essay writing such as the thesis statement(a debatable one), refutation of opposing opinions, support of the writer's held opinion, evidence of refutation and/or support and the like. Accordingly, students' attention will be directed towards these vital principles of argumentative essay writing.

1. The Argumentative Essay

The argumentative essay is different from the expository type of writing in that, unlike the latter where writing main intention is to explain and analyze, the former is said to differ mainly in terms of the purpose for which it is written: to convince or persuade.

Argumentation is said to be ensued when disagreements between people over certain points or aspects seem to surface, thus giving rise for the occurrence of two different standpoints. Each side of a given opinion puts forward reasons and evidence in support of their stance. Though there are certain key points to bear in mind while writing an argumentative essay:

a. An argumentative essay should not contain arguments of *preference*
   Example: To argue about which flavour of ice-cream tastes better.
b. An argumentative essay should not contain arguments of *belief* or *faith*
   Example: to argue about the existence of God.
c. An argumentative essay should not contain arguments of *fact*
   Example: To argue about the football team that won the national soccer match in 1998.

Argumentative Writing

The point made here is that in the previous examples, neither party can convince the other side about the validity of their arguments and make them change their beliefs. Simply put, the concept of *opinion* forms the cornerstone in the argumentative type of writing. Issues that can follow a logical chain of argumentation are said to be based on an opinion that can be backed up by evidence. Evidence can come from a variety of sources such as the use of facts, examples, the opinion of experts, anecdotes and logical reasoning.

Example: Colleague students should be required to take physical education courses.

This example represents a proposal in the form of an issue that can have two opposing sides. Those who are with the proposal would defend it by supporting their opinion with relevant facts and logical reasoning. In a similar manner, those who stand against change would also present their own supportive reasons. In other words, this issue is debatable and can have two arguable sides.

2. The Argumentative Thesis: Taking a Stand

The overall aim of an argumentative essay is to change the reader's mind about a given state of affairs. As such, the writer's purpose in writing is to make readers come around and take the stance the writer is holding. Hence, all what an argumentative essay is attempting is to be highly **persuasive** and **logical**.

The thesis statement of an argumentative essay is said to take a side of an issue. It can also propose a course of action usually, but not necessarily, expressed using the modal *should*. Going back to the previous example, one might have a thesis statement looking like: "State University should require all students to take one physical education course each semester." Another possible debatable thesis might be, "State University should not require students to take physical education courses."

Exercise 1: Study the following thesis statements, then say whether they are argumentative or not.

1. Prospective parents should be required to get licenses in order to have children.
2. This university has more students than any other university in the city.
3. Students should have a say in the hiring and firing of teachers.
4. College students should have complete freedom to choose their own courses

Argumentative Writing

Unit Two

Lesson Two: Argumentative Writing

1.   Lesson Objective:

By the end of the lesson, students should be able to:

1. *Support* and *explain* arguments

2. Lesson Focus:

Students will practice how to support and explain their arguments. Then, they will be given a sample passage to study it and analyze the way its writer developed and supported his/her arguments.

3. Supporting and Explaining the Reasons

There are a number of ways one might use to support his/her argumentative paragraphs. To convince or persuade, the writer might use whatever method of organization and development in order to support his/her viewpoint. One might use patterns of development such as exemplification, illustration, cause-effect, definition, or a mixture of these. No matter what development pattern one might adopt, what is important is that the writer shows the progression of his/her **logic**. Instances of explanation, exemplification, definition, etc, are necessary to support the reasons and evidence used, in turn, to support the thesis statement.

Example:

Thesis statement: Universities should continue to give football scholarships

Giving football scholarships is really just a wise investment on the part of the university. What the university really needs and wants is money in the form of football ticket sales, contributions, and endowments from alumni, and allotments and grants from the state legislature. By giving football scholarships, many smaller, struggling universities, Northeast University for example, can attract talented, sought-after football players. These players build a winning football team, and the university build a reputation. The university's football games may be on television, and the team may be asked to play in a bowl game. With this publicity, fans and alumni are eager to attend the games, thus boosting ticket sales. Rich alumni, who are proud of their school, give endowment and grants. And for state schools, members of Congress and representatives at the state Capitol are pleased with the publicity, the school, and thus the state, receives. As a result, the state's coffers are a little more open and the money flows, enabling the university to pay its faculty, build new buildings, and maintain the quality of its teaching. Yes, the football scholarship is a small investment from which the university hopes to reap big gains.

Comment [N1]: Topic sentence

Comment [N2]: Explantion of the topic sentence

Comment [N3]: Explanation+ exemplification

Comment [N4]: Explanation using cause-effect

Comment [N5]: Explanation+ Cause-effect

Comment [N6]: Consequence

Comment [N7]: Re-emphasizing the topic sentence

Argumentative Writing

Questions: Read the paragraph, then answer the following questions

1. What is the topic sentence of the paragraph?
2. What is the reason the author gives for universities spending funds on football scholarships?
3. What underlying pattern of development does the author use to support her reason—example, cause-effect?
4. Do you think the writer could improve this paragraph by giving some details?
5.

Exercise 02: Writing Assignment

Using the reasons below, write a paragraph explaining and supporting one reason.

1. One reason we should restrict students' use of computers is that overuse can lead to addiction.
2. All students should be required to take a foreign language because it will broaden their education.

Argumentative Writing

Unit Two

Lesson One: Refutation of Apposing Arguments

1. Lesson Objective:

By the end of the lesson, students should be able to:

1. To refute opposing arguments.

2. Lesson Focus

Students will be trained on how to refute opposing opinions. Focus will be on practice through the analysis of sample passages.

3. Refuting the Opposition

The term *refute* "means to prove wrong by argument or to show that something is erroneous." Refuting opposing arguments lies at the heart of argumentative writing. It is this particular characteristic that sets argumentative writing apart, and distinguish it from the other types of writing. Since argumentative writing presents two sides of the issue, and since the aim of the writer is that of convincing the audience, it is necessary not only to prove your case, you should prove that the opponent view is wrong, or at least, prove that yours is more valid. In the refutation phase, the writer is supposed to deal with the opponent's reasons by showing that his/her reasons are more significant or superior. The two following paragraphs are examples of an argument and a refutation of the same argument respectively.

Paragraph # 01

One reason people over 75 should not be allowed to drive is that they are a hazard on the road. By that age, most people's vision and hearing have deteriorated; thus, they cannot see cars, pedestrians, and traffic signs as well as they could in their youth. In addition, they have slower reaction times. This is particularly problematic because while driving, one must be consistently on the alert to the need to stop or swerve suddenly to avoid a collision. These physical and mental impairments lead to a lot of accidents. In fact, if we compare on a per-mile basis the elderly with other age groups of drivers, it turns out that the elderly are involved in 25 accidents per 100 drivers. This is second only to the group aged 24 and under.

Paragraph # 02

My opponents argue that people over 75 should not be allowed to drive because they are a hazard on the road. While it is true that the accident rater per mile driven is high for the elderly, the fact is that the elderly simply do not drive as much as those in other age groups; consequently, the actual number of accidents in age group

is the lowest among all the younger age groups. Moreover, while it is also true that their abilities to see, hear, and react are not as sharp as they were when they were younger, this does not necessarily have to make them hazardous on the road. In fact, elderly drivers can be trained to compensate for their deficiencies by taking special driver's education courses designed for them.

4. Exercise: Writing Assignment

Following the previous exercise in which you were asked to write a paragraph supporting and explaining a reason, write a paragraph that refutes that reason.

5. The Structure of the Argumentative Essay

The argumentative essay can be organized in a number of ways as the following patterns illustrate.

Argumentative Writing

a. Pattern One

| **Paragraph 1. Introduction** | Introduce the issue/problem and your thesis |

| **Paragraph 2. Background Information (optional)** | For some topics, you may need to give additional information, define terms, and explain whatever the audience needs to know to understand the issue. |

| **Paragraph 3.** | Reason 1. You will probably have one reason per paragraph. |

| **Paragraph 4.** | Two to four reasons are typical for an argumentative essay. |

| **Paragraph 5.** | Reason 2. |

Reason 3.

| **Paragraph 6.** | Reason 4. |

| **Paragraph 7. Refutation.** | Refute your opponent's most important reason. |

| **Paragraph 8. Conclusion.** | Here you can summarize, demand actions, suggest a solution, or predict an outcome. |

b. **Pattern Two :** Refutation of the opponent's main argument may also take place before the writer begins his/her reasons.

| **Paragraph 1. Introduction** | Introduce the issues/problem and your thesis. |

| **Paragraph 2.** | Same as pattern 1. |

| **Paragraph 3.** | Opponent's argument 1 with your refutation. Begin the paragraph with a short summary of your opponent's argument and spend most of the paragraph refuting it. |

| **Paragraph 4.** | Opponent's argument 2 with your refutation. |

| **Paragraph 5.** | Opponent's argument 3 with your refutation. |

| **Paragraph 6.** | Opponent's argument 4 with your refutation. |

| **Paragraph 7.** | Same as Pattern 1. |

Argumentative Writing

Unit Two

Lesson Two: Argumentative Writing

1. Lesson Objective:

By the end of the course, students should be able to:

1. To *refute* opposing arguments.

2. Lesson Focus

The second lesson of argumentative writing will be devoted to the delivery of some theoretical concepts and principles that are at the heart of writing good argumentative essays. These involve acquainting students with the pros and cons of a given topic.

3. The Opposition: Knowing What You Are Up Against

Before engaging oneself in writing an argumentative essay, one should be acutely aware of their audience since the purpose is that of convincing the readers and bringing them to adhere to one's ideas and opinion. Taking readers into one's own consideration when writing is of key importance. Disagreement lies at the heart of a good argumentative essay, and it would sound quietly useless if the reader surrenders her/himself to the writers own ideas. In other words, there would be no cause at all to argue. One of the main assumptions writers make before starting to write is that the reader hold disagreeing views.

Most important of all, however, is to reckon what are the hidden reasons which the audience might use to support their opinion, and which make them stick to their views. This kind of reckoning on the part of the writer is important because it will allow him/her to make possible assumptions about the supporting evidence the opposing views might posit.

Example: State University should require all students to take one physical education course each semester.

Possible reasons:

1. Students enjoy physical education courses.
2. Students learn valuable social skills and teamwork in physical education course.
3. Students can study more effectively when they are physically fit.

These reasons might be good ones but the points you focus on might not be the opponent's ones. Not only this, but your opponent might go further to agree with you upon these points. Your opponent might have another base for his/her arguments . He/she can have at the heart of his/her argumentation the issue of responsibility, for

instance. The question might, then, Is it the university job to attend to the physical education fitness of students? Hence, if one cannot predict and tackle the issue to

convince the opponents the physical education courses are appropriate requirements at the college level, then you cannot expect persuasion on his/her part.

Example:

Marijuana smoking should be legalized (Too general a thesis)

PRO	CON
a. It is a harmless, enjoyable relaxer	1. It is an addictive drug
b. The government does not have the right to tell us what we can or cannot consume	2. The government should not allow harmful drugs to circulate without control
c. It is useful as medicine	3. People under its influence can harm others
d. Many people already use it	4. Its use leads to use of more dangerous drugs

Argumentative Writing

Unit Three

Lesson One: Argumentative Writing: Study and Analysis

1. Lesson Objectives:

By the end of the unit, students should be able to:

a. Write an argumentative essay with one side arguments(Support).

b. Develop the ability to write coherent stretches of discourse through the use of the necessary conjunctive expressions.

c. Use appropriate conjunctions to express meaning relations.

2. Lesson Focus:

In the course of studying and analyzing the model essay, students' attention will be directed towards the essay's pattern of development(pod). The students attention will also be drawn towards the metadiscourse aspects of use which are present at the disposal of the writer to express meaning-relations, guide the reader through the different parts of discourse, and display the his/her moves.

3. Essay Model: Parents or other adult relatives should make important decisions for their older (15 to 18 year-old) teenage children

4. Warm Up:

The teacher may begin the lesson with a discussion about parents' role in raising up their children, and participating in taking decisions on their part. The aim of this activity is to help students brainstorm possible arguments that either support or reject a given point of view.

Typical questions the teacher can ask:

a. What is the role of parents in the child's education?

b. Does the role of parents ends when children grow up?

c. Can parents take decisions on behalf of their children even when they grow up?

d. Are you with and/or against parents' interference and decision-making?

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Parents or other adult relatives should make important decisions for their older (15 to 18 year-old) teenage children

Parents and adult relatives play a significant role in shaping a child's life. They teach them how to live, and struggle for the right things. However when children grow up, often they fail to realize the contributions of their parents and adult relatives in their lives. Teenage children think that being a teenager they are able to make all the decisions of their lives. In my opinion, parents and adult relatives should make important decisions for their teenage children because teenagers are inexperienced, overconfident and many times they do not realize the consequences that the important decisions can have on their lives.

Comment [N8]: Introduction

Comment [N9]: Thesis Statement

Teenagers, being new in the adult world and having their first experiences of their adult lives, think themselves as grownups and perfectly able to make their own decisions. However, most of the times, their friends influence their decisions. For example a student may get into a top university, but just because his/her friend is going to college, he/she wishes to go to college too. In this case the decision is obviously influential, and can have great negative effects on his/ her life. At such a point the parents or the adult relatives should make decisions for their children.

Comment [N10]: Topic sentence 1 : Argument 1

Comment [N11]: Support : Explanation/Exemplification

Another reason why parents or the adult relatives decisions are very important is that the teenagers are over confident. The teenagers haven't still been into practical life, and they do not have an idea of how the practical world works. Especially before the university, teenagers are living in kind of a fantasy world, where they think everything is cool and perfect. For example they might think that playing basketball in the school gym is definitely going to get them selected on the national team. This may be true in some cases, but usually it does not work out this way. So if the teenager just neglects his/her studies, he/she is going to be definitely in loss. At such points, like choosing the subjects in high school, parents and/or adult relatives should make decisions for their teenage children.

Comment [N12]: Topic Sentence 2 : Argument 2

Comment [N13]: Support : Explanation/Exemplification

In conclusion, although teenagers might think the decisions being imposed on them as a stone in their paths, it is in fact a blessing for them. Teenagers, being irresponsible, and inexperienced are not always able to make decisions for themselves. Hence parents and/or adult relatives should make the decisions for them.

Comment [N14]: Conclusion : Summarizing the main arguments

5. Reading Questions:

a. What is the issue discussed by the writer?
b. What is the thesis statement?
c. What are the writer's main arguments?
d. Is the argument convincing? Why, or why not?
e. Does the conclusion logically follow?
f. Make an outline of the essay.

Argumentative Writing

Unit Three

Lesson Two: Argumentative Writing

1. Language Focus: Cohesion and Coherence

Students will be first asked to identify the conjunctive expressions the author of the text used to express meaning relations and to organize his/her moves throughout the text. Thereafter, they will be given a passage that lacks coherence, then will be asked to make it more coherent via the use of conjunctive expressions of addition and adversative conjunctions.

Activity One: Identify the conjunctive expressions used in the text, then say what functions do they play in the text.

Type of Conjunction		
Additive	**Causal**	**Adversative**
and, For example, and, Another, and, For example	So, In conclusion, Hence	However, However, but, but

Table 01: Textual Metadiscourse Aspects as Features of Organization

Activity Two: The following passage lacks coherence, fill in the gaps with an appropriate conjunctive expression to make it more coherent.

Focus : Coherence/Cohesion and Smooth Flow of Ideas through the Use of Transitions.

Lifting weights has so many positive results, but one that is shocking to many people is how quickly a person improves his energy levels. For instance, in as little as two weeks, the average Joe can significantly increase his endurance. That means, more energy at the end of the day. As a result, he could take extra classes at night. A night workout schedule may also take form. Instead of feeling wiped out after a day at work, one could engage in productive things such as community services or even volunteering to help a friend. Most important, by giving a little of oneself in the

gym, a person can experience a return on his investment that can never be measured. Exercise affects not only endurance level but also appetite.

List of Conjunctions:

Because	For instance	But
As a result	However	such as
Although	Most important	and

2. Written Assignment

Students will be asked to write an in-class short argumentative essay about a given topic the aim of which is to show their grasp of the textual, structural and organizational features writers use in the production of good quality texts.

Argumentative Writing

Unit Four

Lesson One: **Argumentative Writing: Study and Analysis**

1. Lesson Objectives:

By the end of the unit, students should be able to:

a. Write an argumentative essay with both sides of arguments (Refutation/Support).
b. Develop the ability to write smooth-flow chunks of sentences through the use of the necessary cohesive devices to create coherence.
c. Use appropriate conjunctions to express meaning relations.

2. Lesson Focus

     In the course of studying and analyzing the model essay, students attention will be drawn to the patterns of development (Exemplification, Definition, Cause-effect, etc.) the writer adopted to refute and/or support his/her stance. This will be done alongside the linguistic clues the author used to show his moves through the discourse, hence signalling the points of support and/or the points of refutation.

3. Essay Model: Science: Who Needs It?
4. Warm Up:

     The teacher may begin the lesson with a general discussion about the place of science in nowadays era. It is a sort of brainstorming activity whereby students will be asked to give their opinion about the subject of science in high school/college. This discussion will center around the utility of having too many courses in science regardless of the students' major.

Typical questions the teacher can ask:

1. What is the field of your major?
2. Do you study science subjects?
3. Do you find the subject interesting/utile?
4. If yes, Why? If no, why not?

Science : Who Needs It ?

At our school, all students are required to take a minimum of six courses in the natural sciences: three in the biological sciences and three in the physical sciences, regardless of the student's major. Students majoring in the humanities often have to struggle to get through these demanding courses and their grade-point averages usually suffer as a result. It has been suggested that the requirements be modified, reducing the number of natural science courses required so that students can take more courses

Argumentative Writing

directly related to their majors. As a humanities major, I admit this would make college life a lot easier for me, but I still oppose the measure because natural science courses provide us with a crucial part of our education.

Comment [N15]: Introduction : Turn-about

Comment [N16]: Thesis Statement

Students majoring in the humanities usually object to taking such science courses because they claim the courses are irrelevant to their majors. "What good will physics do me when I'm teaching Spanish?" a friend of mine asked. It's true that physics, chemistry, biology, and the like may not have a direct application to most careers in the humanities, but this objection ignores one of the key issues of a university education. A university is not simply a training facility; it is an institution of higher learning where students are educated, not merely trained. Even the term *university* implies that it's a place to obtain a general knowledge base; a university education means the student has been educated in many subjects. Since part of our universal knowledge is science, it is and logically should be a part of the university curriculum.

Comment [N17]: Topic Sentnce 1

Comment [N18]: Counter-argument : Explanation+Exemplification

Comment [N19]: Refutation : Explanation

Humanities students might accept this argument and agree that they should take some natural science, but not as many courses as are now required. They might suggest a one-semester course in biological science and a one-semester course in physical science, along with perhaps one semester of math for non-majors. This, they argue, would expose them sufficiently to the universe of science. If the point of a university education were merely to expose students to a variety of subjects, then I might agree. But a university education implies more than mere exposure. After all, people can be exposed to subjects by watching television. Again, the purpose of going to a university is to get an education. What does that mean? It means more than just training and exposure; it means that students learn enough to become critical thinkers in the various disciplines. It means that they should gain enough understanding of the sciences, humanities, social sciences, and the arts to be able to discuss issues in these areas intelligently and to be able to question other people's views rather than just accept what people tell them.

Comment [N20]: Topic Sentence 2

Comment [N21]: Counter-argument : Explanation

Comment [N22]: Refutation : Explanation + Exemplification

One or two semesters of general science cannot sufficiently educate students in this field. What one learns in natural science courses is more than mere factual information. One learns to think critically, to approach problems logically, to use reasoning. And this takes time. It takes work. It takes studying different areas of science and applying the general principles in laboratory situations.

Comment [N23]: Topic Sentence 3

Comment [N24]: Refutation : Explanation/Support

Developing a critical ability in science is important, but why? In addition to providing the student with a universe of knowledge, an understanding of science is vital in our highly technological society. We are all confronted with issues involving nuclear waste, chemical pollutants, medical advances, exploration in space, and so forth. In order to make intelligent decisions—in fact, even to be involved in decision-making process—people need to have an understanding of these issues that goes beyond mere "exposure." Otherwise, the uneducated become mere puppets who, out of ignorance, can but nod in agreement with anyone who professes expertise.

Comment [N25]: Topic Sentnece 4

Comment [N26]: Refutation : Explanation+Exemplification

Science courses, then, provide us not only with knowledge that is crucial for intelligent functioning in our society, but they also provide us with the opportunity to develop our critical, logical reasoning skills. Although these courses are difficult for the non-science majors, they are a necessary part of a university education.

Comment [N27]: Conclusion : Paraphrasing/Summarizing the thesis statement.

5. Reading Questions:

1. What is the issue discussed by the writer?
2. What is the thesis statement?
3. What are the writer's main arguments?
4. Where does the refutation begin in the essay? What is the first point that the writer refutes?
5. Does the writer refute all possible objections to the thesis?
6. Is the argument convincing? Why, or why not?
7. Does the conclusion logically follow?
8. Make an outline of the essay?

Argumentative Writing

Unit Four

Lesson Two: Argumentative Writing

1. Language Focus: Cohesion and Coherence

Instead of providing students with isolated conjunctions in decontextualized sentences, and excessive sets of rules for usage in extended pieces of writing, students will be taught conjunctive cohesion on a discourse-based level. Each unit will consist of two types of conjunctive cohesion activities. One activity consists of empty gaps and the students will be required to provide the appropriate conjunction expressing the underlying meaning relationship between ideas. Focus will be mainly on intersentential cohesion.

Activity One: Identify the conjunctive expressions used in the text, then say what functions do they play in the text.

Conjunction Type		
Additive	**Causal**	**Adversative**
and, After all, Again, and, In addition, in fact, otherwise	as a result, Then, so that, because, In order to, then	but, but, But, but, Although

Table 01: Textual Metadiscourse Aspects as Features of Organization

Activity Two: Fill in the gaps in the following passage with the appropriate connective item.

Focus: Coherence/Cohesion and Smooth Flow of Ideas through the Use of Transitions.

(Although) Grants Pass, Oregon, is a fairly small town, it offers much to amuse summer visitors. Water sports are by far the main attraction. Visitors can go rafting down the Rogue River (or) swimming in the Applegate River. Fishing in the area is another popular activity. Lots of people (also) go hunting for wild berries that grow along the road-sides. (In addition), there are lovely, clean campgrounds where

campers can park their vehicles. For those who prefer to stay in town, Grants Pass offers several nice hotels. In town, tourists can browse through a number of interesting shops, (such as) antique stores and the shop that sells items made from Oregon's beautiful myrtle wood. (Another) fun activity is shopping at the open market where local folks sell produce grown in their gardens. (And finally), Grants Pass has a lot of places to eat, ranging from a low-calorie dessert place to lovely restaurants, some of which offer good food and gorgeous views. As you can see, Grants Pass offers a lot to do in the summer. If you want to give your family a nice, wholesome vacation, try visiting this charming town.

List of Conjunctions:

Despite	or	Although
also	In addition	otherwise
as well	such as	Moreover
For instance	Another	Likewise
And finally	Thus	

2.   Written Assignment

Students will be asked to write an in-class short argumentative essay about a given topic the aim of which is to show their grasp of the textual, structural and organizational features writers use in the production of good quality texts.

Argumentative Writing

Unit Five

Lesson One: Argumentative Writing: Study and Analysis

6. Lesson Objectives:

By the end of the unit, students should be able to:

d. Write an argumentative essay with both sides of arguments(Refutation/Support).

e. Develop the ability to write coherent stretches of discourse through the use of the necessary conjunctive expressions.

f. Use appropriate conjunctions to express meaning relations.

7. Lesson Focus:

In the course of studying and analyzing the model essay, students' attention will be directed towards the essay's patterns of development(pod). The students attention will also be drawn towards the metadiscourse aspects of use which are present at the disposal of the writer to express meaning-relations, guide the reader through the different parts of discourse, and display the his/her moves.

8. Essay Model: Nuclear Energy

9. Warm Up:

The teacher may begin the lesson with a discussion about the utility of nuclear power in present day situation. This is a form of brainstorming activity whereby students will be called upon to give their personal points of view alongside possible arguments to support their opinion.

Typical questions the teacher can ask:

1. What are the types of energy you know?

2. What is the most important type of energy used nowadays?

3. What are the main benefits of this source of energy?

4. What are the bad effects of this source of energy on humanity?

5. Are you with/against the use of such kind of energy?

6. If yes, why? If no, why not?

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Nuclear Energy

Proponents of nuclear energy as 'the power sources for the future,' have long touted its relative economy, 'clean burning' technology, and virtually inexhaustible fuel supply. However, a close examination of the issue reveals that nuclear energy proves more problematic and dangerous than other forms of energy production and thus is not an acceptable solution to the problem of meeting ever-increasing needs.

Comment [N28]: Introduction : Turn-about

Comment [N29]: Thesis Statement

First and foremost, nuclear power production presents the problem of radioactive waste storage. Fuel by-products from nuclear fission remain toxic for thousands of years, and the spills and leaks from existing storage sites have been hazardous and costly to clean up. This remains true despite careful regulation and even under the best of circumstances. Even more appalling is the looming threat of accidents at the reactor itself: incidents at the Three Mile Island and Chernobyl power plants and at the other production sites have warned us that the consequences of a nuclear meltdown can be catastrophic and felt worldwide.

Comment [N30]: Topic Sentence 01= Counter-argument 01

Comment [N31]: Evidence 01+explanation

Comment [N32]: Evidence 02 : explanation+exemplification

But beyond the enormous longer-term environmental problems and short-term health risks, the bottom line issue for the production of energy is one of economics. Power production in our society is a business just like any other, and the large companies that produce this country's electricity and gas claim they are unable to make alternatives such as solar power affordable. Yet--largely due to incentives from the federal government—there already exist homes heated by solar power, and cars fuelled by the sun. If the limited resources devoted to date to such energy alternatives have already produced working models, a more intensive, broadly based, and supported effort is likely to make those alternatives less expensive and problematic.

Comment [N33]: Topic Sentence 02 : refutation

Comment [N34]: Explanation

Comment [N35]: Counter-argument 02

Besides the benefits in terms of both of *cost* and *safety*, renewable resources such as solar and hydroelectric power represent far better options in the long run for development: They require money only for the materials needed to harvest them. While sun light and water are free, the innovative technologies and industrial strategies devised to harness them have created a geometric progression of spin-offs affecting fields as diverse as agriculture, real estate, space exploration, and social policy. They have also repeatedly produced secondary economic and social benefits, such as the large recreational and irrigation reservoirs created in the American Southwest behind large hydroelectric dams like the Hoover and Grand Conllee.

Comment [N36]: Topic Sentence 03= Counter-argument

Comment [N37]: Evidence 01=Explanationa nd exemplification

Comment [N38]: Evidence 02= Explantion and exemplification

While it may now be clear that the drawbacks to the use of nuclear power are too great, it should also be apparent that the long-term benefits of renewable

resources would reward investment. If these alternatives are explored more seriously than they have been in the past, safer and less expensive sources of power will undoubtedly live up to their promise. With limited resources at your disposal and a burgeoning global population to consider, further investment in nuclear power would mark an unconscionable and unnecessary waste of time and money.

> **Comment [N39]:** Conclusion : summary of the main ideas

10. Reading Questions:

g. What is the issue discussed by the writer?

h. What is the thesis statement?

i. What are the writer's main arguments?

j. Where does the refutation begin in the essay? What is the first point that the writer refutes?

k. Does the writer refute all possible objections to the thesis?

l. Is the argument convincing? Why, or why not?

m. Does the conclusion logically follow?

n. Make an outline of the essay.

Argumentative Writing

Unit Five

Lesson Two: Argumentative Writing

3. Language Focus: Cohesion and Coherence

Students will be first asked to identify the conjunctive expressions the author of the text has used to express meaning relations and to organize his/her moves throughout the text. Thereafter, they will be given a passage that lacks coherence, then will be asked to make it more coherent via the use of conjunctive expressions of addition and adversative conjunctions.

Activity One: Identify the conjunctive expressions used in the text, then say what functions do they play in the text.

Type of Conjunction		
Additive	**Causal**	**Adversative**
First and foremost, and, even more appalling, and, and, such as, Besides, such as, also, such as, like, also	and thus, while, while, undoubtedly	But, Yet

Table 01: Textual Metadiscourse Aspects as Features of Organization

Activity Two: The following passage lacks coherence, fill in the gaps with an appropriate conjunctive expression to make it more coherent.

Focus : Coherence/Cohesion and Smooth Flow of Ideas through the Use of Transitions.

Several reasons account for the lesser importance of reading and writing in the past. (Firstly), education was restricted to certain sections of the society and not everyone benefited from its advantages. Only the learned few enjoyed intellectual satisfaction. Knowledge was not shared freely (due to) lack of proper means of communication, (thus) preventing many from realizing the benefits of education and learning. (Secondly), technology was not so advanced in the past. (Hence) the general

pace of life was slower than it is now and people did not feel the need to keep themselves abreast of affairs around them. (In other words), the need did not arise for mass awareness and participation in efforts for intellectual enlightment through reading and writing. (Nevertheless), writing was a more popular than reading since it was the most common means of communication-in the form of letters.

4. Written Assignment

Students will be asked to write an in-class short argumentative essay about a given topic the aim of which is to show their grasp of the textual, structural and organizational features writers use in the production of good quality texts.

Argumentative Writing

Unit Six

Lesson One: **Argumentative Writing: Study and Analysis**

   6. Lesson Objectives:

By the end of the unit, students should be able to:

d.   Write an argumentative essay with both sides of arguments (Refutation/Support).

e.   Develop the ability to write smooth-flow chunks of sentences through the use of the necessary cohesive devices to create coherence.

f.   Use appropriate conjunctions to express meaning relations.

7.   Lesson Focus

   In the course of studying and analyzing the model essay, students attention will be drawn to the patterns of development (Exemplification, Definition, Cause-effect, etc) the writer adopted to refute and/or support his/her stance. This will be done alongside the linguistic clues the author used to show his moves through the discourse, hence signalling the points of support and/or the points of refutation.

8.   Essay Model: Science: The Returning Student: Older Is Definitely Better

9.   Warm Up:

   The teacher may begin the lesson with a discussion about college education. This will also involve discussing matters of age, responsibility and goals.

Typical questions the teacher can ask:

a.   Is it important to get a college education?

b.   Is it necessary to attend college just after high school graduation?

c.   Does age (young/old) help figure out and plan one's future?

d.   If yes, how?

e.   Do you support attending college at an older age?

Argumentative Writing

The Returning Student : Older Is Definitely Better

After graduating from high school, young people must decide what they want to do with the rest of their lives. Many graduates (often without much thought) decide to continue their education uninterrupted, and they go on to college. This group of teenagers makes up what many see as typical first-year college students. Recently, however, this stereotype has been challenged by an influx of older students, including myself, into American colleges and universities. Not only do these students make a valuable contribution to the schools they attend, but they also offer an alternative to young people who go to college simply because they do not know what else to do. A few years off between high school and college can give many—perhaps most—students the life experience they need to appreciate the value of higher education and to gain more from it.

The college experience of an eighteen-year-old is quite different from that of an older "nontraditional" student. The typical high school graduate is often concerned with things other than cracking books—for example, going to parties, dating, and testing personal limits. However, older students—those who are twenty-five years of age or older—take seriously the idea of returning to college. Although many high school students do not think twice about whether or not to attend college, older students have much more to consider when they think about returning to college. For example, they must decide how much time they can spend getting their degree and consider the impact attending college will have on their familles and on their finances.

In the United States, the demographics of college students is changing. According to a 2002 US Department of Education report titled Nontraditional Undergraduate, the percentage of students who could be classified as "nontraditional" has increased over the last decade … . So, in spite of the challenges that older students face when they return to school, more and more are choosing to make the effort.

Most older students return to school with well-defined goals. The US Department of Education's Nontraditional Undergraduates report shows that more than one-third of nontraditional students decide to attend college because it was required by their jobs, and 87 percent enrolled in order to gain skills (10). Getting a college degree is

Comment [N40]: Introduction

Comment [N41]: Thesis Statement

Comment [N42]: Background Information

Comment [N43]: Background Information

Comment [N44]: Topic Sentence : Argumentative support 1

Argumentative Writing

often a requirement for professional advancement, and older students are therefore more likely to take college seriously. In general, elder students enroll college with a definit course of study in mind. For older students, college is an extension of work rather than a place to discover what they want to be when they graduate. A study by psychologist Eric R. Landrum, Je Taime Hood, and Jerry M. McAdams concluded, "Nontraditional students seemed to be more appreciative of their opportunities, as indicated by their higher enjoyment of school and appreciation of professors' efforts in the classroom" (74). Clearly, defining their goals enables older students to take advantage of the opportunities presented by professors as well as to make use of career offices and other services colleges provide.

Comment [N45]: Explanation/Facts

Older students also understand the actual benefits of doing well in high school and successfully completing a degree program. Older students I have known rarely at lectures or put off studying. This is because older students are often balancing the demands of home and work, and they know how important it is to do well. The difficulties of judging school, family, and work compel older students to be disciplined and focused—especially concerning their schoolwork. This pay off; older students tend to denote more hours per week to studying and tend to have higher grade point averages than younger students do (Landrum, Hood, and McAdams 742-43).

Comment [N46]: Topic Sentence :

Comment [N47]: Argumentative Support 2

My observations of older students have convinced me that many students would benefit from delaying entry into college. Given their greater maturity and experience, older students bring more into the classroom than youger students do. Eighteen-year-old are immature and inexperienced. They cannot be expected to have formulated definite goals or developed firm ideas about themselves or about the world in which they live. In contrast, older students have generally had a variety of real-life experiences. Most have worked for several years, and many have started families. Their years in the "real world" have helped them become more focused and more responsible than they were when they graduated from high school. As a result, they are better prepared for college than they would have been when they were young.

Comment [N48]: Topic Sentence

Comment [N49]: Argumentative Support : Personal experience

Of course, postponing college for a few years is not for everyone. Certainly some teenagers have a definite sense of purpose and maturity well beyond their years, and these individuals would benefit from an early college experience, so that they can get a head start on their career. Charles Woodward, a law librarian, went to college

Comment [N50]: Topic Sentence

directly after high school, and for him the experience was positive. "I was serious about learning, and I loved my subject," he said. "I felt fortunate that I knew what I wanted from college and from life." Many younger students, however, are not like Woodward; they graduate from high school without any clear sense of purpose. For this reason, it makes sense for them to postpone college until they are mature enough to benefit from the experience.

[Comment [N51]: Refutation of opposing arguments]

Granted, some older students have difficulties when they return to college. Because these students have been out of school so long, they may have difficulty studying and adapting to the routines of academic life. As I have seen, though, these problems disappear after an initial period of adjustment, and older students quicklu adapt to college. Of course, it is true that many older students find it difficult to balance the needs of their families with college and to cope with the financial burden of tuition. However, this challenge is becoming easier with the growing number of online courses and the introduction of governmental programs, such as educational tax credits, to ease the financial burden of returning to school (Agbo 164-65).

[Comment [N52]: Topic Sentence]

[Comment [N53]: Refutation of opposing arguments]

All things considered, higher education is often wasted or the young, who are either too immature or too unconfused to take advantage of it. Taking a few years off between high school and college would give these students the time they need to make the most of a college education. The increasing number of older students returning to college seems to indicate that many students are taking this path. According to a US Department of Education report, Digest of Education Statistics, 2001, 40 percent of students enrolled in American colleges in 2000 were twenty-five years of age or older. Older students such as these have taken time off to serve in the military, to gain valuable work, experience, or to raise a family. By the time they get to college, they have defined their goals and made a commitment to achieve them. It is clear that postponing college for a couple of years can result in a better educational experience.

[Comment [N54]: Conclusion]

10. Reading Questions

9. What is the issue discussed by the writer?
10. What is the thesis statement?
11. What are the writer's main arguments?

12. Where does the refutation begin in the essay? What is the first point that the writer refutes?

13. Does the writer refute all possible objections to the thesis?

14. Is the argument convincing? Why, or why not?

15. Does the conclusion logically follow?

16. Make an outline of the essay?

Argumentative Writing

Unit Six:

Lesson Two: Argumentative Writing

3. Language Focus: Cohesion and Coherence

Instead of providing students with isolated conjunctions in decontextualized sentences, and excessive sets of rules for usage in extended pieces of writing, students will be taught conjunctive cohesion on a discourse-based level. Each unit will consist of two types of conjunctive cohesion activities. One activity consists of empty gaps and the students will be required to provide the appropriate conjunction expressing the underlying meaning relationship between ideas. Focus will be mainly on inter-sentential cohesion.

Activity One: Identify the conjunctive expressions used in the text, then say what functions do they play in the text.

Conjunction Type		
Additive	**Causal**	**Adversative**
and, for example, For example, and, In general, Clearly, also, and, of course, such as	So, instead of, because, therefore, As a result, so that, Because	However, but, However, Although, In contrast, However

Table 01: Textual Metadiscourse Aspects as Features of Organization

Activity Two: Fill in the gaps in the following passage with the appropriate connective item.

Focus: Coherence/Cohesion and Smooth Flow of Ideas through the Use of Transitions.

Argumentative Writing

Several reasons account for the lesser importance of reading and writing in the past. <u>Firstly</u>, education was restricted to certain sections of the society and not everyone benefited from its advantages. Only the learned few enjoyed intellectual satisfaction. Knowledge was not shared freely due to lack of proper means of communication, <u>thus</u> preventing many from realizing the benefits of education and learning. <u>Secondly</u>, technology was not so advanced in the past. <u>Hence</u> the general pace of life was slower than it is now and people did not feel the need to keep themselves abreast of affairs around them. <u>In other words</u>, the need did not arise for mass awareness and participation in efforts for intellectual enlightment through reading and writing. <u>Nevertheless</u>, writing was more popular than reading since it was the most common means of communication-in the form of letters.

List of Conjunctions:

Although	Firstly	Hence
such as	Nevertheless	And finally
thus	In other words	Also
For instance	Secondly	Moreover

4.   Written Assignment

Students will be asked to write an in-class short argumentative essay about a given topic the aim of which is to show their grasp of the textual, structural and organizational features writers use in the production of good quality texts.

Argumentative Writing

Unit Seven

Lesson One: Argumentative Writing: Study and Analysis

11. Lesson Objectives:

By the end of the unit, students should be able to:

g. Write an argumentative essay with both sides of arguments(Refutation/Support).

h. Develop the ability to write coherent stretches of discourse through the use of the necessary conjunctive expressions.

i. Use appropriate conjunctions to express meaning relations.

12.   Lesson Focus:

In the course of studying and analyzing the model essay, students' attention will be directed towards the essay's patterns of development(pod). The students attention will also be drawn to the metadiscourse aspects of use which are present at the disposal of the writer to express meaning-relations, guide the reader through the different parts of discourse, and display the his/her moves.

13.   Essay Model: Separating the Sexes, Just for the Tough Years

14.   Warm Up:

The teacher may begin the lesson with a discussion about mixed education. Students' will be asked to give their opinions vis-à-vis separate and/or mixed education. The aim of which is to engage them in the act of thinking and reasoning by putting forward possible arguments and support for a given standpoint.

Typical questions the teacher can ask:

a.   What type of education do we have?

b.   Mixed education seems to be the more spread one, why is this so?

Argumentative Writing

Separating the Sexes, Just for the Tough Years

The middle school years (grades 7 and 8) are known to be the "tough years." These are the years when the uneven pace of girls' and boys' physical, emotional, and cognitive development is most noticeable. Girls are ahead of boys on all accounts, and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students' academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

> **Comment [N55]:** Introduction
>
> **Comment [N56]:** Thesis Statement

Opponents of single-sex education claim that test scores of students in all-girl or all-boy classes are no higher than those of students in mixed classes ("Study"). However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results (Blum). More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes toward math and science, for example ("Study"). These are results that connot be calculated by a test but that will help adolescents become successful adults long after the difficult years of middle school are past. New York University professor Carol Gilligan is certain that girls are more likely to be "creative thinkers and risk-takers as adults if educated apart from boys in middle school" (Gross). Boys too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally "out-think" them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning (Gross).

> **Comment [N57]:** Topic Sentence : Opposing argument 1
>
> **Comment [N58]:** Rebuttal to argument 1

Opponents also maintain that separate classes (or separate schools) send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girl or all-boy schools determines then the opportunity to learn how to do so ("North"). However, such an argument completely ignores the fact that children constantly interact with members of the same opposite sex outside school. From

> **Comment [N59]:** Topic Sentence 2
>
> **Comment [N60]:** Opposing Argument 2

playing and squabbling with siblings to negotiating allowances, chores, and privileges with their opposite-sex parent, children learn and practice on a daily basis the skills they will need in their future workplace.

The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hands ("North"). Clearly, this is discriminatory.

It should be evident that the arguments against same-sex classes are not valide. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork (Marquez). As one teacher noted, "Girls are more relaxed and ask more questions; boys are less disruptive and more focused" ("North"). Girls are less fearful of making mistakes and asking questions in math and science; boys are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.

15. **Reading Questions:**

o. What is the issue discussed by the writer?

p. What is the thesis statement?

q. What are the writer's main arguments?

r. Where does the refutation begin in the essay? What is the first point that the writer refutes?

s. Does the writer refute all possible objections to the thesis?

t. Is the argument convincing? Why, or why not?

u. Does the conclusion logically follow?

v. Make an outline of the essay

Argumentative Writing

Unit Seven

Lesson Two: Argumentative Writing

5.   Language Focus: Cohesion and Coherence

Students will be first asked to identify the conjunctive expressions the author of the text has used to express meaning relations and to organize his/her moves throughout the text. Thereafter, they will be given a passage that lacks coherence, then will be asked to make it more coherent via the use of conjunctive expressions of addition and adversative conjunctions.

Activity One: Identify the conjunctive expressions used in the text, then say what functions do they play in the text.

Type of Conjunction		
Additive	**Causal**	**Adversative**
More important, for example, too, also, and, and, and, Clearly, Furthermore, Finally	because, because, Therefore, so	but, Although, However, Despite the fact, but, However, However, On the contrary

Table 01: Textual Metadiscourse Aspects as Features of Organization

Activity Two: The following passage lacks coherence, fill in the gaps with an appropriate conjunctive expression to make it more coherent.

Focus : Coherence/Cohesion and Smooth Flow of Ideas through the Use of Transitions.

The movie tends to relate information that is usually most effective to the viewer if it comes naturally. For example, the speech accent from a particular area of the country may automatically blend in with the script. If a movie is filmed in the northern part of a country where a particular accent is dominant, that accent may

shine through with the extras in the cast. Also, depending on the type of movie it is, environment sometimes plays a giant role in depicting the daily life of that area. The Great Plains region of the United States, for instance, relies heavily on the diary industry for its capital. This may be obvious in movies set in that geographical location. Further, it is evident in movie set in the South that certain crops generate jobs, skilled or unskilled; create production for textile plants; contribute to the trucking industry; and sustain the economy in many other aspects, as well. This leads to the information the moviegoer gets about the people.

List of connective expressions:

a.	for instance	g.	Further
b.	since	h.	Hence
c.	Also	i.	as well
d.	In addition	j.	because
e.	For example	k.	As a result

Written Assignment

Students will be asked to write an in-class short argumentative essay about a given topic the aim of which is to show their grasp of the textual, structural and organizational features writers use in the production of good quality texts.

Argumentative Writing

1. Argumentative Essay Writing

Checklist

- Does your essay have a debatable thesis ?
- Have you adequately defined the terms you use in your argument?
- Have you considered the opinions, attitudes, and values for your audience?
- Have you supported your points/arguments with evidence?
- Have you summarized and refuted opposing arguments?
- Have you constructed your arguments logically?
- Have you presented your readers with enough background information?
- Have you presented your points clearly and organized them logically?
- Have you written interesting introduction and a strong conclusion?
- Have you documented all information that is not your own, if any?

2. The Purpose of Argumentative Writing

Checklist
- To express emotions ?
- To inform ?
- To convince ?
- To explain ?
- To entertain ?
- To define ?
- To creticize ?
- To identify problems ?
- To suggest solutions ?
- To instruct ?

Argumentative Writing

Term Planning

Theme/Topic : Argumentative Writing

Term: Second Term

Teacher : Boudersa   **Class : 3ʳᵈ Year (Gr. 7/8)**   **Academic Year :2010**

Total	Week	Day	Date	Unit	Lesson	Tiltle	Language Focus
	Week One	Monday	21/02/11	Unit One	Lesson One (Theory)	The Argumentative Essay/Thesis	
		Tuesday	22/02/11		Lesson Two (Theory)	The Opposition	
	Week Two	Monday	28/02/11	Unit Two	Lesson One (Theory+ Practice)	The Supporting Evidence	
		Tuesday	01/03/11		Lesson Two (Theory +Practice)	Refutation	
	Week Three	Monday	07/03/11	Unit Three	Lesson One	Sample Essay Study & Analysis	
		Tuesday	08/03/11		Lesson Two	Continuous	
	Week Four	Monday	14/03/11	Unit Four	Lesson One	Sample Essay Study & Analysis	Conjunctive Cohesion
		Tuesday	15/03/11		Lesson Two	Continuous	
	Week Five	Monday	04/04/11	Unit Five	Lesson One	Sample Essay Study & Analysis	
		Tuesday	05/04/11		Lesson Two	Continuous	
	Week Six	Monday	11/04/11	Unit Six	Lesson One	Sample Essay Study & Analysis	
		Tuesday	12/04/11		Lesson Two	Continuous	
	Week Seven	Monday	18/04/11	Unit Seven	Lesson One	Sample Essay Study & Analysis	
		Tuesday	19/04/11		Lesson Two	Continuous	
	Week Eight	Monday	25/04/11	General Revision	Lesson One	Sample Essay Study & Analysis	
		Tuesday	26/04/11		Lesson Two	Continuous	
	Week Nine	Monday	02/05/11	Pre-test			
		Tuesday	03/05/11				
Total	09 Weeks	18 Days		08 Units	16 Lessons		

Argumentative Writing

Criteria For Scoring:

The 16-14 Essay (Outstanding Essay)

- The essay has a debatable thesis about the topic at hand.
- The writer considers the opinions, attitudes, and values of her audience.
- The writer supports her points/arguments with evidence (explanation/exemplification/comparison/facts/anecdotes and so on).
- The writer summarizes and refutes opposing arguments (Two-side-essay).
- The writer constructs/presents her arguments/ points clearly and organizes them logically (The appropriate use of conjunctions).
- The author writes an interesting introduction and a strong conclusion.
- The essay may contain minor errors of grammar, spelling and so forth.

The 13-11 Essay(Strong Essay)

- The essay has a debatable thesis about the topic at hand.
- The writer considers the opinions, attitudes, and values of her audience.
- The writer supports her points/arguments with evidence (Explanation/exemplification/comparison/facts and so on).
- The writer summarizes and refutes opposing arguments (Two-side-essay).
- The writer presents her arguments clearly and organizes them logically (The appropriate use of conjunctions).
- The author writes an interesting introduction and a strong conclusion.
- The essay may contain errors that do not detract completely from the essay.

The 10-08 Essay (Adequate Essay)

- The essay has a debatable thesis about the topic at hand.
- The writer provides minimal evidence/facts to support her position.
- The writer summarizes and refutes opposing arguments (Two-side-essay).
- The writer presents her points clearly (Correct use of conjunctions)

Argumentative Writing

- The author writes an acceptable introduction and a related conclusion.
- Contains some of errors (grammar/spelling/punctuation/capitalization).

The 7-5 Essay (Limited Essay)

- The essay lacks or has a weakly expressed thesis statement.
- The writer supports her points/arguments with weak evidence.
- The writer's ideas and paragraphs lack coherence and logical organization (Inappropriate use of conjunctions)
- The author writes a general introduction and a weak conclusion.
- Contains errors of grammar/spelling/punctuation and so on, but is still eligible (in some cases) for reading.

The (- 5) Essay (Weak Essay)

- No thesis statement presenting the writer's position.
- The essay does not make sense.
- The writer supports her points/arguments with weak evidence.
- The sentences and paragraphs lack organization and are not coherent (Wrong and inappropriate use of conjunctions).
- The author writes a weak introduction and conclusion (repetition of the question usually in some cases).
- Contains major errors (grammar/spelling/punctuation) embedding clear communication.

Holistic Scoring Characteristics

The following points must be taken into account before starting to score the essays. The rater should pay due attention to all these points and refer back to them from time to time not to lose sight of the main focus holistic scoring is designed for.

1. The rater goes through the essay as a whole(usually from 2 to 4 minutes).

2. The task is taken as a whole and the rater assigns a score on the basis of an overall impression about the performance.

3. The rater's attention should be placed on the overall communicative ability of the student.

4. The rater takes account of all language aspects together: grammar, punctuation, capitalization, the use of connective, sentence structure, organization, coherence and so on; s/he does not look at each aspect of good writing individually(such as focus on grammatical mistakes and so on)

5. Minor mistakes that do not impede or create reading problems are overlooked if reading is still eligible and communicative.

Topics of Writing:

The topics that students were asked to write about in the pre-test and the post-test are as follows:

Topic 01 (Pre-test):

There is nothing that young people can teach old people. Argue?

Topic 02 (Post-test):

Some people think that it assigning homework to students is not beneficial. Argue?
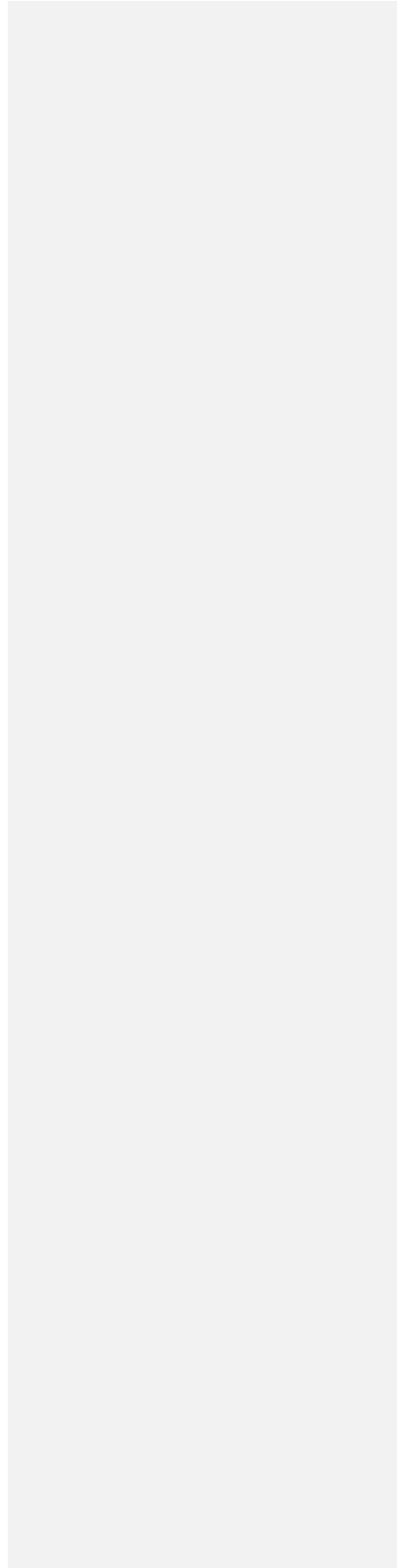
Appendix 02: Questionnaire

Teachers' Questionnaire

Teachers' Questionnaire
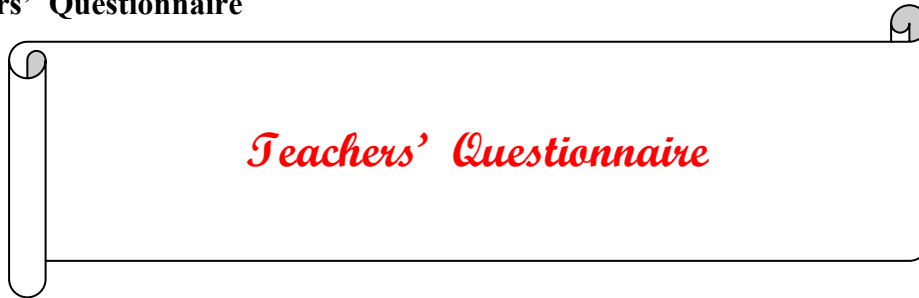
Dear teacher,

This questionnaire is addressed to third-year teachers of Written Expression at the Department of English, Mentouri university, Constantine. It is part of a research project for the achievement of a PhD in English. It is concerned with issues related to promoting learners' literacy skills and writing proficiency. Will you please put a tick (√) where applicable and / or supply the required information when necessary. Thank you for your cooperation.

   1. Degree :   Licence
                                         Magistère
                                         PhD

   2. Number of years teaching :   ……………..

   3. Status :   Full-time
                                         Part-time

   4. How much have you been successful in teaching written expression ?
      Very successful   Successful   Not successful

   5. What is the approach you adopt in teaching written expression ?
      Process   Genre   Eclectic

   6. What type of written composition do you teach ?
      Expository
      Argumentative
      Narrative
      Descriptive

7. On what aspects of writing do you focus your teaching ?
Grammar
Discourse structure
Linguistic features
Propositional content

8. Does the focus of teaching each genre of writing differ from one another?
Yes   No
9. If yes, in what ways?
....
....
....
....
10. What are the main writing aspects you focus on more in teaching argumentative writing to students?
Topic development
Paragraph/ideas Organizaion
Style
Audience
Purpose
Others (Please specify)
....

11. Do you want your students to write to demonstrate mastery of :
Form   Vocabulary   Discourse structure   Others (Please specify)
....
....

12. What importance does metadiscourse features (connectives, code glosses, intertextuality) have in writing?
....
....
....
....

13. Do you draw students' attention to the use and/or role of metadiscourse markers in their argumentative writing?
Yes   No
14. If yes, what type of instruction do you give your students about the use of metadiscourse?
....
....
....

15. On what basis do you choose your lessons ?
Students' proficiency level in English
Students' needs / interests
Syllabus

16. The materials used for teaching are based on :
    Teachers' handbooks
    Personally designed materials

17. If a teacher's handbook, please indicate references?
    ....
    ....
    ....

18. Do all teachers of Written Expression in your department use the same teaching materials ?
    Yes   No

19. In what ways do your personally designed materials differ from those provided by your department ?
    ....
    ....
    ....

20. Do you include some reading tasks in your composition teaching practices ?
    Yes   No

21. If yes, what types of reading materials ?
    Texts(various genres)
    Short stories
    Newspapers
    Others(please specify)
    ....

22. What is the kind of reading materials you use in the course of writing ?
    Authentic   Adapted   Non-authentic

23. What are the purposes for using these teaching materials(texts, etc) ?
    ....
    ....
    ....

24. Do you feel satisfied with the program/materials given by your department ? Do you feel current program is producing good results ?
    Yes   No

25. If no, explain please ?
    ....
    ....
    ....

26. Do you feel satisfied with the students' writing ability and current level of proficiency in English?
    Yes   No

27. If no, say why please ?

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

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

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

28. What writing sub-skills do you expect your students to have ?

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

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

   ………………………………………………………………………………………………….

29. What writing abilities do you expect them to develop ?
    Paraphrasing
    Note taking
    Summarizing
    Composition writing
    Writing a research paper
    Term paper writing

30. Do you think that students' underperformance results from the program failure
    to incorporate their needs and/or interests ?
    Yes   No

31. Do you provide a proficiency/placement test for your students' level
    before starting to teach?
    Yes   No

32. If yes, how can you describe the students' writing proficiency ?
    High   Above average   Average   Below average   Low

33. What kind of assessment do you use to evaluate your students' writing ?
    Holistic   Analytic   Other (specify please)

    ....

    ....

34. What are the main criteria used for students' written production evaluation ?

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

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

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

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

35. What are the general teaching objectives set to improve undergraduate students'
    writing proficiency and develop their literacy skills to become good writers?

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

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

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

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

36. Do you feel that these objectives are achievable ?
   Yes   No

37. If yes, please say to what extent ?
   ....
   ....
   ....

38. If no, please explain why ?
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………..

39. Do you think that, as teachers of Written Expression, we have to re-consider the teaching and assessment of Written Expression to undergraduate students in order to boost their writing proficiency and improve their academic achievement?
   Yes   No

40. If yes, please explain ?
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

Thank you,

Appendix 03: Students' Essays (pre-test and post-test)

Students' Essays (Pretest 01)

Text # 01
Older people need younger's people advices all people in our day argue on the fact that older people are more experienced, they have their own lesson from life and we as adults can not teach them anything, because we lack experience and we are not conscious about all things around us, we are just following a global system without asking questions. But still, we young people can teach older people things that they do not know.
What can a young boy –girl teach his her mother, father, grand mother, grand father, he-she will teach them how to educate and take care about their children or the ways that must be followed in cleaning the house cooking food, shoping or anything else, which they do think that they know already. However, only « GOD »who knows everything and any one have something special that he know, and in some cases we notice that older people do things that lead us to critize them.

Some people might accept this argument but indeed they will say that in all situations young people still miss some of the important experiences that they lack the ability and willing to solve the difficult problems and at the end they will need the help of older people to give them advices. But according to my experience in life, many older people ask always younger people to help them in doing many things such as how to speak with their daughters sons when they are in the period of adolecense, how to use some electronic devices like computers and mobile phones.
    One or two lessons we give to old people is not a problem because every one of us has a limited knowledge about life he can not know everything and in some extreme cases (examples from real situation) we find some children who are more understanding to how life can work than their parents because they are patience and they stay calm and accept dalay or annoyance without complaining in contrast to their parents.
    The last reason, I would like to restate and focus on is that each one us want to improve his- her level by knowing information wether it was from an old or young person, for example at schools we find sometimes teachers making mistakes and some students are conscious about this, so they will correct them another example in my life, my grand mother always asks me many questions about how this can work? How we write this term? and many other questions, of course each time I answered her she gain new ideas that will be beneficial for her in the futur.
Briefly, in our life it does not matter who are going to teach who, the subject matter is that if you want to enhance your abilities in all things that have been said to you whether by a young or old person and yes, it is true that some younger people can teach older people.

Text # 02
In our life, generally old people have more experience, and knowledge than young people, so what they say is almost true. However, that doesn't mean they know everything and young people have nothing to teach them.

Parents are always focus on their behave when they have babies because children have take in mind all that they remark from old people, so youngers learned all their knowledge from the olders.

Long time ago, when science and Technology didn't develop yet, young people learned only through books which were already read by most older people and through the older's experience. So it is obvious that the younger have nothing to teach the elderly.

Nowadays, however, things have changed with the development of technology, young people can learn from many means of communication such as television, radio and so on, so in some cases youngers can teach olders because, they do not use these means like others.

In addition, children have more time to study than adults, so they can gain more new information than adults. Because olders have to go to work, they have little time studying new things, especially new technologies and searching for new information. In contrast, youngers can spend his whole time studying. That's why young people can tell olders about new informations because adults haven't as much time as children to learn new things.

Finally, young people are stronger than the elderly, so they can learn better. young people have sharp brains, they are creative, they can learn and do things with all their enthusiasm. Children also have the special ablity to learn foreign language and they can help older people.

In conclusion, with the development of technology, knowledge is open to everyone, and older people also have to learn from the younger. Also, because younger people have more time and strength, they can gain more information than the older ones. So the statement there is nothing that young people can teach older people isn't still true nowadays. However, it might be true at a certain period of time.

Text # 03

There is nothing that young people can teach in to older people. What is well known among people previously is that the old people who face painful experiances and obstacles, that allow them to learn good who can guide other persons especially young ones, who are always in need to a piece of advice in order to avoid commiting mistakes. However, it is not the case nowadays severy thing is changed. Teaching, educating is not related to the age, any person can send the msg and able others to aquire something new and beneficial that can help them latter on is a teach able person. In my opinion, younger people nowadays perceive many things more than older ones.

There are some people say that you must take the opinion and ask for information only from aged people. They are the only who will help you by their wisdom, and the experiences they lived. They also say that a young person like younever can help you, because he is unexperienced and still need to learn from life's secrets however, it is not a rule, and there is no relation between the age and the propotion of education and wisdom.

At the begining, in the 20th centry, many new technologies appeared and became much more used by people. In addition, the majority of young people know have an idea on how to deal with these means because they witness the rise of it rather than the aged, who think at the first time that is something strange. For example, our grand parents never thaught even for a moment that it will appear a small machine will enable them to speak with others from any place. I mean the mobile, and when they wanted to use it, they found only young people of the new generation to ask them, and it is the case with any other new technology.

Another situation where young people can teach older is there in our university. There are many aged people decided to finish their studies after passing a long time far from it, rather than others who finish their studies in a specific time and had the opportunity to teach these two categories of people met each other in a very special situation where the younger will teach the aged one. It is the normal nowadays since every one is aware that only educated and cultivated people can face and challenge the difficulties that may find.

   To conclude, as older habituated to teach others from the ancient time, younger also have the ability to teach aged ignoring the age, the education etc…… . Hense, we can not neglect that each is complementary to the other, neither youngers can manage without older's wisdom, nor aged can avoid a asking for the help from them.

Text # 04

   In our life, there is no age for stop learning either child, adult or older. So, limit of learning does not exist. In this situation we seem a terribly confusing sceen: who is the appropriate person to teach? is the older? Old people teach the young one because they have experiences and can give them much guidance when they have problems. I admit that older people can bring a lot of beneficial things. However, with the rapid development of the society, young people can also teach the older. They can give them knowledge about new technologies, and share many things of modern life with them.

   The old people see themselves have volume of experiences during their lifetime. And also see that the English proverb that said "you can not teach an old dog new tricks" which means that during its lifetime it has learnt a lot of different tricks. It's true that old people with their experience can give a lot of beneficial things to young people, which this later in the first step toward this strange world. Even though the old possess a great deal of experience, it is some time not enough for surviving in the changing modern world.

The old people do not want to become extinct. They agree to learn some ways from the young because the young people way more flexible to all of the little changes happening in their every day life. At what I said before the older accept just some ways but they prefer to stick to their old way. I might agree with them if the point in their culture which young people are forgetting that they must conserve them inheritance. But the fact that some ways of old people are no longer valid. Moreover the young people can creat some innovation, new ways that an old people has never dreamed about. So, the older should believe that is not too old to learn and also it is not matter if his teacher is being younger.

   The old people accept the idea of can learn just because they do not want to be disappearing in this developping world because now there is nothing fixing all thing are changing every day. In other word, the older need to learn every day to keep up with the latest development. For example computer to day are very popular, but we seldom see elders use computers, if they can learn how use them from young people they can use it in many things and computer can also bring to them new experiences. Young people's attitudes are totally different positive than old people. They have a different point of view in judge things. Sometimes the elders are see life bad because they went through a lot of frustration on the contrary, young people they are always optemistic because at the reason of they can try thousand of times.

   To sum up, of course there is no doupt that there are many things we should learn from older people such as aspect of traditional culture or life experiences but in

modern society it is the young who at the forefront of the era, process update knowledge, positioning old people to learn from those younger.

Text # 05

We are living in a world where there are different kinds of people; young people and older one. So to learn any one you need to old generation because they older and have a lot of experience than the young people. In this case they think that there is nothing that young people can teach the older. However I think that young people have many things to teach the older generation.

Young people have many thing to do and to teach the older even if they are young and they are not experienced but they can have a lot of information and they try to get more knowledge and experience from different sources such as books, internet. In this case young people are full of knowledge and they will be a good person to tell the olders with lots of information.

Young people can teach older generation many things because they have more time to study and to get the information than the older. For that older people take the knowledge from the cultured and the educated people. So young people have a good role to inform older people with information.

Older people can not get the information from young generation because they are less experience and irresponsible for their information and behavior. In this way, older people can not borrow any things from young people who are inability to express the ideas.

Young people always experienced by older who get them how to do things even if the young people are quickly to get the information and they are full of information but they must be followed by the older people who gave them the information. So young people can not teach the older.

In short, people from every generation have something to learn from each other. So young people have many things to teach the older.

Text # 06

Life is very short but full of experiences, we learn very precious things among this life. That help us to live an easy life without caring about problems because we can solve them. People learn from each other from different places, religions and ages. However, young people can teach old people.

Many individuals consider that old people can't be teached by the younger ones, because they have a big experience which means they made many relationships that let them learning and teaching others how to deal with difficulties. And make their life so wide even the proffessional one or the private.

Young people are still innocent, the don't have enough courage to engage themselves to challenge life and do up-hill job, for example a man who has 38 year old can work far away his country and familly. However, a man who has 18 can't do the same. The youngest don't know how to solve problems and how to deel with difficult situation, so a child can't teach his parents and a pupil can't teach his teacher.

In some other cases we can say that young people can teach the oldest one because of the environment where people live. Some times we find very intellectual children, they know thing that the other don't i. e they can teach younger people. This kind of children live in very rich and culturated environment, they are genius.

There is a famous Arabic proverb which says there are thing in the River that don't exist in the see. It means that children may know precious things that old

people had never heard before. This children are very competant, They solve problems easly, they have an organized life without punishment and noise as the other children from their ages.

As a conclusion, young people can teach old people, it is rarely but it still exists. It is true that they don't have enough experience to deel with life, but their intellegebility, competance and mental ability are the main factors which help them to pass difficulties and develop their personality.

Text # 07

When god created human beings he made many differences between personal that can apear in human life from one period to an other. So the mind of a child is not like the adult, but this differences can not stop the child from giving advice to an old one as we will see.

There is an arab saying that what you can find in the river you can not find in the sea. It means that some times small things can help you more than the lig one's.

In many cases parents can not read or do not have enough education they listen to their kids in many subjects like scince or other things. Furthermore, there are many intelegent and inginious kids which they can think better than adults. There kids can finish their studies in a very young age so they are concidred as adults.

Others think that young people can not give any further information to adults because kids suffer from the luck of experiences and thoughts. Beside, children spend a short time in life so they learn better. They need their parents are not educated in schools they have experiences.

Finally, what I m going to say is that kids are not perfect all the time but they have some kids of glinces from time to time and they can be helpfull to adults in many cases and also in giving advices.

Text # 08

Life teach us many lessons and the young people are the concerned. This is true that they do many problems in their lives but they are very intellegent. Many people said that young people can teach other people and others see the opposite.

Youngest can teach other people in many cases in the life, they can do things which may help the others or they can give self-opinion or participate in elders discussions by giving good and interested ideas. They can do an attractive things which may reflect positive view of the others.

In addition, young people can bring new things and ideas for the elders, for instance, the inventers, most of them were invented new things when they were young such as the young genius Albert Einstein and so on, there are many young people could surprise the others by their perfect ideas and behavior which may help others in their lives especially in moral values that they share because they have a little experiences.

However, many people said that young people are lazy and bring many problems both inside the family and out of it. In the society most of the problems are caused by youngs such as drugs, crimes, stolling, … . In the other hand, in the home they make big troubles with their parents. They can not understand their parents and do not take their advice in consideration, they do not like to listen to the elders, because they see themselves the best the most knowable and have all the experiences of the life.

Furthermore, there is nothing that young people can teach the other people, because they are the source of all the problems faced in the society, in their stage they

themselves need the help and the advice from the others, how can they teach them, and that they have no experience and the olders have to teach them.

To conclude, I see that both of the opinions are true, youngs really are the future by bringing new things and help the others, also they still young and need the help from the elders. So, They can teach the others, if they are well educated and disciplined and they were still young and need the help and the lessons from the elders.

Text # 09

Knowledge is the aim of every one in this life, and from the earliest times teaching is the appropriate procedure to obtain this goal, but if we consider that humain been is the only creature who have the ability to learn and teach, we surely clash with the eternal conflict between the experience that is represented by old people and vivacity by youth. Starting from this point an important issue is raised, can it be possible that young people teach old and here the conflict is renewed, they are people who think that to teach old people by young people is impossible, whereas the other is completly the opposite, and from my own point of view, I will say that young people can teach old people.

People who are convinced that young people cannot teach old people reinforce their position using diffrent arguments. The first evidence that this trend use to support their opinion, is that young people get frustration when teaching old people because old people loose some of their intellectual ability to understand or to catch the information, and their minds become sluggish and this form an obstacle to teach them, especially when it comes to young teacher who have a restrictive patience and aweak charm. A good example from our real situation is what happens when young people teach illustrate old people in schools mainly in the countries of the third world. Those young teachers left their works rapidly because they loose control and this is happened under one major factor which is the lack of communication between the teacher and the learner.

Persons with this idea wagges that it is impossible to teach old people by youth because young people are obdurate and they cling to wrong thaughts for instance old people always sneer old people and they think that their experience in life is enough for them and they don't need teaching from persons who are younger.

Since that knowledge is the product of experience and mind and since that teaching or getting information is not related to age. We will be inconsistent with our principles and our function in life which forced us to take information from any one in any time.

According to that young people can teach old people because we can replace the dificiency in understanding of old people using a psychological solution which is motivation. Moreover we can convince them that desire is an ideal way to achieve what we want and what we dream for, what ever the problems and the challenges we face and it is a fact that when we get older we loose some of our ability to store information, but we ignore that we have an other store in addition to the mind, which is the heart because it is the engine which help as to get what we need and this weapon must be used by old people in learning.

Moreover, old people can take lessons from young people because most of the developed countries which get its independance recently, where most of old people are illustrate people, while young people are considered as the symbol of educated and cultered society. And as the need of knowledge is of great importance to achieve

better life. It is easy to transform information within diffrent generations and this what happens in our country when we see old people learn in special courses by youth.

Besides, we must realize as muslims that looking for information and knowledge is an imposition and we must know that a misar is who has knowledge and doesn't give it to a one who need it, we must also know that weakness is not in asking for information or learning but it is in diffidence and insolent. Furthermore the experience is not enough to get better life conditions for old people, from that we say that reaching for knowledge is a great need for every body, and there is no shame that old people can be teached by young people.

Finally, As Muslims we must run under knowledge without stop. And there is no diffrence between people in getting informations in their ages or social groups.

Text # 10

Every one, when he/she wants to learn something, looks for the sources that can help him to learn better. However, the ability to acquire something new differs from children and young people to the older people. Since, children can learn more easier than the elders. For example: when children are learning, they should be taught by young or elder people. But it is impossible if young people teach the elder people.

First of all, if young people teach the older people they will deal with them in a respectful way. Since, they are elders than them, they cannot blame or punish the older people as it is done with children. But, I think that to teach elder people and to make them learn something easy and quickly, young people should be serious

In addition to that, elder people's ability to learn is less than the children. Thus, children can acquire and learn something mew very quickly and easily. Many people agree with that point but I think that even elder people people can learn rapidly if they tried to use many sources and work very hard. As a result, they will be good learners.

When elder people decided to learn something, they will learn it seriously. Since, they are consious they will be aware of the importance of learning. So, they will work very hard and they will respect their teachers even though they are young people, not as children.

Learning is not measured according to age, race or whatever. But, it is measured according to the value of knowledge that a person may have. If young people have this expensive knowledge, they can use it to teach anyone either children or elders.

As a conclusion, we can say that young people cannot teach elder people as simple as they do with children. Since, each age has its capacity of understanding and degree of motivation.

Text # 11

Nowaday learners can learn from both, young and older people. And most of those learners prefer to learn and follow the rules of older. Although they know that there are many youngsters who are genuise, but, they still trust older people for several reasons.

First of all, older people are more experienced in life. They know and understand what youngster can not understand. Because the more we live, the more we get wisdom and experiences which we can learn from them in all fields of life.

Secondly, we must trust older people in learning, because their sources are available and valid. They always use strong reason and arguments from their generation's experiences to teach the best to the youngesters.

In fact, the truth wich most of learners ignore that young people can teach older people many things. First of all, young people learn many things faster, and especially in technologies. Secondly, they are more motivated. They aspire to succed and make a

good career. Thirdly, they are always thing to get more knowledge from different sources, such as, books, internet, news papers and chating, when they exchange different information with other people. Besides to that, they have many fresh ideas than the older. And last but not least, traveling is considred as an important factor that changes people . Ones can see different and face with different cultures, more over, recognize with different people by traveling. However, person who do not like these can not gain experience.

To sum up, I think that there is no doubt that there are many things we should learn from older people such as aspects of traditional culture, or some valuable, life teaching experience. But I agree that young people also have many things to teach older people. According to me, reading, motivation, traveling, and intelligence affect people's experience. I wich people stop paying attention to such beliefs that older people can not learn anything from youngsters.

Text # 12

Most peaple think that to learn some one something, you need to be older and more experienced than him. because only older peaple can teach the younger ones, for that they think there is nothing that young peaple can teach older people. However, in my point of view I think that it can be possible for young peaple to teach older ones because of some reasons.

Young peaple can teach older people even if they are unexperienced. Sometimes experiences are seem to be not very important because there are some peaple who are old in age and have a lot of experiences in their life, but inspite of these, they seem irresponsible and incapable to teach or give any advice for young peaple. However, in contrast to those peaple, there are others, who are young but inspite of their short experience in life but they are characterized by wisdom, responsibility and so they can teach older peaple and be a good example for them.

Young peaple can teach older peaple when they have a higher level of education. In some cases the difference in the education and cultural level between parents and children or between old and young peaple play a significant role. It means when the children or the young peaple are educated and cultured, in this case they will have the ability to teach their parents or the older peaple some things that they ignore.

Logically, young peaple cannot teach old peaple because they are not experienced. because the young peaple have not a lot of experience in their life, this mak them incapable to teach the older peaple.

young peaple usually need to be guided by older ones. Even if the young peaple have a high level of education and seem to be cultured but they are always need to be guided peaple who are older more experienced than them.

In conclusion, although it is well known that young are always teached or guided by old peaple, but in some cases it is still be possible for young peaple to teach older peaple many things.

Text # 13

In our daily life, olders always guide and teach young people, lessons and how to deal with life, it has been known that young people have small Mental capacities and their decisions are not wise. However, as a younger girl, I admit this but not always because sometimes young people can teach Many things to olders who consider youngers adolescents can teach them anything.

Young people learn how to manage their life from olders because they are more experienced. They pass during their life by different events and problems which make them ready to face all kind of obstacls and being more wise, they think many times

before taking any decision, the more they live the more they learn lessons which help them to resist difficulties. So, they are able to guide and teach youngers to protect them of falling down in the same mistakes.

It is obvious that old people are more reasonable. They use their Minds rather than their hearts however youngers are more sensible they may do things which are harmful and against their avail they guess that they are the right behaviours for instance olders are convinced that respect the others is a prove of respecting themself but youngers think that it is a sign of weakness. here is the role of olders to teach them decipline and good behaviours.

In the case of courage and defiance because they are in the beginning of their way they do not calculate and interest what will be the result. that's why they can teach olders how to be courageous because sometimes we need to risque without thinking or we can not realise what we want and if we think of it we will be afraid and hesitate of doing it or not.

Youngers see everything good in life and every one has his importance we can learn from each other because no one is perfect, young people can think more better than olders, the problem is not in the age of personnes but in the personality and the will if youngers be happy can teach olders how to live every moment in life and enjoy every nice thing founded in it.

In conclusion olders always considered as teachers for youngers in the life because they live more and see and know more. But we can not ignore that they can also learn from people who are younger than them.

Text # 14

In our life youngest people are more educated than the older one, they have a lot of ideas and thoughts about how can this be? and how those other can not? while we can find that the older one are wisdom and have more experience than the younger, and this characteristics comes by daily life. So, there is no idea or rule which show that the youngest can not teach the older and this is refused by many people. So, how the older deals and treat this idea.

First many older people accept the idea of youngest teach them. they doesn't find any kind of shame, they accept it because of knowledge, they want to know and to be caltivated even when they are young. They also, find this step as a kind of pleisure because at the age of 50 or 60 there is nothing to do.

On the other hand, there are those who believe that knowledge coming by experience and life teach as. Also, they said that is shamefull to us because of the big different in the age. So, they refused this idea. The older have an idea in their mind that they have and know every thing in all the domain. They said "Experience is the mother of science."

Second, many oldest men accept to become a student for a teacher who is youngest than them but under such conditions like: Levels, Teacher must be graduated and have diploma from the university, by this, older agree and can not refused.

However, many of the oldest even when there is diploma and the teacher are graduated refused and still believe about their thoughts. They said that there is nothing in this life can change it as we have said: shamfull, there is no experience, and big big different in age.

Finally, I think that there is no difference between older and youngest in the fields of teaching and in an important branch in our life is knowledge. So, all older people can be a student of a teacher who is young.

Text # 15

Life is a period of time in which you can learn numerous lesson from your mistakes, bad experiences, difficult times and even from your good moments. But it is said that older people have better experiences, and they know more things about life than younger ones. Altenatively, both of two generation can teach the other because life gives lesson to all people.

Young people can teach older ones new things. For instance, they can teach them how to deal with the new technologies. Because the majority of old people, like my parents, face a lot of difficulties about how to use the computer and the internet, and this will help them to learn an important things from young people.

In addition, young people have experiences about life which older people may not know about them. Like it is said that we can find things in the river that we can never find it in the sea. Even with the big difference of age between the two generation, but older people can learn some new things from younger ones.

Also, young people may have new, developed ideas that older people did not make attention to them befor   .

In the other hand, we can never ignore that the old generation are more experienced than the young one. That is why it is obvious that they can teach them a lot of skills, knowledge about life and how to face it with a lot of advices and examples from their previous experiences. Hence, we should always listen to our older relatives and try to learn and gather the maximum of their advices.

As a result, we can say that both of old and young people can teach each other. And this will be only by sharing their ideas together, and discussing their experiances. Besides, age is just a number has nothing to do with the personality of people.

Text # 16

Teaching people is considered as an important aspect of our life, it has significant effect in different domains because of things that may change the learner's lives by what They learned. All of us need to share the information which we learn it from the appropriate source and should teach who is in need to this information. The learners are may be young or old, and also we may find young teachers those who have the ability to teach according to their majors. As well as the older can teach the young people. There is no thing, however, that young people teach the older people.

Some people think that the old people have more experience in life than the younger. that's why the youngcannot teach them. however, young people may have knowledge as greater as the older's knowledge. In spite of their age, young people could have new information and abilities more than the others because the affected by many benifites and development in the modern life. So we should not ignore their capacities of teaching either the young or the old people.

Another reason why the young people cannot teach the older people is the differences in ways of thinking and the misunderstanding that may happen between them in the course. For example: the older people did not accept a reproach from his/her young teachers, they will be shy and angry when they find themselves in this case. This may be true, but if the old people are still thinking and feeling like that and neglect that this young is the teacher they will lose their studies and education. Hence the older people should accept that the young people can teach them.

In addition the young teacher could use many new theories from their generation, and creat many modern ideas to explain and make the lessons a lot easier for the old people. Also they have big energy to face the difficulties between the two sides. For example: the young teacher may use technology to develop the level of old learners

as using computer programmes, websites … etc. So if the younger people have this capacities logically they can teach the older people.

The older people who suffer from illiteracy need the help of the younger to save them from this big problem. Here they can help with teaching them the most important things that they need, and this is depending on the level of the old learners; as we see this on the expedition to avoid illiteracy. That is another aspect of the possibility of teaching the older people by the young.

To conclude, teaching people has no relation with age, but it has a relation with the knowldge and abilities of teachers and learners, and if the young people are capable to teach the older people, there is no thing to do this.

Text # 17

Nowadays the process of taking information even from old or young people, can became an important task. Old people have the experience and the young people have the power to invent. Therefore, we say that young people cannot teach old people.

Some people believe that young people can teach the old ones. Because the factor of age is very important, young people are considred, as the opponants point out, can learn from life new experience with that they can teach old people. indeed this process can happen, but the young people are still inexperienced. Although we have to keep in mind that age factor is a great deal for instance we can say that parent can distinguishe between right and the wrong things unlike young people.

The opponents say that young people can teach the old ones since they are in touch with modern technology unlike the old people for instance young people can teach their parent how to use the modern machines this point of vew is not applyed on old peopl.

As a conclusion we can say that young people connot teach old ones Although they are more cultivated and literate people.

Text # 18

In our lives, we passe through different periods, and different situations. All people face many problems in their life and in many fields such as economic problems, social problems, also problems in work or study……etc with these problems we teach a lot of things from other people. But there is nothing that young people can teach other people.

First of all, young people means people who are still new in life not like the old people. For this reason we say that young people have nothing to teach. It means they cannot teach other people because they have no experience in life. We see that when a young person face any problem, he cannot solve it and he face different psycological situations for instance sadness, depression…. etc in this case young people go to the old people and ask them the help this better which give a lot of advices to continue and adapt these problems for instance when a wife face a big problem with her hasband, she goes to her mother and tell her what happened, in this case the mother help her girl and give her advices to solve this problem because the mother has more experiences than her girl.

Secondly, we find that young people can teach other people because they have lot of things. In nowadays there are new things appeared like media such as internet , mobile…. Etc. and only the young people can use this media and teach the other people how to use it.

Also we find that the majority of the young people are educated and they study in schools and at universities despit of the majority of the old people they don't study at all for example when a family received a letter from someone , always we see that the parents go to their children or to another young person to read this letter another

example when a father buy a new machine or instrument and he cannot use it or manupulate on it, of course he ask a young person like his child or his neighbour. Finally, in despit the fact that young people are still young and they have not experiences in life in the same time they can teach other people because they have a lot of things which can acheive.

Text # 19

At our believes, we think that the knowledge is associated with an age that is to say old people is better than young people in degree of Acquaintence. But I disagree with this view Because there is nothing that young people can teach old people especially in Nowaday life.

Some people say that young people can not teach old people Because they think that old people have more Experience than young one, so, they know much things in life. However, every body know in Nowaday time depend on modern technology i. e. advance such as computer, mobile that give us all the data in all domaine of life like, Education, economic, political, …etc and almost young people know How to use it and know things that are unknown for old one so the young people can teach them.

It is fact that young people have not enough consciousness to learn old one they do not know behave and how they effect on other because they have not style of speech to convince other. But young people have high levels in addition to that they keep pace with technologie as result as these inventions have positive impact on human intellect and they become know How to deal with other person therefore, young people have ability to teach old people.

As every body know young people have quick methods to make old for understanding better by using easy ways because they use progress tools and that due to realize success. So, young people can use easy tequnique in order to help old people.

We know that people have high skills by using modern technology i.e. such as computer i.e. they acquire new information and How to comunicate with important personalities which help them to give enough ability for teaching them.

In conclusion, recently, level of knowledge do not measure age by these modern technology i.e. play significant role in progress of knowledge Because it give us any thing they want to know it. for this reason, young people are able to teach old people because they live in this recent reign.

Text # 20

Generally, people since their childhood learn at home many important things such as: how to speak, how to walk and how to behave or deal with other people depending on the situation any one find him/herself in, with the help of two old persons who are parents. This process can be continued pedagogically at schools here also by teachers. They teach children reading, writing and thinking. All these skills and issues cannot be only taught by old people.

Somme opponents argue that young generation cannot do without other old generation, but in fact young people can be good teachers for older ones. They can success in teaching them how to manipulate the very new technologies just like making researches using internet. This is one thing that old people can ask the help of young people when they face such difficulties.

Some others think that old people are more knowledgable or have more experience and lessons than young people, but they are wrong because they may link the amount of issues they can learn with their age. Actually, age has no relation with experiences because life is full of surprises. It may provide youngs with valuable lessons and they

explore them in their future where as the old people can be interrupted by such problem but can not even solve it.

At the same time, we the young generation cannot neglect the great role that our parents or old brothers and sisters for example are still playing in our lives. They still provide us with piece of advice, they push and show us how to avoid obstacles … etc. To tell the truth old people are our first teachers.

Finally, teaching others things about life is a process that can be practiced by both different generations. The two generations can exchange their thoughts, their way of thinking and their experiences and make the other side benefits from its value.

Text # 21

"you can not teach an old dog new tricks", one of the most significant point that this proverb means is that old people are totally unable to learn things from young people. That is, old people consider themselves wise enough to make fixed decisions and firm opinions which are certainly do not appear with youth. They are already convinced with what they know. So, they definitly will not accept and relish the idea of being taught by young people. But absolutely there are always exceptions.

The old generation is known as people who faced life and every form of it. The background that older people carry is also made for the coming generation which are young people. That is, young people are the ones whom learn from older's experiences. But even the difference that may clearly distinguish between the two in making one of them be the master, sometimes what happens with the younger people can be an example and good lesson that an old may learn.

Most of old people such as parents do not agree that their young children can not make right decisions and choices because they think that they are not responsible and conscious enough to face life. For that reason, Parents as old people will never think or even except that a child with a lack of knowledge may simply teach his/her parents something good. The issue is totally different from what all may think, or literally agree with. The innocence and kindness of a young person or a child may influence the old ones and teach them how to be kind and generous with others, and this is one lesson.

Young people can teach old people. It does not really matter if both people belong to different generations. Actually, this is one reason that encourage them to exchange more than information and pieces of advice, especially if we take in consideration the huge development in different fields that we live. So, young people may guide and inform old people about how to use the recent technology.

Moreover, young people may teach old people that it is possible that younger persons have the ability to teach older ones by teaching them the most important lesson which is very important to accept the others opinions.

As a conclusion, teaching and learning are not always about the age and experiences. A person may be young and has a lot of experiences or information to teach to the others even old people.

Text # 22

In our life situation differ from one person to another, people face problem of teaching. Some people don't have the capacity to give information to the others because they miss the way of teaching.

For instance, when we talk about the young people who are just in the begining of their lives, they don't have enough expression to teach the old people because even if they have, they have just a little information which ought to face problems in their psychology such as depression and stress.

There are many people are suffering from the way of teaching. Statistitions proved that go percent of people are complaint that they are complaint that they don't have the ability to teach the other people. They think that they who are interested to be thought no the contvast, which means that the old people who should the young ones.

Other wise, the old people can teach the young ones, because they have a long experience in this life in nowadays old people can give them more informations. They can guide to the correct pat, they give them informations about this life.

But, old people think that the young people who should teach them because of the modern technology, the education in the past isn't the same as in our days. There are means that help the person to get the information any way. That's why people think that the young can teach them.

In a short I can say that the old people who can teach the young ones, because in spite the fact that the life have changed contrast to the past. Today there are modern means that help any one to learn easily, but the old people still have the bigest experience in this life.

Text # 23

Today, in our life the majority of people belive that young people can teach older people because they have a lot of thing to teach them. And they are satisfied, whey? Simply because they live modern life where tecknology play its role and infleunce on them. But I still believe that nothing can young people teach older people, needless to say, we have to respect and loye them.

Young people are more stronger. They learn better they can take a lot of information and teach the older for example, the use of computer because already young and they have a big capacity to learn, but older people are as teachers (of our) in our life, they are our guide we can be their student and take and learn from them a lot of things, for instance, some times my parents know what happened to me even, did tell them because already they passed this periode of life .

The majority of people accept this arguments and agree that young people can gain more information. They have a more time to study than older so, they can teach them from what they studied and show them a lot of things, but older people, in fact, are not need these courses form young people even they haven't time to study and they work and they have a big knowldge and more experience.

As a young people we can not take a responsabily of our older, unlike, them they are ready to face any think in this life so, we are always learn from them, they are our model, and a good example. We should listen to them, namely, when our parents tell us your friends are not good don not answer them because simply they know what they said.

It is a fact , that young people have not anything to teach older people because, they have a long experience more than young people, in some cases people (young) think that the older say (some) things. Like that without knowldge or idea befor, but, they are wrong if i have not already an experience and big experience in their life they can't give them any advice as out anything.

To conclude we say that even, there are a lot of view Who agree that young people can teach older, i emplisize my personal point of view that there is nothing that young people teach older people.

Text # 24

Education and literacy are big mercy. This mercy is a right for the boy, the teenager, the man and the older. The latter one has been considered as a weak case to recieve information and knowldge. So, people today think that the older people have become at the end of their lives and have just short life to live. However their minds are no

longer strong enough to receive knowledge which makes young people find nothing to teach them. However, I argue that there are many things older people can tought by the young.

Some are saying that nothing the young people can teach for the older because they have lost that enthusiasm which had during their youth. But, this saying contains some exaggeration. Besides, we can not judge on an older through his body's structure; he does not have strong body, but he has brain to think. Moreover, the young people do not care to the older and misdeal with them in various cases which send despair and hopeless.

Other see that young people can not teach the older any thing because their memories weaken with the advanced age. If this was true, what about saying that older people have wisdome! of course, that returns to their experience during their previous life which make us realize that their brains remain good whenever they continue their relation with this field. Even the illiterate old people can be thought because their memories keep much knowldge which they achieved during youth period. For this reason, the olders are able to think or to use their memories.
Supplying with a good brains is not enough to teach the olders. Because they need to motivation, they can continue accepting many things easily. Due to that, their memories must be activated because it is difficult for an older to memorize quickly. Although, from their low understanding, that shows insufficient fresh brains.
Even people (young) are very isolated because of our reality today. That is why it is not a method to develop or help the other individuals. Especially, older people who can really learn or even take instructions and exactly from young people the main things as writing and using some of modern techniques.

It can be said that this thing requires some patience, but the olders have enough cappacity to be tought from young people. Those who are still their impulse to know more needs.

Text # 25
Generally speaking, most learners have succeded in their study without fail, for that they tought by teachers which are old then them. But there are some other students or learners who didn't succed in their study without fail or they fail many times, also persons who didn't studied at all. These people they may learn with supervision of young teacher which may seem a kind of problem for them, they may feel shame or it may make a kind of complex in personality. But when we take it from logical point of view there is nothing that young people can teach old people.

Age is not problem for the one who wants to learn since these persons which are old why do not take these young teachers as an example to incourage them and improve themselves in order to achieve their aims. Also these young teachers they may help them by showing them respect and appreciation also treating them as parents or old brothers. all these aspects it will help these people in their learning.

These young teachers they succeded in their study for that they get to this level and they have a lot of knowledge this knowledge is what the old persons is looking for in order to help them in improving themselves. Since these young teachers have the capacities and abilities to teach like any other teacher why do not have a right to teach the old people?
Old students or old persons they may have some problems with young teachers one of them is age. Old persons they think that they have more experience in life so how can this young people teach them? for that they may dislike these kind of teachers and they preffer to tought by teachers which are old.

Young teachers they may face some problems in dealing with old persons. They may not treat them like the other students I mean the young students in classroom, for example they can not order the old person to do such things like clean the board, shut the door … which makes a problem in treating the students equally.

No one is old to learn, so we can say that no one is young for teaching if he or she have the abilities and capacities. in learning we take in consideration only knowledge that the teacher has and it doesn't mutter if he or she is young or old.

Text # 26

In many cases we should return to what the old people teach us because we think their cources and lessons very useful in our life. Therefore many people give the big part to our parents in teaching us and cousidered their pieces of advice as the most essential basic because we couldn't teach them anything because they don't need us. However personally I see that our parents are in need to our knowledge.

Some opponents said that our parents are well educated thanks to their experiences in their lives. They know how to deal with the difficulties they met without taking any course. However, they forget that our life has been changed in a way that they are in need to the young generation to help them and make this life easier for them. For example, the old generation don't know how to use such new machines and in this ease they require their children to show them how use it. Another example our parents cannot deal with medicine notices without our help.

In addition, many old people think themselves most knowledgeable. They believe that traditional ways of life are the best, that's why we find dificulties to convince them in such ways. personally, I see that some traditions are against our religion and our logic. For instance, if your grand mother sees that her grand daughther coms her hair at night, she will certainly prevent her to do. So without any reason just because it is a traditional habit. Besides, they think that the meals they cook are beneficial for our health, but unfortunately some traditional foods are damaged because it lacke many vitamines.

Moreover, our parents and grand fathers and grand mothers regard themselves praying in a good way because they do it on time. But if you concentrate on them you find that they are praying in an uncorrect way, just like when you see your grand mother confusing or forgetting some duties in payer, in this case we should advise them and show the right way of praying.

Hence, we need our parents to advice us in such thing and, in return they need us to help them.

Text # 27

Through out all the theories that you know, and listen to this new one, which says that young people can teach older people, it is a good news for young people. However it is a blow to old people, they will feel that they lost their value because they are experienced enough about this world and there is no need to ask young people for explanation.

This new theory argue that, no matter wether old people are experienced or not, because young people are much cultivated and capable to teach older people because of two main reason which are, young people are open minded person unlike older people; and that older people had superficial backgrounds, old people are a little bit cultivated, they think that they are cultivated than young people, they can teach young people from their own experiences, for instance, what happen around them from events and problems which give them the chance to take necessary lessons from it and perform it in their daily life, however they forgotten that knowledge is not just experiences from their life. For instance, we are living in the day of development and

new inventions appeared to humanity, these latter are not known by older people so it is the case where young people can teach older people an other example is that, older people even if they had backgrounds of information, it wouldn't be the same as young people had, for instance, nowadays we have a lot of modules to study physic, sciences, economy, politics, and foreign languages which are not of course known by older people.

Another reason why young people can teach old people is that, it is quite tought that life teaches people a lot of things, but for old people these things seem to be shallow information but they are ignorant about others, there fore young people are open minded personnes and self thoughts people so they know every small and big characteristic about life in general, and besides they have the method of teaching other people thus, they are more experienced in this field i-e teaching an other person, and we know also that young people are very ambitious in doing sth. Especially teaching and if you walk around and ask them what they want to be in the futur a 80% of them they will answer that they want to be teachers the most thing.

Older people have difficulties when they want to learn by themselves because most of times they will face problems in adapting the academic study because they are not familiar with it and they will take too much time to get use with these changes because of the time they were lived in is different from the time which young people live in now, even new things must be considred as a part from these changes as a result, there is no way for older people to learn by themselves, they need experienced people, thus young people can fit this role.

In conclusion, we can say that older people are not ambivalent with young people, in time, background information and even in thinking, because young people are more motivated than older people, they are very ambitious, open minded and self thought personnes and they are ready with their qualifications to teach million of older people without facing any problem in doing that.

Text # 28

In our daily life, young people can face different problems and difficulties. However, these obstacles became lessons in the future life, the old people are more experience that's why they are the only people who can guide and teach young people. Therefore we can say that there is No thing that young people can teach old people.

Some people believe that youngs are able to teach older persons because the age is not principle. in the sense that youth people enable to teach them. In fact, it is not experienced what happen with young people. that is why age plays a great role since people who are older than you are more experienced the best example for that is a Father or Mother can distinguish between right and wrong.

The opponents also say that young people can teach old ones according to the technological era we live in in contrast to the paternal era. for example, young people can show to their parents how to access to the net but in fact old people get Angry whenever they did not know how to use some new instruments. As a result, youths will fail in teaching the old people.

the young people can teach the old people since they are intelligent and vivid enough to be capable of doing so. for example we can see it obviously when the cultivate son teach his Mother/father who are illiterate people, but old people some times face difficulties in understanding what the youth said.

As a conclusion, we can say that young people can not teach old ones Although they are more cultivate and carrying in technology.

Students' Essays (Pre-test 01)
Text # 29

There are many domains of teaching that people need in their life's courses. At school, at home, at the outside world … etc. Of course, there are a plenty of different methods concerning teaching. Thus, according to the person who teaches and the addressee. In my opinion, I think that just the older people who have the priority and ability to teach young people.

To begin, there are some young people who are so smart with high level. Those people can well contribute in educating the older's one. For example, they study new things that help them treat their difficulties wisely, without refering to their parents. As a result, their parents acquire a value lessons from them. In addition, young people have a good way of thinking, well motivated, more skillful, well educated and with freshness minds.

Older people have the right and the ability to teach their children. Because they pass a lot of different experiences, which help them to make their children more strong, and successful in their life's career. Furthermore, the older people can choose the appropriate decisions in the young's life. For instance, in study they can help their children choosing the best branch.

To conclude, I agree that old people are more experienced, cultured, patient, to guide the young people. Besides, they are the perfect persons to reflect to in everything.

Text # 30

In each society and each civilization the older people have the right to guide the younger ones and facilitate their life and especially in our society where the grand mothers and fathers guide us and give us advices to continue our life. However, young people in nowadays can teach old people according to their culture and education.

Firstly, young people can teach the old ones because they are more cultures than them. They know all around the world because we live in the world of facilities in which technology had turned the world into small village in contrast to that old people are capable to teach the young ones.

Secondly, for instance, old people have the right to teach the young ones because of their capacities and experience of life. They are older than them and they live before them. In addition, they saw more things and what happened years ago.

On another hand, young people have some capacities that the old ones didn't have it. Also, they are illiterate or have less culture than them. Further more, young people can teach the old ones due to the different channels which talk about every thing each time.

As a conclusion, old people are responsable for us because of their experience, but young people also can teach them about things that they didn't know it before. There

is a proverb which means that we may found things in river which didn't exist in the sea.

Text # 31

Life is a course of experiences whereby people could learn things and teach the next generation. Some people consider that young persons are irresponsible and impatient as a result they are not qualified to be in charge for teaching older persons things. It has been argued that older or adult persons are mature enough, that is to say, they have experienced life, its sweet and its bitterness, they become experts of it. Hence, young people are not capable to provide advices or instructions. As a young girl, I believe that youth could be a sourse of wisdom and maturity. I trust them as they have great capacities and qualifications, that's why I completely disagree with a statement saying: "There is nothing that young people can teach older people." because of that young persons are characterized by wisdom and maturity that make them the crucial category of society.

Adult people refuse the fact that young people might be a sourse of advices, since they claim that youth are not sufficiently matured. They mean, for example, a man aged 18 years old is enable to distinguish between a good deed and evil, between the right and the wrong things. So, they are not capable to teach the older people. Again, youth are like fruit that should first grow in order to become sweet and to be riped, but this rejection neglect one important thing, which is the great capacity of understanding and analyzing the issues that a youth have got; it is an essential skill that characterized them. While a community has a high rate of youth that will conduct to a good outcomes, for instance: young people in universities are the best proof because when they are knowledgable, they develop the skill of "the critical thinking" in which they could know how to solve problem and reasoning in a logical way. After all, they might teach the older people how the right reasoning should be. As it is noticable, people's thinking differs through time. So a person thinking should go with time or conforms it, and the young people are the current generation. Thus, their role is important as they could learn and make adult people learn how to do things.

Young people are considered, too, as impatients. This opinion some people adhere because they believe that impatience signifies the lack of wisdom and seriousness. In fact, youth are wise and serious adequately, for instance their studies justify the case. If young person did not learn and study perseverantly and seriously, how could they now able to succeed in their career, this reveals, he is wise, reasonable, strict and knows his benefit. Since this young man is wise, on the other hand, he could profit from that by instructing older persons, for example his older brother is a misfit person i.e. lacks an essential skill, this latter is seriousness, the young man as a consequence teach him or give him piece of advices such as: the fact being serious is the key solution to success. Otherwise, seriousness as a feature give you the opportunity to be a person all people take seriously, entrust and particularly respect. Unfortunately, when an older person says that a young one can not educate me, here, he is ignoring or even mocking the young man's abilities which they obviously are striking and reliable. Thus, they could be just as a reference of instructions.

In short, Although the majority of people disagree with the fact that young people are able to teach the older ones, I still believe that these youth are wise and mature sufficiently to be the instructor and the teacher. We can say that this category has a significant function in society that's why we ought to insist on the great ability these youth have, and then it is better to encourage this sample quite much so as to

exercise responsibilities and to be situated in a high rank that allow them to teach several and various issues to the adult persons.

Text # 32

In usual life, old people have more experiences in their lives than young people. They use to give their instructions, piece of advices and their guidance, but young people can teach old people as well.

Old people have all the right to teach young people, since they have faced serious and problematic tests in their lives. For example, a man who is forty years old has the opportunity to guide who are younger than him. This is because of his age, that is to say man gets a perfect mind in the age of forty. He will be able to take decisions reasonably. Thus, teaching is a matter of age, but real life proves that young people could also teach old people. For instance, most of Algerian who were living during the Algerian revolution are not able to teach young people, because they did not study. However, young people who came after them are educated and cultivated. Hence, teaching is not only belongs to age, but it belongs to the abilities of persons.

Teacher should be old, because young teachers usually are not able to be relaxed all the time, they lose control in some cases. Generally, the age of twenties is just for learning. It is an evidence proved by some experts. As a result, old teacher has som

On the other hand, we may find young teachers have the ability to be respected educated and have good principales. There is a story talk about a teacher who lived in Russia. He did not believe in God. Once, when he was at school, he asked his students "Do you see the table?" They said: "yes." He said: "Thus, there is a table." Then he told them : "Do you see God." They said : "No." He concluded: "There is no God." Inside the classroom there was a smart student asked the others: "Do you see the mind of our teacher." They said: "No." He said: "Our teacher has not a mind!" Consequently, young teacher can also teach old people.

To sum up, teaching is not just a matter of age. It is also a question of having large capacity of information, a strong personality and correct principals.

Text # 33

Life is not easy as many people think, life is a simple word but in its meaning is very difficult and ambigous. It is not easy to benefit from life unless you become old person because you had much experiences, and so people can benefit form you. Also young people can teach older people how to do in life.

It is not logicially that young people can teach the older. Because older people have a good experience in life and they are always right in their decisions and point of view. But we know lot of young people that taught and gave available lessons to the older people, because they think that they are always right in their behavier. In addition to that there are lot of young people who are wise, although lack of experiences.

Young people have childhood behavier and they are irresponsibles. But we know most of young people are well educated, they distinguish between wrong and right behavier. These generation are wise so how they could not teach the older, most of young people are responsible, they solve their problems.

The way of thinking is differ between old people and young people. The old person think deeply and correctly because they have experiences. But we know that young people can analysis very well and their thinking is deeper than the old people, befor work they think well and they take care.

At least and not list, from our personal experience we notice that young people can teach old people very well. They can give them good lessons in life, because age does not refer to wisedom but the way of thinking which refer to them.

Text # 34

Sometimes, you disagree with your parents or old members in your family about a particular problems or an idea; they will then try to convince you to follow and obey their decision because it is the right one. It is truly saying that parents are very experienced persons; they are rarely committing mistakes. However, it would of no sense if we concider that education is limited for young, and since they become adult or older, every thing or act would be right. Young people are able to provide and present significant lessons for olders whereby they have experienced things in different way as they coexist in different period that parent may misunderstand.

Obviously, parents have dealt with wide range of events, faced many obstacles and problems that gain them various knowledge and skills. Since they got married, they have introduced family codes' management. We always ask our parents about things, and we expect help, support and guidance. If some day your parents face a financial problems, you will probably try to help them; they may listen to not apply what you suggest for. For example, most old parents think that saving money in the form of gold not only preserve its financial values but also it makes it raised throughout. Besides, if they are falling in heavy committments, they will pay them back by utilizing gilt-edged of money. However, a young students of economy may simply suggest them that investing that gold in the bank will afford them profits because the interest rate will be raised continuously. After that, they can withdraw their money cash to pay back debts while their saving account is gradually increasing.

In some traditional families, ladies were being engaged without taking into concideration their opinion; they should not date somebody or have former relationship. Now, it is possible that the daughter suggests for herself a particular bridegroom she thinks he is appropriate for her. Its family may not agree with her choice just because that person's speech or clothes do not pleasant them. It is said that appearance misleads; this person could be possibly polite, honest and trustworthy. We are in the same wave length that parents have large experience and deep intuition enabled them think reasonably, yet life, ethical norms and personalities change regularly. That is to say, we should respect them, especially religion and custom though we should not make them restrict our proper life and freedom of decision.

It depends on how much we could be trusty, responsible and reasonable. If we are well done, we can absolutely convince our parents to accept our ideas and change many of the misleading ideas, especially within family circle. What we need is to understand each other; it would be better to share parents our ideas and recommendations that add more viewpoints to both side.

Young people are also ready and able to teach older new pleasant things since they are living and exploring new phenomena as well as thought and technology. Moral are not restricted values to certain age or class; it is said that great leaders had won wars because of small ………., and what is more important is that you would better mend your manners.

Text # 35

Life is a big school where people can learn meaningful lessons and get valuable experiences along their life span. That is to say, people know no end to learning. It is always said that as someone gets older, he/she grows more aware about what is right and what is wrong. On this basis, some people argue that young people can teach old people nothing. This is totally a wrong belief because in some cases adults learn valuable lessons from their children.

Many think that young people are inexperienced. So they argue that their opinions, their views and reactions should not be considered or regarded. Whereas they are able to realize miracles because they have a powerful influence over their parents. It is true that young people inherit many things from their parent as religion but in case those parents are illiterate, their children become more aware about religious issues than them as they grow up. So, they take the responsibility to teach them.

Also some people argue that old people have a better understanding to what happens around them than young people have. This is totally the opposite of what is happening currently. Because of the big change that happened in the world and the development of technology, some old people are unable to keep pace with these inovations. So, they find themselves, indeed, in need to be taught how to manipulate new technology. Younger people are surely in charge of teaching them all this.

To sum up, each generation has its attributes but what is undoubtable is that each is better than the one preceded it. so young people have qualifications to teach older ones many things.

Text # 36

In the classic education, youth were just students because all what they know is very simple in comparison with what older knew; that was old school. But now days with the digital world youth are the masters of their era. Old people are lost in this fast, varying world. However, I think that young people can teach a lot of things to the olders.

The percentage of illiteracy in the Arabic world is 40% more than 80% of them are older people. so from this statistics we notice that young people are comparatively with olders are more educated because of the new method of living. Youth can

control computers and electronic machine very easy the opposite of the old generation wich prefer to treat its daily problems with old methods.

Taking up again, youth are more cultive in all domain. As we see in TV channels or in corporations, youth are the base of it because of their new ideas, fresh mind, capability of understanding, well and brief and the perfect way of practice, but in the other hand, older people are less performance in this domains because of their routine weakness in physic conditions.

Young people are fast, well doing, full of energy, but the experience of old people have the experience wich made the difference in performance. experience means to be aware about all what is around, how to use or how something will be done, this option is not available on youth for that older are more perfect than them.

My be youth can teach old people older or not in need of youth services because they know all what can a young people bring but always there is some exceptions as the proverb said "when the student teach his master"

Text # 37

In the past, people had not the opportunity to learn and study. But now, almost all youngers have a chance to be educated and they have the opportunity for learning and teaching. There are some people who said that young people cannot teach olders. However, there are others who said the contrary that youngers can teach older people. For me, I think that young people can teach.

Teenagers are not really educated. A young person has a low level when compare with olders. But I say that teenagers are well educated and have an important role when teaching olders. When a younger has a relation with a man or woman, he/she can give him/here a lot of information and lessons in recent life. Also she/he tells her/him about how life changes in comparison to previous years. Further more, a teenager teach an older, he show him how life it is and how make relation.

Teenagers have not enough experience. Older people have much experience thant hose youngers. In contrary, youngers have experiences more older people. In this moment, life changes completely. In the past people have not many relations with others, because they didn't study and went to the university so that, they could not get a lot of information about life. On the other hand, Now people go to universities and they also travel in foreign countries ; they make new relations with strangers. In addition, technology is developing more and more which any person even he/she is a young person, can think well.

Young people are mature. When someone has an age between 20 till 25 she/he is not care about their behaviours ; they do things without thinking. On the other hand, those youngers can manage themselves work seriously. When we think logically, we will discover that, these youngers are intelligent because they study and have a lot of relationships with people. So, this person become mature even if he is youngr. A person who has relations, he get experiences and distinguish between benefit things and danger things.

Teenagers are not the basis of development of countries. They have not any role in the progression of the country because they are in the beginning of their lives. However, I think that youngers are symbol of civilizations so that all countries care about youngers and so do the best to help them in order to be developed. Almost all countries work and do what they can to make their younger successful in all life. For example : educcation, Business, commerce … etc.

As a conclusion, youngers should teach older people because they are well educated, have experiences. They are mature people and have a great role to develop their countries. Consequently, all countries must do their best to help youngers.

Text # 38

Life is a hard and difficult task, within it we might face problems, a plenty of difficulties and obstacles. In that, we might ask for help even for the simplest things and from those we were not expecting. For most of us it is a well known fact that young people learn from their olders' and there is nothing that that young people can teach old one's. Yet, in our days the facts prove the opposite, because the younger's can teach the old one's.

It is true that in life younger's generally take advice and commands from the old people because they are more experienced. They are more skillful and more open minded than the younger's and this is what enable them to deal with all which difficulties and obstacles easily and since they have all along lived in a difficult environments. Moreover the olders generally have more capacities and abilities for understanding and absorbing great deals of information rather than young generally do just because they read too much books and well attached to their religion and Quran.

However, as we are living in an erra of technology and modernization every thing became easier, and especialy for student. For example, the internet and computer and other means enable our student to acquire more knowldge, and provide them with the best precious information that we may not find in the elder's. So young people are more lucky and fortunate because these means of education are founded for their service and utilities.

In addition to that, in instruction there is no such fixed rules that restrict and govern the process of teaching and acquiring knowldge. For instance, at university we might find some old people who did not carry on or yet have finished their studies, for that, when they get a certain old age, they find themselves studying at young teachers who might instract and guide them without shame or because this youth has a high degree of education and knowldge.

Apart from this, in our days life universities and schools are more developed and well organized, we have all the necessary fortune and the modernized equipements for education than those used in the past by older's. These equipement provide them with the energy, power and motivation to acquire a good knowldge.

To sum up, as they say when there is a will, always there is a way and since young people have the full equipement, the motivation and the energy they will be able to teach the older's and especialy they find the total encourragement.

Text # 39

In this life every one has his freedom to live. But the young people should respect the older because they are old and have more experienced than the young people. In education there are people of different ages have learned. For example, in the primary and secondary schools, old people teach young people, but in the university there is no problem that young people can teach older people.

The young people can teach the older people because learning doesn't need a particular age, for example a young man has stoped his education and when he is regreting, he carry on his education when he become old. So, he find a young people teach him. Education is a wide world and there is no matter in all the cases for learning.

Some of people can accept this argument, but in fact is a big problem when young people teach older people; because it is a difference between their ages and it will be problems; because they doesn't think in the same way.

Another reason, the technology and education are developed through the time and every day researchers develop new things. So, the older people can learn new things from the young people than they haven't know it before.

Young people can not teach the older people because the older people had knew a lot of things without learning. The young people can teach them the opposite things according to the new development and the older do not accept this thing.

In conclusion, young people can teach the older people because we are in a recent world and such things do not have problems for any one.

Text # 40

Everyone can choose what he wants in his life without intervention of the others. As we know, the older people are more experienced than the young ones because they know everything about life. The convey of information about education is something older people teach it to the young people. In Nowadays, the situation is inverted, and the young people become also teachers who can teach older people.

One reason can make the older people can teach the young people is that the high level. Before that, the older people are the only who can students rely on them because they have a lot of experiences, a good standing which make them feel of fear.

My opponant argue that the young people are more educative. Students do not interest about the standing of the teacher, they trust only in his capacities and ideas. To teach the older people is not something strange, because they will acquire new knowledge which they do not acquire it before. This is due to the new and continued researchs which young people use it.

Another reason makes older people are the appropriate and able persons who can teach young people is the skills that they use it. Older people have some ways to

communicate with their students, and not allow them to pass the limits of studying in order to educate and motivate them. Some times, these ways of teaching followed by punishment not to break them, but to do better in future.

However, young people also have their strategies in teaching. Young people can teach the older ones easily regardless to the difference of age between them. They explain to them the lessons normally they provide them with activities and homeworks and they deal in with them as any teacher with his students.

In conclusion, thanks to the invention of computer and internet, young people rely on it and can bring whatever they want to convey to their students. Young people can teach the older people without hesitation of difference in age because age has not any relation, and the young people acquire acquire an experience before.

Text # 41

Life is full of stones that can hamper our way. But, in fact, the obstacles we face quickly turn into useful lessons from which we can learn. The older people are, the more they learn and guide others. We therefore say that young people cannot teach old ones.

Some of them believe that young people are able to teach those who are older than them because the age is not important. Youths, as the opponents point out, will sooner or later inspire from life new experiences that enable them to teach old people. Indeed, this may happen but youths still inexperienced. Above all, we should bear in mind the proverb which says: "older than you by a day, is more knowledgeable than you by a year." This frankly reveals the fact that the age factor is of a great importance by which we can say a person can or cannot teach an old one. The best example is that a father can differentiate between right and wrong while his son cannot do so.

The opponents also say that young people can teach old ones since the former has been acquainted with the new technology in contrast to the latter. A son then can for example show his father how to download something using the computer or to access to a programme. This is really true but in fact old people, in extreme cases, get irritable whenever they did not know how a machine functions what makes in turn the young people berserk. Consequently, youths will not succeed in teaching and guiding those people.

What also makes the opponents think that young people can teach old ones is the fact that those youths are ardent and vivid enough to be capable of doing so. These features instill in them the spirit of perseverance to teach old people and to bear troubles. This, as the opponents assume, can clearly be seen when literate one teaches illiterate people. However, it is a fact that most of old people are "cognitively deprived" and have sometimes difficulties to understand. Confronting with this dilemma, young people can face insurmountable problems; they could hardly convey information to old people. Moreover, the generation gap between the two categories makes their way of thinking as different as day and night.

Briefly, notwithstanding the fact that young people can experience new things, getting coped with the new technology and ardent, we say that young people are not able to teach those who are older than them.

Text # 42

Education is very interesting in our lives, and the most important part in education is to know how to respect your self to let the others respect you even you are younger than them especially in the case of teaching that you must respect your teachers. so, there is nothing that young people teach the older people.

the difference in age between yong and old people does not mean that they should not teach them. We know that our fathers and mothers did not have an educated before, thus which made them illitered people. but, in this situation their children can teach them in order to be an educated people and this is can not be released unless their children learn them so, the difference in age is not an obstracle in teaching old people.

the capacity of teaching is an other possibility that young people can teach the old people. Concerning the capacity in teaching. Old teachers can not have enough ability in order to teach because their body is weak. However, a young teacher has more ability and can learn more than old teachers because they are more healthly and this view is from scientific point of view.

to some up, teaching is in general a hard task be it for an old person or for a young one. but there is a slight difference between the two persons as we have mentioned above like the age which placed an important rule in teaching and also the health of these people.

Text # 43

Usually, the concept of experience is restricted only to older people. Most of time we refer to them for a piece of advice, for solving problems or for answering ambiguous questions related to this or that field. Indeed, it is not fixed rule; we could find younger people behave as older ones do or even better. Here the situation is crystal clear, age has no relation in educating people: what is important is the ability that a person may have to make his message well-received. In my opinion, we may find many things, especially among the new generation, that a younger person is aware of more things than an older individual.

Most of you deeply believe that the building of each young person personality or returning to what the olders have already learnt, because they have enough knowledge and ready to teach their young kids, friends or anyone who is in need of knowledge. Even more, being aged is one reason behind the wisedom that separate older people from the less experienced young ones. However, is really teaching others gives importance to the age more than what a person has in his brain? From a logical ground we may find young people, of course not all of them, are capable to teach better than the older people. For instance, the case we face in universities, in which we find a graduate person finished his studies earlier is teaching students who are in fact older than him.

Many may agree that young people can behave as grown-up in dealing with issues related to whatever domain, but still they lack what older people do have. Actually, it is not a matter of age, it is about what a person may learn each day. That is why they strongly believe older people are the best teachers in all the life's fields. Not withstanding their believe, we obviously note that many young people can be very good learners form their own experiences or from others problems, that's why they have a little bit priarity in teaching in comparison with the olders. For example, a young worker can teach an older who have diploma, because simply teaching people is not only related to the academic features. Also younger people have confronted with many obstacles during their life that make them wise enough even though their age.

Moreover, the social status of each individual has great influence on his own credit. Thanks to the developed technological life that facilitate a lot of things for the favor of youngers category that make them very practical. As a result they learn twice than an older can do learn per a day for example. As a clear evidence, a high graduate proffessor learns how to use the new technological devices by the help of his younger son.

Finally, the idea in which younger people couldn't teach older people is no more non-sense theory, because we are daily facing young people teaching in our educational places, giving us lessons in the various domains of life. They are enough responsible to be the same as older people, that if we couldn't say; in some exceptional situations much better than them.

Text # 44

It is very known that always, who gives advices and solve problems of young people are old people. since young people according to old people are not old enough to solve their problems by themselves or to take the responsibility. Depending on what is thaugh by old people, young people cannot be useful in anything in life. They do not believe that young people might have the ability to solve their problems and even teach old people many things which they do not know. I believe, however, that young people can teach old people manything.

First, old people are convinced that young people are not experienced enough to give advices to old people. But, it is not always true that young people are always unexperienced. They can be cultured and well educated to give evident edvices to old people.

Second, old people see that young people cannot take the responsability and they are not wise enough to participate in solving the problems in any field of life. In fact, young people can take the responsability better than the old people in some cases because they are young and they have new methods and modern strategies in solving problems.

Third, old people think that young people are nervous and they cannot be calme in hard situations. But, young people can teach old people how to be calme, relax and

very cool in hard situation in addition they can teach them how to take the wright decision at the wright time.

Old people think that young people have no idea about morals such as Honesty, fair, thruth. In fact, young people always teach old people how to be honest with yourself and with others. Also how to be fair with people. The most important lesson in thruth since almost young people say the thruth, old people always take lessons from them.

As conclusion, young people can teach old people a lot of thing such as How to take responsability an solve problems. Also they can teach them how to be calme, strong, relax in hard situations for that we can say that young people are useful sometimes than old people.

Text # 45

We all admit that older people have much more experience than young people. And it is true that elders give us many guidance when we face problems or obstacles during our life time. But due to the rapid developement of the world, young people have become more knowledgeable than elders, they have much information and knowledge that elder people lack. They may master things that elders do not know. That is why, it is possible that young people can teach older people.

Many people say that old people cannot be taught by young people. Because of their ages, elders have much more information and knowledge about many important things of the outside world such as, how to deal with members of society i. e. how to make relationships. However, young people often master a lot of things that older people lack especially things related to technology. Since we are living in a very fast developing society, people need to make contact with many new technologies. In other words, they must learn to keep up with the latest developments. Nowadays, most of the young people have become sick of technologies while we seldom see elders using them. That is why young people may teach elders how to use them. For example, if an old person (lets say more than 35 year old) attend a computer course, he must not surprise if the teacher is younger than him.

Other people argue that young people can not teach old people because elders are much more experienced, much more things about this world as the famous saying says "you can't teach an old dog new tricks". However, they still lack freshness in their lives because they are are usually not familiar with youth culture. This is why younger people can help older people to live a more enjoyable life. For instance a popular music between teenagers is not familiar between old people, however; when young people teach them about it, they may come to enjoy it.

In addition to this, young people are known for their quick understanding of things more than older people do. They have a fresh memory which enable them to understand and come over things that older people are not able to understand. That is why we notice that children nowadays have growing up knowing about many things such as, the dangerous of the cancer or violence at home or at school which is not the same case for older people.

To sum up, it is possible that old people can be taught by young people. They can up-date technologies for them, bringing freshness into their lives and passing them difficult values that they do not understand.

Text # 46

Education is very important today, people attend university for many reasons, for example to learn, and get experiences to develop their knowledge. I disagree with the statement that there is nothing that young people can teach older people for several reasons in my opinion.

I think that young people can teach older because young people intend to learn new things faster in their learning. Secondly, young people are more motivated, they hope to succeed and make a good methods to teach older people, which requires a good knowledge and information and experiences from different sources. Also young people know more about new technologies. For example, they have information computer, because they know more how to use computer and old people cannot use it like their. Besides this, there are a different means of communication and the older people have difficulties to use it, here, the young people can help them about using tools of communication.

At the end, we can say that young people can teach many things in different fields from the old people. People want to know lot of things such as about a new information and knowledge.

Text # 47

Young people learn during their lives a large amount of lessons. They become more experienced each day. Old people can be the life's school for the young people. However, I believe that young people can teach old people.

It is well-known that old people are more experienced than young people. They have gone through a lot of hard situations that had made them stronger and wise. However, young people could surprise us and open our mind to little things which can learn us a big deal of information. In addition, young people can be more attentive and their ability of memorizing information is higher.

Old people are said to be intellectuals in comparison with young people. The old people read a lot of books and are interested with culture. However, young people learn a big deal of information at schools, whether science, math, geography and history. They can be considered as well-educated people who are able to express their opinions, argue about some topics and even teach old people new information.

To conclude, even though old people are more experienced and wiser, young people should be esteemed and not be taken as ignorant. Young people are intelligent and more productive in this world.

Text # 48

On the contrary of what human may think, I believe that young people are able to teach older people a lot of things. Everything nowadays has changed, and everyone in the society has the right to get the opportunity to learn as much as he could. Age has nothing to do here! Only your will and your capacity of understanding can make the difference.

Old people can't manipulate all the new developed technologies, such as computers, Internet and in some cases mobiles. They always prefer to keep their traditional things. On the other hand if they wanted to be a member of this new world of technologies certainly they are going to be lost and in need of some help logically from young people whom are familiar with this strange machines.

Another important point is that older people are conscious and wise but they still learning from this life every day. Because they are named people by this we mean that they are allowed to do mistakes. And maybe their mistakes are things very well knowen from young people. In fact and as we know that we can find on the river what we can't find on the sea. For instance the revolution of food was made by a young man called Jamie Olive, and he is in fact teaching older people and especially parents how to make from their food a healthy one.

But, no one is able to deny that experiences in life can make the difference. It is something important and very related to age. At the age of twenty, we are free to think that we are masters. We dominate, we control, we know everything about everything. However, year after year things are going to be harder, also we are going to discover that life is far from easy. In addition you will be conscious about the fact that strength and wisdom are the result of experiences. Thus, if we were in need of advice or to make a sensible decisions, we can ask older people, they are always here to do their job.

As a result, the relationship between the two generations is based on sharing information and helping each other. Of course it differs only on the functions, and young people contribute intensively as well as the older. From this I confirm that young people are able to teach older people.

Text # 49

In our life as we all know that older people have more experience and knowledge than young people. So, what they say almost is true. However, it does not mean that they cannot learn anything from young people. I agree that young people can teach the older ones.

Young people can teach the elderly any thing. They can teach them about means of communication like using computers, electronic machines, videos. Old people are not adaptable yet with the rapid developement of technology. In addition to this, they are not familiar with automation that are so popular recently and from time to time they cannot use these modern devices however, the young people can teach and adapt the recent technology fastly.

Moreover, young people are stronger than old people. So, they can learnbetter. Young people have sharp brain, they can learn easily, they are creatively but older people are old and weak. They need a help from young people so that they can learn from young people.

In addition, young people have more time to study than older ones. They can gain a lot of information than the older. They have fresh memory that they can memorize things rapidely and easily. The old people are always busy, they work, they have no time to study as young people. This latter have a chance of spending all time studying or learning new things like a foreign language. It means that they can teach the older people what they have learned.

But, young people can teach old people might no be true because older people are more experienced than young people. Long time ago, when science and technology did not developed yet young people learned only through books which were already read by older people and through their experience. So, old people know more than young ones. They have many books and know about a lot of information; they are cultured so that young people can learn. It means that old people teach young people.

In conclusion, with the development of technology, knowledge is open to every one, older people can learn from young ones because young people have more time to learn and open-minded to learn than older and even the older are experienced. They don't know many things but they can learn from the young people.

Text # 50

In our childhood, our parents, grandfathers or grandmothers who teached us their traditions, principles and ethics of their experienced past. They learn us to take our first steps in our lives, without them and without their experienced knowledge, we wouldn't have been able to survive as we do. But nowadays the youth are able to give a lot to the old people.

Old people are very responsable, aware and consious in doing anything. They have values that they can teach them to their children and experiences which learn them through time. But children can be great teachers some times because intelligence and knowledge is not determined by age as it is said "You can teach old dog new tricks". This means that even this dog is old, but it has a capacity to learn new things in order to benifit.

Our parents have many lessons which they took them from their ups and downs. They are very wise in behaving in the hard situations or in dealing with problems. However the young generation have the ability to learn new things and absorb information faster. In order to learn something new you should of course go to young people because they know all what's modern or interesting concerning many domains such as etiquett which mean rules for polite behavior in society.

Living in this modern world and using complicated technology where each child is better than the other, the young people for example try to get more knowledge and information from different sources like internet, books, magazines and by sharing ideas with their equals in age or even with unequals.

The different circumstances, conditions and time make a big difference between old people and the young ones. For example our grandfathers were born during the colonization period, because of that they could not have a chance to be well educated or informed. They have not freedom, rights and even places where they should learn such as schools.

To conclude, As we take a benificial courses from the old people, they should now listen to us because we have many things and lessons that we are able to give them. We do not believe that age could decide if a person has knowledge or not. The young people also have ability to absorb new information and to deal with technology and the different conditions and time make big difference between them. Although it seems some how informal when everyone hear that a young man teach the older one, but they are always in need to communicate each other and do not make difference only according to the age.

Text # 51

One of the most objectives when people study is understanding and get the point they want achives, wether the information is obtained from a person or a book or internet it is important to get it clean and correct. Diffrent people have different ways of teaching it depends on their level and the method of teach. Some consider age as an aspect that helps other to understand and they see that there is nothing that young people can teach older people which I disagree with for different reasons.

From pride point view it may be seen that is imbarsing if some one younger than you teach you. He just seem that he lakes the experience to deal with you and make you get the information, but in fact it is untrue to belive that non sence and take it personal point of view; you have to focus on the information and think that minds will deal to each other not bodies.

As an example in our university there are a lot of old student who study with as. They miss cours that are teached with young teachers, because they see that they are young. On the contray young people are competence they learn quiqly and though means of mass communication. So they are able to teach with a rich information .

Moreover, young people are stronger than the elderly, so they can learn better. Young people have minds which are still fresh well memorized to the information so age helps the person to teach not admit him.

Also with our young brother and sisters we may asked him/her to help us in some exercice because they are speciaized in specific field. And with confident they helps as without fear that you answer will be wrong. for sure your young brother or sister will not give information untrue.

In conclusion, young people are more about new technologies because it play an important aspect to more them cultured. Also different generation prived new information to its people this helps them to teach even old people.

Text # 52

In our religion, Islam have put a must for learning without paying attention to the age or sex whether they are young or old, man or woman. In the past, people did not have the opportunity to learn because, many poor countries were colonized so they were fighting and serving their country. Nowadays, things are changed, there are many schools, universities and private schools. If I am a teacher I would help old people to learn. But still, there are who are against and think that you cannot deal with old people.

There are many people who are illutrate, and they need to learn especially old people. In fact, there are some schools which open small parts to teach old people. They learn how to write and how to read, it really helped them. It is too easy to teach old people, because they learn only simple things. However, dealing with old people is much more different from young people. Because, their minds are not fresh like the young ones; they take time to learn how to read or to calculate. Also, when you give them an exercise and they do not obey you, you cannot punish them as a young one.

Teachers especially young ones, must be patient in order to help old people to learn. And give then as much time as they can for teaching them, because they are not giving a favour just for money but they must consider it as a good work and help. In the other side, young teachers must continue their studies and reach a very high level with a high salary, because, if they spend a lot of time teaching old people they would lose their studies. So, old people must be taught by old people; they can understand each other and give the opportunity to young people to live their lives and trace their path.

Nowadays, there are many technologies which were absent in the past, for instance there was not internet, computers, cell-phones and many other stuff. So, old people must be taught by young people who are similiare with these technologies and give them the opportunity to use them. Again, this is not a very good idea, because for example it is not appropriate for old people to use the computer all the day or communicating through the internet like MSN or Facebook.

There is nothing that young people taught old people, because it is good thing to help people and there is no matter if it old or young. Although it is hard to deal with old people and teach them, but they are still part from us and it is necessary to communicate with them.

Text # 53

Old people have a great role in our life. For this we have to respect and obey them, because they have more experience and knowledge than us, so what they say is almost true. However, that doesn't mean they know every thing and young people have nothing to teach them.

The statement-which is there is nothing that young can teach older people might be true at a certain period of time. Long time ago when science and technology didn't develop yet, because young people learned only through books which were already read by most older people and through the older experience. So, it is obvious that the younger have nothing to teach the elderly. But in Nowadays, things have changed. With the developement of technology, young people can learn from many means of communications.

We can not say that the older people have nothing to teach children, they have to behave them and guide them in good way to have a good education because adults are more aware and conscious than children. But young people in the other hand are stronger than elderly. So, they can learn better and faster, they have sharp brains and fresh memory that enable them to be always creative.

In addition children are always motivated, they aspire to succeed and make a good career, which requires good knowledge and experience from different sources. Also, Always they bring new fresh ideas rather than the adults.

Moreover children have more time to study than adults. So, they can gain more information. Because adults have to go to work they have little time to study new things especially new technology and searching for new information. Child in contrast he can spend his time studying and aquiring new things without any concern about any thing. This is one of the advantages of children in learning.

To conclude, I think that with the developement of technology, knowledge is open to everyone and older people can learn things from the younger. Because the younger have more time and strength, they can gain more information than the older ones. I think that people from every generation have something to learn from each other.

Text # 54

Nowadays, all people are in need of learing, because in this life, there is no one who can say that he knows everything. We are learning till the last moment of our lives. Learning does not submit any conditions or rules, people can teach one another whatever the age or the teacher is. As the older can teach the younger, the younger can also learn them, giving them advices etc…. For that reason, young people can teach older people.

The first thing, unfortunately, young people can not communicate with the older people easily because of the difference between the two ages. That is to say, that people can not convey the information exactly, the age will form an obstacle. But the older's time is different from the younger's time. That is to say, nowadays the world developped; a lot of things appeared which did not exist in the older's time. For example, air conditioners, television's remote controle and computers were not available. Hence, the older are in need of teaching how to use them. It is prevailed that younger are interested in things like those. So they can give them some information how to use them.

The second matter, as we know that older people are not in need of medical treatement because they used to treat themselves from nature. If we ask an older man

about the treatement of throat's pain, he provides us with a cup of honey mixed with lemon immediately. Young people are specialized in more than one field. For instance, we can find a person who specializes in the field of medicine and foreign languages. In this case, it is possible for young people to provide the older with information about medicine, teach them some foreign words for communicating with foreigners.

To conclude, young people can teach older people because of the younger's time which has a lot of changes. And this is also because of the level of education that qualifies the younger to teach the older.

Text # 55

In our daily life, we have seen many changes, and modification which touch every field or domain of life even the relationship between people especially between children, and their parents or in the general case between young, and older people. Conflicts, misunderstanding are usually grow up between the two generations, because almost young people think that they are responsible, and have more experience in life more than older people, which I consider it not true for two main reasons.

On one hand, young people consider usually that all people either they are young or adults can do mistakes in their life regardless to their age. That is to say that the two generations are equal in doing mistakes, also in facing problems or troubles. As a result both have the same experience in life, in addition to this the second generation consider that they more educated than the second one consequently, the young person can teach the adult. But, we know that more the person live more his experience decrease for instance, if we compare between children and parents we can conclude rapidly the big difference in experience between them; moreover, there are a lot of educated people who have not enough experience.

On the other hand, the young people think that they are responsible, who can live without a guide of their parents, and are usually refuse parent's advices, because they believe that they are free, and adult who can be responsible for their decisions. But, in fact in all over the world, and in our society especially, we have always observe that young people are usually less responsible than the older one, for instance : there are many statistical studies which proved that more than 60% of road accedents are caused by young people, another statistical study proved that divorce rate between young couples is higher than which observed between older people.

To sum up, it is true that the young people are more educated than the older ones. In addition to this any person can do mistakes, but it does not mean that young people are more responsible and have more experience than the older person so, we can not accept that the young people teach the older persons, but if this happen we should consider it just as an exception.

Text # 56

In our daily life we can face a lot of problems. Thus we can need some advices from people whom old than us. But, I think that these advices does not always help us. There is a lot of things that young people can teach older people because of many reasons.

Firstly, in some cases I think that young people can teach older people because the problem here is not the age but it is the way of thinking. Thus, we can find that older people can not think correctly in some cases and they need the help of young people. For example, when someone faces a problem even If he is old, he always needs the help others may be they are young because when the person is concerned with the problem he can not think correctly; he always need the help. But, when older people advice us it is a good advice because they old than us and they know more about life than us .

Secondly I think that older people forget about things easily. In contrast young people have a strong memory because they can save everything. and they can teach older people a lot of things because of the good memory. for example at university we can find students in the same group from different generations. Thus, the young student can help the older one, because he can memorize a lot of things, but the older student can forget something. But, we can find an older person is successful than a young person.

Finally, I think that young people can teach older people and the opposite older people can teach young people. Thus, they must be helpful persons to face life's problems.

Students' Essays (Posttest 01)
Text # 01
Nowaday, communication between people have became easy achieve, thanks to the invention of computers. this small screen give you the ability to do many things such as doing researches, playing games and chatting on the net with foriegners, this latter can help you to direct the way you live by enriching your knowldge about how other people from diferent cultures eat, dress, think and speak. Still the excessive use of computers can lead to addition.

Propoments with the benefit of the daily use of computers will say that it is the most appropriate way to achieve many purposes such as learning, communicating and entertaining, no one will disturbe you unlike you are sitting in front of your own computer, it maks thing personal. Computers are like dwigs if you just take it for the first time you will never stop, we will be lazy and relying only on this small screen to do for you every thing you need.

Some people might accept this argument and they will reply saying this well, if scientists did not invent this device the world will not be as a small village, where every thing is connected to each other and people will not be able to understand sciences, chemistry, biology and many other fields. There are also books, magazines and journals that are more beneficial for every body. If you just stay the whole day in front of the computer navigating on the net, you can enjoy reading one or two books which will give you the capacity to learn new thing such as reading fluently (i.e pronounciation of words) and writing without making mistakes.

A part from this, some physicians said that staying a long time in front of computer can lead to health problems such as eye-strain and obesity- any user of computer should control himself in using it for instance two howrs per a day than he will avoid facing this problem. He must avoid eating while sitting in front of computers(i.e eating not well organized snakes, will lead to obesity).

The last reason is computers are not available for every one, and if it was than their will be no need to school for education, journals and magazines for reading and many other necessities of life. Each one will be sitting in his house, in front of his computers not doing other things that are more important than computers, and the result will be the lost of feeling and emotions about the other world i.e the existance of family, relatives and neighbours.

In lively, computers are meant to be beneficial for humain being, if we just know how to use them and when, because the overuse of computers can lead to addiction from one hand, and lossing many skills such as reading, writing from the other hand, for this reason we whould restict our use of computers.
(no computer, no slavery)

Text # 02

In Education field, teachers use different way to teach their student, many of them are assign homeworks. Some student believe that assign homework is not necessary for them, other student think that homework is necessary for student in order to learn better. And in my point of view, teachers who assign home-work to their student every day are good teachers and they do their role in good way.

Some student think that assign homework every day is not necessary for them. They are able to understand their lessons without doing home work, and the explanation of teachers is enough to Learn things. When student understand the lesson in the class, then, his teacher ask Him to do a homework, he will understand Better and he can have extra information that help him in his exams.

Many others believe that, assign home work may lead the student to hate the settion of the teacher who give homework to him every day, they will stop attend class with him. It is not good for them. In other hand, there are some modules that need practice such as, mathematics and written expression. A student who do their exercise of mathematics every day, will have experience of doing that activities. An other student who doesn't do any activity at home, will find problems in his exams. A student who practices writing in his home also can have more words and informations and ideas than a student who didn't write any thing at home.

In other point of view, student said that, they have not enough time for doing All the homework that gave to him, and they were tired when they arrive their homes. All student need to succeed, and I think that without hard work in classes and homes, student will not understand their lesson.   They can not succeed, that's why, students must do their homeworks and all possibilities in order to achieve their goals.

From my own experience, I see that homework is very necessary for student and student who do all their homework are the best student. and teacher try to help them as they can, because, they know that, those student are doing all the best in order to succeed.

In conclusion, I think that assign home work is necessary for student because of many ressons such as: understanding better, having more information, do any exercise easily ….All these reasons are arguments of home works, And, I ask teacher to use this way for their teaching. Because, the students will learn better with it.

Text # 03

Generally, teachers follow methods to make the explanations of the lessons clear for the students. There are some of them end every lesson by a home work to see to what extent the students got the idea, some people especially students don't like such system, and they see that the explanation of the teacher is enough. Doing home work sis a good way to motivate

the students to study . in my opinion, daily home works are important for the students to ameliorate their level.

Some students claim that daily home works are not necessary at all. They are the repitition of something was already teached in the class, and the students will feel borring from these home works however, taking exercises is very beneficial for them, they help the students to learn new information and enlarge their knowledge in many fields. Those home works push the students to search and ask.

Others say that their teachers have a good explanation to the lesson, and that they can understand without dealing with daily home works. There are students from different branchs are in need to these home works, for example, the students of foreign languages are obliged to master the language they learn, and this latter, will never complete without practicing, because dealing with home works help them to learn new vocabulary and ameliorate their level in writing or in speaking. Students who study mathematics need to learn and acquire more in their field, taking lessons by heart, will not help them, so their only way to be caneliorated is to practice every day because especially for them, practice make perfect.

The buzy students find it so difficult and hard to deal everyday with exercices. They claim that home work each weak is enough. I think that practicing and dealing with home work everyday can be a good habit for each student if they follow it regularely without hesitation, they will be able to practice and search any time, this habit will create inside of them the spirit of responsability and the curiosity to learn something new everyday.

To sum up, daily home work are really necessary for the students. It helps them to rise their educational level, and acquire new information, and if the teacher doesn't follow this method, the student can follow it by himself, and draw a planing to apply, because there is no other way to be perfect better than practicing, revising, exersicing regularly, and the proverbs practice make perfect is a good argument.

Text # 04
In school student are learning more than 6 hours in each one day. They learn several moduls, and in each moduls we can find the teacher explaining the lesson then following this explanation by an exercise. This last point, we find an argue between who they see that an exercise at the end of lesson is enough for students to understand the lesson without doing any thing at home. There is who saw that an exercise is not enough and students needing extra exercises which do it at home. I admit with the last point because students indeed need exercises and home work because it is benificial and helpful for students to success in their studies.

We find who they claim that students did not need doing exercises in home because they tired and exercises like this can made student lose their energy and their consentration. In some extent, that is true that students are tired. If the students organize their time, they will success in winning their energy and doing the exercises which are given by the teacher. Taking a student who learn in 1st year at university, on saturday for example he finish his study at 2 o'clock he goes to his home, he takes his lunch, after he plays football with his friend, then go back to home he sit few time. At night he does his exercises.

Another thing which object the student make home work is this point, students lost their times do it such these exercises who suppose that they can passed in revising their lessons. I disagree in this point because the practice of these exercises is a kind of revising. It help them to correct them misunderstanding in class. Which means that when student work on exercises which assigned by the teachers he correct his mistake and he do not repeat it again, for example when he pass his exam.

The practice exercises at home is realy help students to correct their mistake, it also, helpful in understanding their lesson more that mean student when he do it his exercises, he research another sources (books, internet …etc) to find more information about the subject. However, if he just take what the teacher said in the lesson, he does not around about all what the teacher explaining.

The last point, is students need home work to achieve better in writing. They always practice and try to find the solution of these exercises. And in each time they are corrected by the teacher. This later guide them and correct their mistake. To illustrate this point we take the module of written expression as an example for instance the teacher of this modul in each session, he/she dictate to write an essay at home. Of course these student will try to write it and they will bring it at the next time. like this exercises help students to improve their level in written expression.

I believe that home work is beneficial for students to improve and to learn more. As a result, home work is better for students too success and do correct their mistake.

Text # 05
Nowadays, studying is becoming an essantial part of life, because of the extreme development of technology, do we need to study to have an idea about the world. There are many ways and strategies which allow students developing their skills such as: using computers and daily home works. Daily home works are necessary for students.

Many people think that given home works to students every day is a bad way of learning, students learn many moduls with many teachers, so imagine if every one gives them home works every day; it lets them hating their studies and saying that teachers are very strict and don't care about us. In the other hand daily home works permitted students to master lessons and revising them every day. The duty of students start by understanding lessons in the classroom and finish by answering daily exercises.

Many parents do not agree with the idea of daily home works, it makes their children very tired and do not give them the opportunity to do other thing such as: practicing sport and playing music, they spend all the time on answering questions given by teachers. In Algeria students of secondary schools start studying at 8h00 and finish at 17h00; they don't have time to relax and enjoy them selves because they finish at 17h00 and they should answer a big countity of exercises. Me and other parents agree with the necessaty of home works, it allows students to prepare them selves for exams; to get a rapidity in answering so they gain time. One student faces at the first time a kind of exercice which differe from the others; he will take a long time in the answer, but when he will face the same type another time, he will answer easily and take a little time.

Daily home works is a key of success. It lest the students understanding and mastering lessons. They take experience by facing different kind of questions, which let them trusting on their selves.

Teachers give daily home works for student not because they hate or punish them, it is for their benifit it is a kind of training to prepare them selves for exams even if final ones. It is not difficult as much as some people say. Sometimes students enjoy them selves by answering home works like games, it is considred as a way of intertaiment.

Daily home works are necessary and very important for students, because it gives them the oportunity to improve their capacities and developing their skills. It is a kind of hard work and not a panishment as some parents see. So I start by advicing my self and other student when they will be teachers give your students daily home works.

Text # 06

There are many methods are used by teachers to help the student learn better and to improve his level. Assigning daily home work is one of the best ways that are used. Daily homeworkes very important to student even if the student him self disagree with that, as I will illustrate.

Many people think that daily home work is not necessary, including students. They believe that keeping doing suchthings make the students confused about what he is learning and he think that projects and home work is just a wast of time. In fact daily home work makes the student ready for any thing in any time with afresh memory. he will be more active and confortable.

Others say that asking students for work every day leads him to forget about important points by forcing him all the time without any rest. so he can not revise his lessons well and can not have extra information form out side.

Indeed that is not true. daily homework helps student to keep in maind all the ancient information and to remember the recent one's. also it will not take much time so he can enjoy the rest of the day.

Furthermore, those people who are against, agree that learning and doing homeworks every day make the student angry from his teachers. and when he hates the teachers he also hates the module, so he will be lost.

This argument is not enough. daily homework helps student to improve his level, for example when some one keeps doing something he will be better day by day.

The bemifits from doing such work will be for the student him self not for his teachers or any body else.

Finaly I need to mention that every student is responsible for his own dessissions, so he need to believe that searching and student for extra time is only for his best. It is not some thing negative because it will not hurt any one. For that reson I completely agree with assigning daily home work to students

Text # 07

Every student who enter to the life of studies has an aim to search, and good studies needs the hard work that result the succeed so it is necessary for teachers to assign home work to students everyday.

Students should work hardly to succeed and to have high level, but this will be done if the students do all their daily home works and accept what their teachers assign, because this practice help them to reach their goals and develop their capacities and to learn well. This is why teachers should help their students by giving them some home works everyday because this is necessary to understand well the lesson which they have in that day and to develop their information besides the teacher's one.

Many students dislike this way of teaching, they see that teachers should not assign them home works eveyday, but at least one or two per week. Students have not time to do all that everyday because of the large programme and the tired; each day they find themselves not ready to do their home works.

It not suffisiant to students, they should work hard and seriously, they can not succeed easily. This home works many be marked and help them to reach their point and have level for succeed and fullfil without difficulties. Students are lazy and do not like a lot of home works, they are all the time buzy from many things which are not important. It is necessary for them to accept their teachers advice and even they should ask for giving them many home works to practice and gain more from their teachers. Besides this, when they do many exercises they understand well their lessons and when the exams come they find themselves ready to do it easily.

Although, the succeed and high studies reivels the hard work, students do not like to do their home works and dislike the teacher who assign them many of works in the day. They see it boring and waste of time because they do not have enough time to do that. Students see that they are not in the need of this home works, because they are good and understand their lessons.

Despite the large programme and the tired, students should work hard, and teachers should assign them home work everyday, it is necessary for them not only to succeed but also to gain a high level which they need in their life.

Text # 08

Learning is no more than the product of our intellectual abilities and practice. That's why we find many systems of education in any system of education what we call theory and practice. Theory is the information given by the teacher to student, whereas practice is the work which is given to the student to do it at home, and to aply what we learn in the class. Here, an important question is emerged. Can we separate theory from practice. For that it is impossible and we should give daily homeworks to student because these homeworks are of great important to help student improve their levels.

Opponents to daily homeworks to students claim that daily works makes students get tired sinse that the students have many moduls to deal with, and since that the intellectual work makes the students very tired then the physical one. It is true that students get tired

because of the huge intellectual work in doing daily homeworks, but we must know that daily practice is the appropriate way to store information in mind and this is a scientific fact. Another important point is that success require huge work and sacrefise because when we succeed we forget about tiredness. We try to resemble great scientists who works hard throughout their lifes like albert anshtein who did huge works in physics, wherease in fact he use 1 out of one millione of his intellectual ability.

Opponents asking for preventing giving daily home works to student maintain that daily homeworks make the students loose the desire to study and this makes them fail because daily homeworks consum all students time. Daily home works is some how take all long time, but it is still important to do because many students satisfy doing home works. When a student do his home works, he feels happy, and this makes him enjoying his left few time. In addition to that, we can notice that when the student succeed to do his home works he get a strong desire to study rather them when he ignored them, and this makes him sad even when he plays.

The final argument given by the opponent of canciling daily home works that these works are ways to teache students plagiarism and cheating, know that when he uses the internet or gets help from his friends or familly. This is to some extent true. However, student is always in need to help. In addition to that students when he uses the internet even he plagiarises, he also study the methods to use this device and gets a culture about how to deal with it. That's why we should not consider learning only as doing home works by our selves. In addition to that even when we see a student rely on his friends to do a home work, we must be sure that he will benefit from that. As an example we support that a student rely his friend in doing a home work in written expression. In this case this student is not completely stupid to write what his friend writes word by word, at least he uses the dictionary to change some words, here this student at least benifit in using the dictinary and succeed in store some meaning of words in his mind. He also when he coorporates with his friends he learns what we call the team work. You have spend, no …….

Finally, daily home works are necessary for student to succeed in his study. No matter the time you have spend, no matter the huge work you have done, and no matter the mistakes you have made. The thing which is important is that you feed your brain and you must remember that nothing in life is coming easily especially knowledge.

Text # 09

Teachers differ in the way of teaching, each one has his/her own way. Some introduce the lesson by a story or by a short activity. Others prefer to make the lesson more practical by giving students extra homeworks everyday. Some people think that daily homework is not necessary for students. I agree, however, that teachers should assign homework to students every day.

   Some people think that it is not necessary to give students homework every day. If teachers give them daily homework it will be so borring for them and they will dislike studying, especially when teachers oblige them to do the homework. They have to give them at least one per week. They will neglect their studies as a result of that daily homework. To some extent I agree with them. I think that if a student has the motivation and the will to study, he/she will accept this method easily and simply. He will consider homeworks as a source to help him/her to learn better. as a result,

he/she will look for other sources and try to work hard in order to be a good learner and to success of course.

Some people argue also that a daily home-work is not important for students. Since, they can improve their abilities of studying without homeworks, using other methods such as: reading books, novels, watching videos, using the internet …etc. To some extent they are right, but still they ignore that the more of sources can lead to the more of learning. That is to say that doing daily homework is one of the aspects of advancing the student's learning. Since, they will be well progressed and enhanced in their studies. As they will be more excited in the classroom, they will participate and have good vocabulary and grammar as they will be more effective in the classroom.

Daily homeworks help the students to get extra marks and good grades. In other words, when a student did his/her homework seriously and correctly, he/she will get a good mark. As other teachers do for example, they promise their students to have extra marks if they do their homeworks. Consequently, they will give a good impression to the teacher.

Besides, doing daily homework makes the student habitual for tests and exams. To clarify, when a student is still doing his homeworks, he/she will find himself well prepared for the test or the exam, especially the surprising ones. As a result, he will find no problem or difficulty with any question. May be, because he/she has clearly dealt with such question within the homework. So, he/she will passe the exam with a trust and confidence.

To conclude, it is better to give homework to students every day. Daily homework is very important and beneficial for students. Since, it helps them to improve their level of learning, be more riched by vocabulary, be self-confident and well prepared for the exam.

Text # 10

Many home works are assigned to students everyday. Some of them do not give such importance to home work, they consider it as something optional in their sudies. And they can learn and succeed without it. Students should have daily home work, because it is helped in the improvement of the student's level.

A few number of students think that home work does not helped them, it is a waste of time. Because they have a lot of studies and many lessons to have, and there is no place to home works in their studies life. They ignore that home works are the best beneficial way of learning and improvement at schools. By the use of home work a student will be able to avoid many mistakes in his exam, learn many new thing, and be knowledgebal i.e, a student may get different information when he is searching, because most of students always search for their home works.

Other students think that because it is named a home work, they are not obliged to take it seriously. Those students are spent five minuts doing it, others are asked their freind or parents to do it, and the rest will not even take a look at it. Anforunately those quality of students are still young, and do not know how to learn or profit from the skills of learning. They are totally wrong. Because the most successful students are those who are depending on themselves and use their capacities to benefit from such means.

Withoutdoubt, taking a daily home work makes students feel more ambitious. And the good learners are always waiting for home works. Because they know that they are their key to succed. And no one can say that the opposite is true, it is known everywhere that practice makes perfect. And the most students are clever, the more they do faitfully their home works.

In conclusion , I think that the main reason of the students fail is the lack of home works. And I totally agree with assigning home work to students everyday. because home works are our tool of improvement and succed.

Text # 11

Some students do not like daily home work given by their teachers. Because they think that is not very important to do a home work every day, and they say that daily home work are not necessary for them. In my point of view, assigning home work to student every day is very necessary because of many reasons.

Students think that doing a home work every day is a waste of time. Because they say that attending classes every day is enough for them. They do not need to do any other activity. However, those students do not realize the real adventage of doing daily home works. Because when students do their home works regularly, they will understand the lesson better. And when they try to answer the questions that the teacher has given to them in the home work, even if they answer it wrong way, but, at last this will help them to learn from their mistaks. And so, do not repeat those mistaks again. For that, to say that daily home works are a waste of time, is not true at all.

Some students claim that they have not enough time to do daily home works. Because they say that their time is short and these daily home works will prevent them to do other activities that they like. This can be true in some cases, if the students do not divide and organize their time. But, when students divide their time and organize it, for example, by making a time for studing, a time for watching tv and a time for practising sport, in this case, every thing will be easy, and so they will find enough time to do their every day home works which are considred as a very important thing in studying that can help them to learn many things. They will be ready and able to answer any question at the day of exam.

Some students might agree with the idea of doing a home work from time to time but not every day. Because they think that daily home works will cause a big stress on them. Even if this can cause stress, but students should do a home work every day and after each lesson. Because doing a daily home work will help them to store and remember many information that they have got from those activities or home works. They will do well at the day of exam. For that, the advantages obtained from doing daily home works cannot be neglected .

In conclusion, students should not say that doing daily home work is a wast of time. They can find a time to do it if they organize their time. Because doing home work can help them to understand their lessons learning many information, and help them at the day of exam. For that assigning daily home work to student is necessary for them.

Text # 12

In schools, we find the teachers want to give to the students all what they need from information about what they study, and this under many ways, such as tests, exams, homeworks … etc. We find some students think that daily homework is not necessary, whereas others, say the opposit. In my opinion, daily homeworks are the good method to stand by the level of the students, and to gave them more about what's they learn in school.

There are some students, see that daily home work is considered as wast of time, for instance: in order to revise another important module, they find themselves not free, because they have home works. Daily homework let the student hate the education, and can't complet his studies in a good rhythm. Those students prefer to do exercices in school with their classmates, to get the ideas, than at home which are classified it as a routin. In addition we find those students escape from this routin by doing another things which are not have relations to their study.

We find others see that daily home works is necessary to stand by the level of the students. However, this homeworks can add all what the teachers do not express in the class, and help the students to know more, and to get a better understanding about all what they studied in schools. Those students classified the daily home works as the practical party in their studies. When we practice every day at home in home works about what we studied at school, we find them selves have more knowledge rather than practice at school only.

To get a good level, and to support your ideas and knowledge, its obligatory to practice at home, because when the teachers did not assign home works every day, make sure that by time, the student will forget all what they study at school.

Each student when he find himself free at home, especially when he is in the age of teenagers, he can't organize his time alone, and he can't revise and practice in a good method, without the guiding of the teacher. because when the students want to practice alone at home, usually they don't know what is the important? And what is not? this why the daily home work can guid the students to get a high level.

In conclusion, we can say that studies with daily home work is played an important role to stand by the level of the students, and to stand by the level of the education ingeneral, and for getting a high level which help the students in his work in the futur.

Text # 13
Learning is a good way for students to have a high level. There is a benificial way for the students. For that daily home work is considered as a key of successful studies. In this case, there are many teachers who assign a home work every day to their students. And there are some people who think that daily home work is not necessary for students. In my point of view a daily home work is good for students.

There are some people who think that daily home work is not necessary for students because they will not have a time to comfort. I state that daily home work is necessary because it lets students have many information about many topics. In this case, the students will be refresh minded. Daily home work plays a significant role for students.

People stated that daily home work is not necessary for students because there are many students who do not answer to their questions alone and they can not benifit for their home work. However, daily home work creates the spirit of reading and searching on books, internet.

That is to say daily home work lets the students read and refresh their minds with a lots of information. In this case daily home work is benificial thing for students.

Other people say that home work every day is not necessary for students because they will hat their studies with this daily work. Daily home work is necessary because it lets the students improve their skills by doing such exercises. Daily exercises lead students to show their abilities and improve their skills while they solve all the exercises.

Some people think that home work is not benificial because the teachers will give to their students all the information. No need to a home work. However, a daily home work plays a good role for students because when the students revise their lessons on their homes, latter on they can remember every thing and they can understand their lessons easily. When we search and solve the exercises in our homes, we can find the same exercises in our exams. In this case, a daily home work help us to find the solution and to get the information.

A daily home work which assigned by many teachers is really necessary for students to achieve their goals. So daily home work is the key to opene a high level of education. That to say it is a benificial way for students.

Text # 14
Every teacher has his/her own methods of teaching. one of these methods is giving home work to students for example one home work per week or another per month will be enough. There is some evidence that students should have daily home work in order to help students to sucess and teachers to do their task correctly

It is believed that daily homework is stressful. Students can not do home work every day for every module, after studying many hours a day and come back to home to take a rest, they find themselves in front of many duties which they must do. Although they need this daily home work and it will be usefull for them because they will practice all what they have been tought during the same day. They will fix the information in their minds and never forget it. In Mathematics teachers give many rules to students during the same lecture, therefore they should give them home work at the end of the session to be easy for them since there is a short time between learning and practicing. By contrast if they spend a long time Before giving them home work, students forget what they have learned and they will be confused and in loss.

It is common believe that daily home work is only an additional work because it may be given only in holidays but it is necessary to do it every day. Teachers can not explain every thing in Just one hour and a half, it will be the student's job to work hard to understand the lesson as well as needed because we are in 2011 every thing is changed where students must not completely rely on teachers to provide them with all necessary knowledge, especially In the LMD system, students should do their best by them selves using for example their personal computers. Let's take the Module of written expression as an example. teachers explain and show all techniques of writing an essay give for them texts to study them at class to have an idea about every kind of the essay how must be organized because these texts will help them a lot, but they can not do more than that at few time, the only sollution is to give them daily home works. consequently they will have enough time to achieve them.

Daily home work is an opportunity for students to test their capacities before the exams and have the chance to correct and learn from their mistakes which they make each time as it is said from our mistakes we learn.

Text # 15
When I was young, I consedred homework as a kind of punishement for me, it was so hard for me to come back home and I obliged to do a homework. I preferred to revise my lessons without doing a homework, and it was the case with all my

friends. When I grew up I realised that daily homework has a lot of benefits and it has really helped me in my studies.

Daily homework has a great role in the development of students' capacity, because when they have a daily practice, they will obviously improve their capacities and develop their abilities. Scientific modules require daily homework in order to understand more the lessons. further, it is not enough to rely only on what they have in class.

Assign daily homework for students is a good way to motivate them to work harder, because the majority of students do not study at home. If they have a homework to do they will be obliged to study in order to avoid any kind of punishement that they will have if they do not make their homework. Daily homework will help them to work more and to ameliorate their levels.

Daily homework has a lot of benefits for students, with it they could easily revise their lessons and they will not find any problems in the period of the exams, because they have already revised their lessons. With daily practice they will refresh their memories in order not to forget their lessons and they will be sticked in their minds.

My opponent argue that it is hard to have daily homework, and students have the right to have some free time at home. Students have a lot of free times like the weekends and the holydays during the year not only that also, the homework will not take a lot of time, they can make them and be free after that.

Daily homework has a lot of benefits for students and teachers are right to assign homework for their students. So, daily homework are necessary for students in order to ameliorate their levels.

Text # 16

Doing home work everyday is something that many students dislike they consider it as bad part of their daily activities and they disagree with the method of teaching which used by those teachers to make students learn certain module. Daily home work is necessary for students those want to achieve many gools and be seccefule in their studies, besides the right of teachers to give them home work to evaluat the level of their student.

Many students, considers the daily home work as loving act. They prefer to do one home work per week at the reason of changing the method of studies, at the same time, they have to be more active and more be careful to their studies to have the ability to do many things in the day of study and they many have this by doing the daily home work because it is a good way to refresh their thoughts and ideas.

Some of the students think that they must have free time to relax and doing many other things have a relationship with their personal life as watching tv, playing games or setting in front of computers to connect in internet to chat using face book, msn…..etc. In stead of wasting time they must finish their home work and get benefits from this free time, the daily home work is a good way to make them, benefit from this time in order to improve their level and their skills.

An other reason to make the daily home work necessary for students is to show if they understand the lesson or not, and prove that they can relay on themselves to do it not on

their friends or someone else. And they may know new things from this home work and asking the teachers about it next time.

To conclude, the daily home work is necessary for the students and make them more abele to improve their skills and level by its way, and the teachers are helping their students by using home work everyday to get a good results.

Text # 17
Recently, the process of learning has became a very import issue. It can be benefite for student only if, the method of teaching is appropriate. the most common one is assigning home-works to students every day. some people belive That assigning home works to students is a waste of time while others think that homework ameliorate the level of student. Students should have an amount of home works for its enormouse benefits.

The opponants think that daily homework is a waste of time. They belive that spending that amount of time in doing such excercises is not among the effective ways to learn, when a teacher gives you 5 or 6 topics to write about, he is thinking that you are a robot not a human being. I think that assigning homework to student is a very effective way to store information. Spending time in doing those homeworks is a presious time in which student be aknowledge, no matter If it is in writing or reading skills. Homeworke also provides new vocabulary in different subject such as medecin and science and technology.

Apponants think that daily home work absorbe all the energy of that student. home work can effect the healthy conditions of the students, for instance supposing that student retern from school very tired and he remember that he should answer those excercises. he emiditely starts to solve them, it is a very stressfull method as a consequence the student cannot consontraite and focus in all details which can be very important for achieving the goal of the lesson. I think that daily homework has a great importance. Especially when the student take the lesson as a theory with the teacher and retern home to practice. This way can help him to stick information in his memory, in addition to that home work is a way to make sure that the student really understand the lesson.

As a conclusion, it excist different ways to learn, such as assigning homework to student everyday. I think that is a greatly benificial way to improve the level of students, and to develop their skills.

Text # 18

Nowaday, we see that the method of teaching are different and several. If you need to learn something you must do these method, one of these latter is the home work. In our universities or schools, the most of teachers assign home work to students everyday to help them and make them more educated. According to this method, the teachers think that they make the student practice, and he understand the lessons more than in the classroom. Daily home work isn't necessary for students.

At university the majority of teachers assign home work to students everyday, but this method or this daily home work isn't necessary and important because, when every teacher just gives the informations and assign home work to student, after he tell him bring it

tomorow, the student can not revice the other lessons. The student has different and many moduls not only one modul, hence, daily home work isn't necessary. If the teacher assign the home work twice in week is better than everyday because the student become tired and of course he connot understand his studies at all. If the student study all the day till 5 o'clock, he come back very tired to home, and tomorrow he has an exam in one modul, and in the other moduls has different home works, I think that the student con not do all this in the sometime.

When the teacher gives the lessons to students and gives them exercises or work in the classroom is better than home work. After this when the teacher find someone who doesn't do the work because he doesn't understand very well of course the teacher help him. When the teacher assign home work to student, this latter may not do the work at home, he may copied it from other student or he do the work at home but it is not his work. In written expression, if the teacher assign home work to students such as essays the student can bring any essay from the internet or from others.

There are other people believe that daily home work is necessary for students. Because, when the student come back to home, he loss all the informations and he can forget his lessons. more over, daily home work is necessary because the student practice his lessons, it bear in his mind. Daily home work help the student to find his mistakes and correct them before the exam.

Daily home work is necessary for students to help them and try to keep them remembering their lessons. I think that the teachers should not assign home work to students everyday, and let them revice their lessons in free way. At the end students are human being, and they cannot do everyday home work in every modul.

Text # 19

Nowaday denies that the method of teachers in learning of student are differ from our teacher to another a some teachers make exercices in classroom and others give them daily home work. daily home work many make student hating their studies. To achieve good level, the teachers should stumulate students by doing daily home work because it is necessarly.

Some people say that daily home work is not comfortable for students since it make their very tired because they was studing in whole day them when day arrive to home they want to do enjoyable things that not related whith studies such as, watching tv, playgame ….but this view is anadequate because it helps them in their studies by developing their abilities in written and spoken. whenever are doing exercice at home we discover new vocabulary that help us in writing paragraphe or essay. We become know how to write when the teachers correct mistakes, and simillarly in spoken especially in foreign language, everyday needs to knowing how to speak with these languages. There for by daily home work we can speak and write readly.

Another people think that student should be relaxed to succed, but daily home work makes students more stress that many be due to mental problems like depression. However, this belief is wrong. Because daily home work is training students befor the day of exam they do not feel with stress or afraid because they were preparing

themselves befor that by home work. They know how question will be and the methods of answer. There by, they have got good marks. So, teachers should resruct students to succed in exam.

Withoutdoubt daily home work provide students importand and new information every time. By doing home work everyday we have discovered much data that help students in all fields of life such as economic, politics….. . As a result, we become cultured person in society.

All in all, from what a have been said befor we may deduce that daily home work is necessary for students to achieve good level in their studies. It coutributes society by building brillant generation. Therefor, teachers must inform students importance of daily home work to do it more seriously and more consciousness.

Text # 20

Learning procesis not only based on our side work which is the teacher lessons and explanation. It is also based on the effort that a student should make just like home works. They are the out of class work such as exercises and scientific expriments or problems that a student has to solve in order to continu his/her learning fluently and without troubles of understanding. It is important for students to have home works everyday because of three main reasons.

Students need home works while learning because they need to be well prepared befor their lessons, in some cases, teachers ask their students to do some activities dependently or in groups at home, may be because they need much time for observing or solving them first like scince or physic expriments. These activities, then in class with the help of teacher, are going to be more developped and organized. These home works help students to build their knowledge about the external world.

Students acquire home works as an extra work or exercises ever after the teachers rexplanation. In this case, the teacher can not control or know whether his students are well informed about the subject he treated with them in class or not. That's whey he assings some other tasks to do at home, individually and relying just or what a student grasp from the course. Then the teacher can observe through the students participation their progress. hence, whether he succeded in presenting the lesson or not.

Some people think that daily home works are not necessary for students because they make them very stressed. But this is not true because daily home works facilitate the way they learn. in fact, stress may happen because they are not able to continue their courses because they miss one lecture or they did not do works teachers give them.

As a conclusion, teachers assign daily home works to students because they know that this is more beneficiel for them. When they prepar their lessons they do not feel stressed at all but they feel ready to do any test or exam at any time. In addition, when they do their exercises they can know to what extent they have understood their lessons and they can even predict the next phases the topic of the lesson.

Text # 21

"If you can not be good, be careful." 'Good' is somehow a mark towards perfection, through a lot of work, practice and devotion, in wich anyone can find the exception. Straight to the point, to work smart not hard is the most important, that is to say, to be careful. Teachers do not need to assign daily homeworks to make their students good, but they have to be careful; daily homework will direct them to the opposite aim. Homeworks should be given reasonably.

Daily homework is a good method to make students grasp information and learn new things, all that through research teachers ask for. The variety of homeworks help students to get different information from different fields. In spite of the amount of information that one student may grasp, some students will not give much care to homeworks if they are daily and ordinary, especially if they belong to one module. Ordinary homeworks will be tyring, booring and soon will loose the main aim which is working seriously. Besides, the student will give no importance to it supporting his/her excuses with having no enough time. so, the homework will be anything except a good, serious work which every teacher excepts from his/her student.

Daily homework keeps the student busy and occupied instead of wasting his/her time doing animportant things, such as playing games, watching silly series, going outside and acquiring bad habits… . It is also useful to aid him/her get rid of his/her shiness, be more sociable, couragous and curious to have information especially if the homework demands to. Being always busy and having no fun, may lead the student to have some bad effects on both personality and body; making daily homeworks through continued researchs need absolutely to spend a lot of time in front of the computer's screen, in all cases, the student will harm his/her eyes. In addition, some students will have no balance in eating, they will eat anything especially fast food in order to finish their homeworks as soon as possible to deliver them. One other aspect is lack of sleeping that will appear clearly on their bodies and pale facies.

Daily homework are the most unappropriate activity that may a teacher follows to prepare his/her student to examinations. A lot of daily homeworks of one module will affect other modules; a student will study day and night just to achieve better results in a particular module, while neglecting other modules and fail to keep up with all of them due to daily given homeworks.

Homeworks should be few and given from time to time in order to achieve better result through smart, hard and serious work. Daily homework is an exaggerated way of studying that pushs the student to follow playing methods and rules to get rid of it such as plagiarism and it is the most known thing that students are good in it.

Text # 22

There are many teachers who are satisfied with the explanation of the lesson in the class, thinking that students who should lake more effort for getting more information to understand the lesson well. However, other teachers prefer to give students daily home work to be sure that they understand everything and there is nothing unclear, and to be confident that they did all what they should do as teachers. In my opinion, daily home work is very necessary for us as students because of its benefits.

Daily home work is very necessary for students. when the teacher explains the lesson. Even if it is understood. but students need, more activities and practices to be sure that they won't force any obstacles in the future. If the teacher gives his students daily home

work, this helps them to get a better mark in the exam. Daily home work helps the students to do things by themselves, thing to find solution of everything. Daily home work also influences positively on their futur life.

There are some teachers who think that the explanation of the lesson in enough for the student to understand the lesson. They consider that when they give their students daily home work is waste of time and there is no benefit behind this activity so it is optional. They think that when student have not understood anything about any lecture, he can go to his teacher and asks him to give him the explanation of any point he want's and the teacher will give him all the details.

I think that daily home work is important for any one as student because the explanation of the lecture in the class is not enough to make the student understand all the points. so, I disagree with the teachers who think that the explanation of the lecture in the class is enough for the student are completely wrong.

In a short, daily home work is a mean that we cannot omit it, it is a mean that helps students to understand. I advise any student to ask his teacher about daily home work because it helps him to pass all the obstacles that the facese in his study.

Text # 23
Today, in our universities, or schooles you may find a lot of student are not comfortable in their studies especially from the daily home work, which the teachers give them in studies. Some people argue that daily home work is not necessary for student because, it is something boring, and they can learn without doing a home work. Daily home work is necessary for student,

To begin with, home work retards the ability of student to learn more. In this case, student will be lazy to do home work every day, he will not be able to learn some thing new. And the home work will be boring for student. For instance, as it happenes now, in our university our teachers give us daily home work, regardless of wether we can or not. So, we feel that we are not able to do any thing.

Home work restricts the student's way of thinking. Student can do daily home work but, in fact, daily home work will restrict the way of his thinking. Student will think only how he will do the home work? Why? even he is not like that, even he is tired, or has not enough time. But it is obligatory for him or her. For instance, sometimes we do things even we don't like it but, we are obliged to do it and the home work amongue these things.

However, daily home work improves the capacity and the ability of student. Student will do his or her best efforts to improve that he or she has a capacity to understand, and the ability to do his or her home work in good way. Student will consentrate more and applys what the teacher gave him in the lecture. When the teacher gives their students a home work it is not for pleasure but to habituate student to apply and practice what they learnt in the lessons, and if they inderstood the lesson or not.

Daily home work amiliorates the student's way of thinking. Student in this case think better. In addition, student will habituate his mind to think, and research in good way, and looking for some thing new. Because, by leaps, student will answer,

How he will correct his faults, and avoid it in the future, and needless to say, he will inderstand more.

Daily home work habituate the student to rely on his self. Student in this case will answer and research about his home work alone, he don't need some one to guide him or to answer in his place. Student relys on his self even he did not understand. So, he trys once and once, and by the time he will understand. As an example for that, Inshtaine, he was trying to find some thing for 100 times. Unfortunately he failed. When they asked him 100 times and you did not stop! He told them that even I failed 100 times, but now, I know 100 ways lead or breed to fail.

Text # 24

Education in university is very benifical. In the one hand, most of students prefer to develope their skills by studying during an extra time. Thus, we find many of them are restricted to follow various means. However, they do not pass their exams or tests successfully. In the other hand, others follow the method of doing daily homeworks which are assigned by their teachers, and the result is very good. Therefore, the daily home works are very necessary for students of the university.

Students of university are saying that daily homeworks can make us very tired, and take time. In contrary, doing more homeworks can improve the skills, for example: when the student does more exercises at home, even his mental cappacity will be more comforted. Besides, the student will be more able to do homeworks easily and in a few time whenever he works harder. Therefore, he will get ride of both stress and the long time.

Sometimes, students think that doing homeworks are not very necessary when they depend on the comprehension inside the classroom, but that is not enough way to improve the capacities of student. For example, the students depend on understanding inside the classroom by using their listening, whereas they remain in need for writing especially. In other words, home works can improve all those skills; reading, writing, listening and even speaking. In addition, there are many teachers do not make exercises inside the classroom, so the student who depends on the class to understand more he will fail at exams.

Doing home works at home can arouse the self-confidence for the student and make him depends on himself. As a clear example, when the student does many homeworks, he learns more mistakes he was doing, and even the difficult exercise will be very easy because he is now self-confident. Moreover, the habit to do those exercises at home enables him to forget not only the help of his teachers, but also the help of his friends. By this way, he will succeed.

Giving homeworks at home can also motivate the student of university to pass the exam easily and without any confusion. That is to say, the student will be anxious and full of enthusiasm while he is waiting the coming of the exam because he is not confused. For this reason, we observe that the most of students who answer during the exam fluently are whom they were doing their daily home-works. That is why, when the student understands more, he motivates more to do something else more strange or difficult. In this case, he will be neither afraid nor failure.

Lastly, Doing homeworks every day for student renforce really his self-confidence and his motivation, unlike making him tired, and taking long time or depending on

understanding inside the classroom. Eventually, we must admit that daily homeworks are very necessary and benificial for students without any doubt.

Text # 25

In our universities and schools, each teacher follow a method of teaching with differs from one to another, but each method would involve assignment of home works whatever the module maybe the only difference is in the amount of these home works, some teachers give daily home works, whereas others give one or too home works per week. assigning home works to students is very necessary but it should be done everyday in order to get a good educated students.

Some teachers think that giving many home works will make a kind of a pressure on them that lead them to hate study or discorage them to study. There are some students do not have time to do these daily home works, since there are some of them are working and others are studying two branches together or they have an other personal duties all that means we should give them just a small number of home works.

An important element in study is practice is the way where the students can make their exprements; by doing exercices and reseach, the more the students practice the more they improve their their level their knowledge. What the teacher do in classroom is not enough to satisfy students, they should look for what the teacher didn't tought them. All these come by solving and doing alot of home works.

By giving a daily home works we will not give students any time or free time to do things that kups them away from study, because when we give them a free time they may do anwante, things like spending their free time in cafeteria or in a clubs or in the most dangerous place which is the street where they will know all bad person and they will tought them the bad habits like smoking and drinking. We can keep them away from all these prohibited things by giving them many exercises in order to care only do out their study.

Today students will be the futur researchers one good way to them ready for this step and to develop their ability for researching and obtaining the information is by giving them extra home works, it will give them to basic of research in their graduation. Homeworks will help students in their futur study.

Giving many home works is most important element in the study, without them students will not never learn alone in order to be a critical thinker. Our universities needs this method to creat a high educated students.

Text # 26

Teachers are different in the way they teach their students and in order to convey information to their students and help them understanding better. they give them every day homework to do. Here, there are some students who dislike every day home work because they think that it is not necessary. whereas, other students prefer to do homework in all moduls; they think that it is very important and necessary. Personally, I like doing homeworks because it has many advantages.

Homeworks is like a second explanation after the explanation of the teacher, also it is a revision to the lessons and the lectures which will help you on the day of the exams. Thus, you will feel very relax since you are well understanding thanks to everyday homeworks. For instance, I remember that I never revise the "Arabic literature" since its homeworks are very satisfactory for me and I am always in help to those who may asking me surprised questions in anytime.

In addition, through doing homeworks; you can find non-understanding ideas, missing element of the lesson that the teacher forgot it, and you can correct your first wrong idea about some information …etc, such as in mathematics, we always find many mistakes may be the writer of the book did it, or may be the teacher give it uncorrectly to us. but during doing our homeworks we pay attention to those mistakes, and we correct it on the session of the practices.

The opponents claim that everyday homeworks are just a waste of time because solving activities or answering those questions takes a long time. "It may be the time of entertainment," and it is kind of "Rotine". May be they are correct to some extent, but in the one hand, who had not been done his homeworks is the first and the last losser because he will suffer in the day of exams since he will find new information, data, and questions …etc. Besides that he will be blamed by his teacher. In the other hand, you can order you time like, doing your homeworks at night and keep the weekend to the entertainment. I think it is just matter of ordered time.

We conclude that the advantages of homeworks are very clear especially at the result of the students and I advise the students who hate doing homeworks to be more realistic and try to see the positive side of it.

Text # 27

"Education is bitter but the result is sweet," as someone asserts, education is a hard subject to deal with. Many teachers give homeworks to students to improve their level, they follow this strategy to boost them to learn and to achieve success, but a lot of students abhor this strategy, they see that by imposing on them daily home works will make them tired. However it is the appropriate and the necessary strategy to learn.

Some students think that daily home works is an example of punishment for them. They see that, if they concern with doing just home works, they will forget about a lot of things to do, for instance, students have a lot of modules to deal with, and on other side they have their dissertation, they have to equate both but there is no time to do this, time is the guilty in this situation. Students will have a lot of questions turning in their minds, for example, when I will finish my dissertation? What about my home works? They see that it is just a confusion for them to have daily home works.

It is right that home works make students very tired, however, having daily home works is the best strategy that sum up all the other strategies, by this strategy you can learn How to do with words i.e. students will learn new words if he has a home work, that is to say he will search for words, their meaning, synonyms of these words. For instance doing home works of E.S.T. module helped me in written expression module i.e. learning link words and tenses help students a lot in writing what I want to say is that by doing home works of one module can help in learning another module.

Students incist that homeworks are useless for students because they see that, if they do daily homeworks or not, it is the same, in addition to loosing time, they find that daily homeworks will teach them nothing, and they think that they will fall in the same mistakes because they have always the idea that "if you do homeworks or not they will not appear in the paper of the exam" They will also think that learning by themselves is better than having daily home works which result just in tiredness and loosing time.

Homeworks are seen by students as a useless strategy for students to learn, however it is the usefull strategy that boost students to learn. Just imagine if students learn by themselves as they said, who is going to correct them? How they will learn by their faults? however if they have a supervisor that always correct their mistakes, in another time they will not fall in the same mistakes. And perhaps if they always have homeworks their luck will serve them and they will have exams in the same subject that they dealt with it by doing their home works, for instance, students who are doing or answering a lot of exercises, may find an example of this exercise appear in the paper of the exam. In my own experience I remember that the teacher of written expression gave us a home work i.e. she asked us to write about "Teachers who assign daily home work to student", in the day of the exam, she gave me the same topic, for that reason I get used with the topic and I find my self ready to write about this topic.

Daily Home works is a useful strategy to boost the student's level, no matter if you get tired or not, even no matter of loosing your time, just you have to keep in mind that if you want to achieve success, you have to face all difficulties and to sum up with, just believe that education is bitter but its result is really sweet.

Text # 28

In our daily life, we have many things to do. As learning, It is one part from our lives. It will be sometimes boaring. Especially, If teachers assign homeworks to students every day. since students have crowded daily programme, they will be angry because of the obstacles that made by the daily exercises, It make him hate learning. However, to be cultivate student you must work hard, make surveys… etc. It help students to get knowledge. The latter which is hard to get without teachers who guide you to be a successful student. Teachers should assign home works to students every day for its importance.

The first point that the opponents argue with, is that daily home works are influencing the psychology of the students, It make them hating learning, and fearing teachers. Especially, If the students do not answer the questions that the teacher gave which results punishement from teachers. Hence, daily home works make the relationship between the students and teacher near. for example, If the student do his home work at home, He could discuss with his teacher easily with out fraid. As a result, he could break down the psychological obstacles by his self.

The second point that the opponents focused on is time. Students do not have time for doing daily home works, because, they do not have only one module, they have other modules they need it also. However, daily home works improve the students levels. Moreover, it help them to fix the information in their minds. For instance, If the student do his home work, he will not forget the information Although, he do it

for times ago. More than this, it help the student to acquire their knowledge by getting new vocabularies. that is why, daily home works are necessary for students.

The third point that the opponants argue with is that home works may harm students indirectly. such as surveys. The student focuson, and forget the other modules whose day of exam is so near. consequently, he will fail in the exams. of course, he will be failure. But, the students should organize his time, because no one could forget the benefits of home works which are related modules for example, you may have a subject in one modules that can be found in another one that is why it is benificial for students.

I think that, daily home works are very necessary for students, Because of its advantages. it improve the student level also, it fixed the obtained information in their minds. Further more, it acquire their knowledge by getting new vocabularies. students are in necessity for home works.

Students' Essays (Posttest 02)

Text # 29

The proverb says: "No pain, No gain". This denotes that we cannot achieve something easily and we should bear up-hill situations to attain our goal. Being concerned with this, students, particularly, should be paragon of diligence that teachers aim at instilling into their students' minds by assigning to them homework every day. For that reason, daily home work is necessary for students.

The opponents assume that daily homework is not important and only studying at the classroom is enough. They argue as well that giving students daily homework will be merely a chore task. This may be boring one, but it will thrive later on. Assigning homework to students every day still therefore be indispansable and in a permanent contact with their studies what allow them to refresh their memories. For instance, when teachers ask their students to summarize or to reformulate the lesson they tackled in the class every day, students will not be jeopardized into forgetting. More important than this, they will find it easy when they revise their lessons for the examinations.

The opponents also point out that daily homework is unnecessary since it is just a waste of time. They claim as well that it adds nothing to students' knowledge. However, daily homework is of great importance because it broadens the students' knowledge by searching information every day. This, in turn, makes the students cope with what happens every day. In addition, assigning daily homework to students is so useful that they are able to improve their capacities. To illustrate more, when students are asked to write a small paragraph everyday, they will undoubtedly enlarger their vocabulary account in many areas. Furthermore, they will not hesitate to write whatever it might be. Similarly, when they are asked to read and analyze texts every day, they will develop their critical thinking.

In short, even though many students are always complaining about daily homework and see it as boring task that give them no help, it remains prerequisite, necessary

and one rung of the success's ladder. Students should also bear in mind that success is a ladder that they cannot climb with their hands in their pockets.

Text # 30

Nowadays, the majority of teachers think about new and significant techniques in order to ameliorate the students level. Hence, they assign home work to students every day. Some of people disagree for the necessity of doing daily home work. I believe that daily home work is necessary and more valuable for students, because it makes them well cultural, knowledgable and responsible.

To begin with, daily home work make more pressure on the students' mind. Thus, they always feel of tireness in doing their activities. These daily exercises lead to more rotine and annoyed the students, because they must take a short breathe from the study. Then, doing some practice inside the classroom in purpose of changing the habitual method. Granted, they must depend on themselves, they have to exchange ideas and information with their teachers. But, however daily homework refresh the students mind. Besides, it makes them get a valuable culture. It supports them to think logically. In addition, daily home work has the advantage in inlarging the learning ability of students. For instance, the frequent use of internet and the over reading of books help them to learn more and catch new information. Therefore, students will become well-cultural.

Moreover, daily home work lead to lack of consentration, and for being less relaxed. Further, these daily home work can reduce the students' thinking. So, they become just answering their exercises without making sure that they are right or wrong. Although, daily home work reinforce and develop the students' knowledge. Inded, if they practice more, they can build vocabulary account. Thus, they always benifit from their mistakes. To be more motivated, skillful and with high level. Certainly, they become all the time ready to do all kind of homeworks. As an example, in examination they can answer any difficult question without hesitation, because they become over confident about their abilities and levels. Likewise, when they have poor level.

Nevertheless, daily home work reduce the students interests, and emerge of poor relationship between teachers and students. Again, It makes the students less interest in doing their works regularly. In addition, the students become to feel heating their teachers. On the other hand, daily home work increase the students love of research, and to accept the time duration. Consequently, they exploit each minute and second to do regular home work. As an illustration, they always put in their mind the problem of time. Thus, they do all their capacities to finish early. As a result, they become more responsible.

To conclude, daily home work is significant and important for students. Teachers are successful in choosing this valuable method for them. They try to associate a good generation with heigh level. In planting the seeds and just watch them grow prosperously. So, they build strong relationship with them, make them cultural, knowledgable and responsible.

Text # 31

Studing is an important file our day, because it openes the doors to students to gess the world with all its continents, varieties, changes, news … etc. And this file is naturaly followed by a sort of conditions for instance working hard, practising courses, making researches also taking daily home work. Opponents beleive that this later is some thing borrowing to take each time such home work and they think that it makes them feel tired. I think that taking daily home work is some thing necessary for students to flourish their level and their mind too.

Opponents beleive that having daily home work is not necessary for students because they think that it is some thing borrowing and it makes them fed up and feel tired, also they think that it is a waste of time which makes them forget about the external world and making attention only on go in towards homes to finish their home work and forget their friends family, watching TV … etc, because they think that these later are necessary to them from time to time to relax, However, I think that having daily home work is necessary to students, because it is the best way to flourish their level and mind too, in addition it lets them think that they have duties which they are obliged to do in order to succed, because if you want a good and perfect result you must be serious and work hard to guess your wants. Also, having daily home work can remember students each time at the period of controls.

The opponents beleive that daily home work is not necessary for students because teacher obliged students to do this work, in fact they think that study is normaly goes step by step and according to the students capacities, beleif and wants and not by force, but I think that daily home work is necessary to students because they are studing under the governing of one leader which is the teacher as a result they must follow what their leader say, because I don't think that the teacher say or do some thing which is not good for their students, therefore they want the succed of them.

The opponents still now clining to their point of view, because they want to change their own manner of living. also they think that daily home work makes their life full of routine and stress in fact they need time to feel free, because they dislike the way of ordering but they want to study freely and without any condition from teachers, despite the idea of the opponents, I beleive that daily hone work is necessary for students because it makes them responsable about their studies and don't waste time for things that are not useful, moreover and from my own experience I found that daily home work had helped me a lot and facilitated some difficulties which I had before.

As a conclusion, we can say that even daily home work is not necessary for students to some people because they think that they are wasting their time, it still have good results for students which makes them pay attention about their studies and remember always that they are responsable about their future life, because working hard and at very early time especially in studing helps people in all their future stages, and according what our prophet said PBUh that "we must studing even if it was in china", which means althow the difficulties of studing such as home workes we must challenge it because be sure that the benefits of studing are more than what you imagine.

Text # 32

Education is considered as a back bone of any society, in the actual time. That is, as crucial part of a community. Then, teaching quality has prospered through out time due to the maintenance of the government. In this case, students are required to prove their capacities. This, could be only with a hard work. It has been suggested that it is a kind of exaggeration when teachers assign a daily homework to students. It is unnecessary task for them merely because they are good enough without any intensive assignments. Again, they believe that students are skillful regardless their majors, and they are not needy to practice. However, personaly, I think assigning tasks and activities to students every day is definitely indispensible because of the great several benefits that has. I admit, it is a lot of work, but I still oppose the measure because the daily assignments are beneficial for students.

My opponents argue that is useless to provide learner with activities and object having or to have such kind of homework. They claim it is exaggerated, and is deliberated to keep them busy, but this objection ignores one of the key issues of necessity of homework intensitivity. I mean here, a student will be perseverant, and get a sufficient understanding of the lectures. Moreover, he will be active, digitent and particularly a serious student. In reality, if a student is not used to work daily as a result he is not intersted to his studies. Hence, he is absolutely going to be in loss. For instance, when a student writes essays always, in consequence he likely develop his written skills. At such a point, providing student with a daily activities seem an essential process.

Some students complain about the daily designed tasks. According to them, it is a waste of time and the intention of teachers behind it is to teach them how to be obedient just like slaves, but this stance disgarded the advantages of such assignments. To tell the truth, assigning homeworks to students does not necessarily have to make them either slaves or obedient. Yet, it is a procedure a supervisor utilizes to enable them to enrich their understanding. Besides, giving the teacher the opportunity to know the brilliant students as well as find out the student's capacity of understanding the given informations and courses. As a rule, the teacher's job is to supply learners with knowledge. In addition, guide them so as to succeed. For example, when doing activities regularly by students of maths. Thus, he will be close to success by bearing the rules of maths in mind thanks to the daily activities. Under those circumstances, the daily designed tasks for learner by their teachers probably make them successful that's why they are necessary.

To conclude, having activities or homeworks designed by teachers every day is the best solution for learning better. To put it another way, doing assignments daily will probably make students perseverant, as well as providing him with enough understanding, and especially make them serious. Although, some individuals particularly students prefer to not having such intensive homeworks since it is a waste of time and an action done for teaching students obedience and restrict them, it is thus, an incorrect view point towards these activities. This of course clarify better their laziness and disobedience. In this respect, as a proponent of these intensive assignment, I see them as a good and a perfect way to succeed in studies and get a good grades.

Text # 33

Education is very important in our life, it gives the value to human being. Also, teachers play great role in studying, they help students a lot by guiding, advicing and by assigning homework to them every day. Some of students think that homework is necessary, others think that homework is not necessary. I personally think that homework is very important and necessary for students.

My opponents say that home work is not necessary for students because by giving them home work teachers are only waste students' time. instead of going to search, study or learn a new lessons and information, they go back home and do home work. In contrast homework has great role in studying and learning. Because by giving students homework, students can understand and memorise well the lessons and lectures. Moreover, students when back home can search and discover new things and information by doing their home work. For example my classmates and I understand well our lessons by doing our homeworks which assign by teacher of Written Expression.

An other reason that makes some students in contrast with me is saying that homework is not beneficial. They argue that students can not benefit from this or these homeworke because it did not make them enhance. However homeworke really develop skills student in writting or speaking. in addition to that homework enhance the way of thinking of students, and it helps them a lot. For example when a student was absent, he logically did not understand the lesson but when her/his teacher gives him/her a general idea about the lesson then he/his gives him/her a homework, he will understand the lesson by doing homework.

In summary, to enhance education, teachers must assign daily homework to their students to learn and understand very well their lessons. As we said before, homeworke is very important because if teachers do not think that giving homework to students is very good thing to enhance their skills, they would not give them at all.

Text # 34

Tutors and teachers use to assign homework to students every day. That it helps students to improve their level, and it helps teachers to evaluate students' level as well. Students also need some of break in order to be relaxed and prepared well.

Teachers do their best to find an appropriate method that helps students to improve their level but giving them homework every day. For example, a teacher of physics or any scientific modules have to assign homework to students each time. It is prerequisite because of the nature of the scientific modules that makes the teacher applies that method. It is helpful because exercises broaden students' knowledge and give them the opportunity to revise lessons. On the other hand, student disgust and hate homework every day and attending classes in general. For instance, there are students who are living away from school, and they do not have enough time to do all the exercises and tasks. They will also have not enough time to have break. Consequently, they will leave studying and taking all the exercises off. Another reason is that students fear to be punished if they do not do all the exercises.

Teachers give students homework to evaluate the level of students. Thus, he will support those who have high level and help those who have a low one. Because, he cannot know all the students' level and giving them some practice will help him too. but assigning homework to student every day will make students study only one module. For instance, if all the teachers give students tasks, they will disturb them because of the shortage of time. They will do not have alternatives and that what makes students asks himself which task I will do? And that what makes giving exercises something bad.

To sum up, the common rule is that getting much of any thing is something bad. Teachers should give students exercises in order to improve and broaden their knowledge, but they should put into consideration that students also need some of break and spare time.

Text # 35

Some students believe that in addition to the long homsprsewred in classes and libraries which are available from good and complete understanding, there is no need to intenss the work with additional home work or activitie. hence, students must have a rest and possibly a quick revision. Other students concider having daily home work is the back bone for effective and succeful educational life, thing that doing daily home work provides them not only effective and acquistision but also makes them attached with their corses and in charge for practical work.

A category of student dislike daily home work because they make their life difficult. They think that without breaks afterschool, they will be al tired at least, students should be provided with home work ocasionaly to enhance their level, some revision in week ends is appropriate for exams preparation. However, if teachers do not provide students with daily home work, they the students will probably fall in misunderstandings due to a lack of daily revisions. It is necessary all the time to get some practical activities about what has done in classes, that is to say class understanding and comprehension during sessions are not enough. The reason why students must examine their comprehension by solving some mathematics problems, writing an essay or a paragraph, explaining the scientific causes of such or such phenomenon or even defining the grammatical function for those words. A lot of practice boots the critical ability for students as advancing their comprehension/.

Few daily activities are preferable by some students, they reduce daily concerns and promote free time for other activities such as chatting, playing and watching favour tv programmes a student says. Met, being uninterested in studying and revision after school and in the same time spending the fer time enjoying excessively will make students unconsious and unexperienced. If we leave students deserve long homs away from educational concerns, their level will firmly deteriorate. Consequently; they withdraw and befind. Yet compeling students with daily activities would prevent these drawbacks.

It maybe possible if students postpone their revision and important home work in weekends regarding the free time of the whole day. A student told me that a good work should be done when a student is free from all duties, when a student is alone, one can consontrate better if he tackles issues sitting in front of his computer looking

for additional information can improve his comprehension. Yet, the effective and productive work should be done at the moment where all question rised about a particular issue because their maintain the relative and clear comprehension, otherwise students will forget about the work asked for, as it was happened with me last year. Moreover, some home work may be done during session, the fact that students will learn and benefit from team work at classes. Imagine someone did not prepar his work when he will be engaged to carry on the activity with his group, he will unfortunately be lost and failed inded, daily home work is available for productive and effective revision.

Even students prevents daily home work or do it as well rarely, the result would not be acceptable . the more students do daily home work, the more they acquire desired performance. Usual work is the productive needed one, being attached and interested in studying in general is due to daily home work. I may lose savour programms and be disciplined everyday, but this will stremy them my educational capacities and ensure being successful in everything .

Text # 36

"Ubungmacht den Meister" is a famous German proverb which means that exercise makes one master whatever he/she wants. That is to say, practice is of great importance in learning. From that point many academics emphasized on the crucial role that homeworks play in the course of study of any learner. Thus, they recommend daily homework to be assigned to students. Others, insist on the claim that Daily home works are not necessary. Proponents of the latter point of view egnored the importance of daily practice at home. It is really helpful to achieve good results.

Some students argue that assigning daily homework to them is of little help in their course of study. They claim that they do not like being obliged to do an activity. They say that imposing this kind of activities on them makes them bored and frustrated. Thus, they are likely to deal with those homeworks with little intrest which proves, as they claim, that daily homeworks will be pointless. i. e. will not yield the intended results. However, daily homework presents, indeed, a challenge to students. It is undoubtable that such activities motivate students; who are willing to demontrate their capacities, and to know their weak points, and encourage them to reduce or to minimize the obstacles that hamper their development.

Those who disagree, also, may say that daily home work fills all the spare time of students and this, they claim, prevents them from indulging in other activities that help in improving their skills such as reading or watching programmes with intellectual value. Those people turn a blind eye to the fact that home works or daily training are so helpful in reinforcing what have been acquired in class. They provide enough application to theoritical side of lessons taken at educational institutions. Thus, the need to other activities is limited since homeworks help students to grasp their lessons.

To conclude, one might say that daily home work plays an influencal role in learning because it both improves students' levels and helps them memorize what have been learned.

Text # 37

From the begining of new milliniuns, humain being made a big step forward in the domain of technology. In the last few decades, computers is the leader of all the inventions, especially with the Internet, It changed completely the habits of the new generations, they are addicted to their P C's the way they can not live without it. I think that we are not slaves to our computers, because, computers helping us to develop.

Some people said, computer will rule us in the soon future. Actually it is controlling now, preciesly, the new generation, they can not pass a day without take a look in their facebook or cheking E-mail. In addition, they are using it as a source of information, callegues and students use it as an atternative of their height schools and universities, this virtual school effected bad on them because it is not an offecial source of information, every one can put whatever he wants, for that, this a non, garanteed sources can learn young people wrong things or extreme ideas and other dangerous things .

In the other hand, others said that computer is the new gusus, because it helps Man more then what he can do for himself, without it , space will never been explored, civilisations are still fighting for leading the world as usual, but computer maked the world like a one community, people can share their ideas or whatever they want with other people from other places, who have other cultures, other beliefs other point of view for what is happening in the world. As a result, you can find together your shared similarities and claser more your differences.

In an other point of view computer makes humain being unable .i.e. he can not depend on himself, because using computer for a long time for desolving our daily problems effected bad the way they feel lost and lonely when they are for from their screen. in addition, other people converted to another vertual, their addition to it become the full persontage or some people. because of that they can't live normaly or their true world. They wan not discus of interact with their friends if or act normaly in their social intourage.

In an other opinion, others said that computers haters are old fashion and they can not live in this era because their time is expered, and if we are now slaves to our computers, they are already slaves to their past memories and the past so they have two choices even in or out. in a simple words even they interect with the new method of living because their old life style is over or they should die as soon as possible, because whatever they wish to change it will never happened however hise rais for techology and computers and the school style or defenders are from the past. We should be open minded than that because with computers helped humanity in its developement and we should respect computer users because they could more in the way of developement of the world.

To sum up, we made computers, and computers helped us in many things in life and in the developement and it still doeing, but while we are the computers makers, we are helping our selves, we put orders to computer to do what we wish to do, and even if it addition affected bad some times, it have no brain to think or to dacide from it self you should not be affraid .

Text # 38

Education is so important in our life. Everyone should give it importance and care in order to achieve and reach his/her goals. To be a good educated person, there are many ways and methods such as: revising every day, reading, working on competence and doing home works. The most important one is doing home works. There are some people who see that home work is not necessary for students. There are others who consider that home work is the most important thing in education. For me, I believe that daily home work is so necessary for students.

My opponents claim that home work is a waste of time. When a student goes to his/her home, he/she should watches t.v, read news and play on computer. On the other hand, all these activities are not beneficial, because when the students return to their homes, they must do their home works because home work gives a person the opportunity to know the value of time. Also, the students become care about education rather than doing other things. Every student in watching T V or playing in a computer, he forgets about his education and time. So, daily home work is not a waste of time.

Some people pointed out that with home work, students cannot develop their skills and capacities. To improve the level of a students, it is not only by giving him/her home works. However, home works have a great impact on developing the capacities of students that is when a teacher gives the students a new home work every day, students go and search on books or on the internet and this help to get new things and a lot of information. Hard work can help everyone, for instance when you ask an educated person or a teacher, what is the most important thing can help the students to develop their intellectual capacities, he/she says that, daily home work. I mean that, home work gives anyone the chance to read, search and write. So daily home work can develop our capacities.

My opponents see that home works cannot help students to understand their lessons. Everyone should understand his/her lessons in the classroom. Although, daily home work is the base of understanding that is when a student learns something at university he will not practice about it at home, so he will forget what he studied. On the contrary, learning something at university, and practicing it at home, you can remember and at the same time understand. Again, home work is not just helping the students but it can also help the teacher. For instance, when the teacher corrected the home works, he/she can know whether his/her students understood or not. Further, If the students practice more, they will get good results in exams consequently, teachers should give students home works.

To sum up, in order to become well educated students, every teacher should give to their students home works. Home works is of key importance because it teaches as the value of time, develop our skills and understand better. all of us should give home work real value.

Text # 39

For many people university is the good place for grassping knowledge. but, this nowledge wouldn't come easly unless you don't work much harder. many teacher

applay many methods and approaches of teaching, one of these methods is assigning daily home work for students. However, others disagree and refuse such methods and consider it as beneficial. Personally I still say and ansisting that homeworks are compulsory matter at university. Student should do their homework because it has more advantagies.

those who disagree with teachers home works say that one or two home works is enough for student but what is more is just an exageration. it is going to effect badly on student knowledge and confuse his capacities. as human being learners, they have to relax their minds and not exhausting theme, because they need to revise other lessons.

for me I disagree with this point and I should say that home work is more benificial. students at university are older enough to organize theme selves and their time. they should balance between doing homeworks, revision and getting relax. by assigning daily homework you are pushing theme to do more effort, they had to work hardly to succeed as they say. he who desire the top must sit up many night. so they had to work without hesitation to other thing if they want success.

the oponent teacher also says that by giving student to much studies, we make student have studies hate education, and where he had the teacher and the modul is going to run away and may abandon the school or university. moreover they consider home work as an extra modul imposed obligatory on them.

However, doing much home work is a boring and exhausting matter, it also helpful and more benificial. As student is doing his exercises or Homework he is also doing researches. this is going to amilliorate his capacities and this what going to develop his skills for instance, whene you are given a home work, you are going to ask people, teachers and search on the net. So you are going to receive and absorb much informations.

eventually, there are student who neither revise their courses nore participate in the class. so by imposing on theme Home works, they will find themselves obliged to study. this home work is going to be such a type of encouragement, because teachers might add extra marks which is an advantage in favor of students. In addition to that if you do your work at home, you will be prepared at class to participate and test yourself with other student.

to sum up, assigning homeworks to student by no means a boring or exhausing matter becase they are going to develop their capacities, gives theme extra marks as encouragement. So for that reason Homeworks are compulsory and mandatory matter. I encourage every student to do his homework to get or test the outcomes.

Text # 40

In this life education is necessary for every one because learning is like a candle. The study life is more beautiful especially at university. At university teachers explain lectures and assign home work to students every day. Some people argue that daily

home work is not necessary for students. I personally think that students should do home work every day.

The first argument given by the opponents is that students should not do home work every day because it lose their time. But this argument excludes the fact that time has been losed when students spend it in bad things. Daily home work makes students practice their lectures more and know more about it. For example in physics students should practice more home work. In addition when a student do daily home work, he understand his lectures very well.

The second argument given by the opponents is that students feel tired and busy all the time and they have not time to do other things. But this argument neglects the fact that spending time learning and doing exercises make students capable to understand the next lectures because they are relating to each other. Home work also makes students's memories fresh and capable to think at any time and answer questions.

The final argument that opponents gave is that daily home work makes students hate study and makes it borring. However daily home work makes students like their studies because when students make home work every day, it will be like a hobbit for them. They will be obliged to do daily home work since it makes them ready to any exercise or test. In addition it is a good way for revising.

Finally, I would like to say daily home work is necessary for students since it is the basis of learning and getting knowledge. It is also a good way for revising lectures.

Text # 41

In studying, we observe students have done their efforts to realize some thing they want. Teachers provide them with many technics and motivate them to do better. To reach a good understanding of the lesson, and to know wether the lesson is clear or not, teachers have chosen a way to make students in contact with yheir studies. The home work has became a habitual way in teaching. teachers have assign daily home work to students in every lesson because they think that it is not necessary for students.

My opponents argue that daily home work has made the students in contact with their lessons. However, daily home work has bed the students to neglect other modules and concentrate only in how to do the excercise. for instance, in secondary school espepecially scientific branch, teachers have given students a lot of exercises to do in order to master and to have more knowledge about the wles of mathematics as an axample. So, students have deleted from their studies the literative modules and the passion to this latter has decreased.

Also , others believe that daily home work can creat curiosity for students to search about information in free time. But to assign daily home work for students, it will be there is no free time for them to search or navigate in computer. Despite the daily hard work that students have done, this has became borring for them because they want only to do the exercise without understanding, and to show it to the

teacher. Hence , the main interresting thing for students is to satisfy their teachers in order to get extra mark if there is. For example, the presentation of different of topics in the oral expression and discuss it with classmates.

In addition to, some people think that daily home work can summarize the concept of the lesson and make it more clear. Yet , sometimes the student has not understood the lesson in class in this case, he cannot do the home work. If teachers want the students to do their exercises without hesitation, they must explain the lesson twice or three time, to make the students get the ideas. So, there is no need to assign daily home work without comprehension of the lesson.

In conclusion, home work is necessary for students, but daily home work is not helpful for them. Daily home work can occupy all the time of students i, e, there will be no free time for them to relax or to interrest in other modules. It can also restuct them, so they will not do good answers. As a result, teachers can assign, home work for students not in every sessions, but at least once or twice a week.

Text # 42

Study is the most important in our daily life, and the way that helps students to succeed in their educational lives depends on themselves and their ability of practicing something necessary in their study such as, home work. so, the daily home work is very necessary for students.

Home work is an essential way for students to succeed. Many people who do their home work are always understand their lessons and have valide information rather than those who did not do it, because, home work can help them to improve their levels to the best, by showing them how to depend on themselves not their classmates work. for example as a student repeats an answer of a question he does not mistake.

an other reason that makes home work very necessary in student's educational life is that, the home work considers as the intersection point between home and schools, especially in primary and secondary schools; thus the parents can follow their child's level in class for example, by home work parents can follow their child's study; if he/she did his/her work or not to guide him/her or help him/her to do it.

but, there are some teacher's goal from homework is to tire their students especially when they punishe them. in this case, students neglect and hate their duties and they lose their confidence they refuse either to go home or to class, in this way they accept only the street and doing the bad things.

We came to sum up that home work is very necessary in study as it is a way to succeed rather than to fail also it is a good way for parents to follow their children study and guide them to improve their levels thereby, teacher assign home work to help their student and encourage theme.

Text # 43

One of the most useful methods of teaching which is used by many teachers is assigning homeworks to students. There are different views conserning this method.

Some students think that teachers must give homeworks while others believe that the explanation of the lesson in class is enough to be understood. In my opinion, assigning homework to students is very necessary.

Some students think that the teacher's explanation in addition to illustration using examples is quite enough for them to understand and well memorize. Therefore, they think that their capacities enable them to understand quickly and easily without any difficulties. But, this is not really true because the teacher's explanation in class is not satisfactory, even if the teacher has well explained and clarified, students still need homeworks for more practice and clarification. for instance, mathematics students since they study rules and mathematic issues they acquire exercices to apply these rules.

Other students believe that assigning homeworks is an old method of teaching and it is no longer useful, reviewing to the new technologies likewise "Internet. Thus, they think that it is very boring to stay at home and do homeworks, they say that they are not in need for these homework since they can find anything they want such as clarifications and illustrations in Internet. Unlike what is known by students doing homeworks can be very enjoyable if the students want to stady and enrish his knowldge. Homeworks can answer the students questions, further more, they can make the students more curious to search. that is to say the more the homework is difficult, the more the student is curious to search for the answer and to find more new information. Also students can use "Internet" and book to help them so assigning homework teach the students how to search using the modern technologies.

We conclude that assigning daily homeworks to students is a necessity. No one can neglect it for further explanation, illustration and clarification and to answer the students' questions and preoccupations.

Text # 44

Teaching can be very exciting. Most of teachers prefer to end up their lectures with at least more than one home work. At the some time, we may find students protest on having too much home work assignments per a day. Those students also will be one day grown up, and then they will find witting home work assignment a necessity for their own kids. In my opinion, daily activities is a necessity that should be resttided by the teacher and accomplished by his students.

There are a great portion of students claiming that having extra home work assignments is not useful as for as their teachers are charging them with non stop activities. And which make it worse, as a friend of mine said, he was never succeeded in organizing his time table and he didn't even reach the level that he was looking for because his efforts was spent in vane. However, teachers are the one who know very well why is home activities is valuable for student. After all, students should have some excercices that in case they do not capture what their tutors aim was about home work will be the best way to reargnize their information, to complets what has been missed and to help. Them to memorize better what has been learnt in classroom.

My opponents see that teachers focus more on excercing or giving huge number of home activities rather than explaining or at least guiding them in classes. For this reason, it will be confising for them to understand their lessons. A student, here will found him self troubled especially when he feels that he is hookep up with a lot of excercices. But, even though I may agree with them to some extra, still I see that teachers have the right to assign daily home work. In which, students could learn many things such as responsibility and how they could manage their time. Regardless of understand what they have tought at scool, students also could in directly get a sense of care, they will learn when to study, when to play, when to eat, when to sleep…. . If a student tried to reorganize his time repeatedly it will be succeeded double in learning and in his life far from studing.

More important, it is very usual to find a student unpleasant once he have a daily home work. However, if both of them, teachers and parents try to reinforce their kids to have excercices regularily, thay will without doubt able to think intelligently, to reach higher level and to be creative. Activities is the best way to enlarge student's knowledge credit, that 's why we find the ones who study and work on themselves harder are much better from those who rely on having just lectures.

To sum up, since people start to study at scools, teachers used to evaluate their students by giving them various activities. And as this way of teaching are, we may say, this complementry of learning has a significant influence on the information acceptability of a student leaning, it became stable and fixed approach in our educational places that can't be changed or replaced by any other mean.

Text # 45

The first thing my sister does as soon as she goes back home from scool is to take her mathematic's copy book and start writing. When I asked her about what is she writing she replied « as usual ! a home worek ». generally, the most thing that students dislike is home work and especially daily home work insprit of their advantages. But, some teacher think that daily home work are not necessary for students. Assigning daily home work is of a big important for students.

Some people argue that teachers must not assign daily home work for students because it will add a big pressure for the students, they will not have enough time for relaxing and for entertaining. However, daily home work enable the students to remember and understand what they have bad during the class. Usually, the student cannot remember and understand everything the teacher says in the session and whenever the student goes back home he will forget everything he had in class. But, the home work will refresh the student's memory and helps him to understand better the lessons. So, daily home work will help the student to remember, understand and even memorize what he has had studied.

Other people think that teachers should not assign daily home work for students because they will it will not enable them to focus on all the subjects. For example- if he has daily home work in mathematics he will focus only on mathematics and neglect the other subjects. But, by practicing exercices and tasks through home work, the students will get rid of the stress they have from examination. Some students prepare very well for the examination but in the day of the exam they forget

everything because of stress. While if « you practice » the students are habituated with home work the stress of the exam will decreace gradually till it will also lish.

Another reason that makes daily home work useful for students is that, due to practicing their skills through daily home work, the students level will increace. The most important reason that makes the students get low grades is because of the lack of practice. But if the students get used with home work, his skills will gradually improve and the some for his level. In addition to his, usually home work that teachers assgn resemble the questions of the examinations, for that in the day of exam the students will be ready for any kind of questions because they are well experienced in such exercices.

We come to a conclusion that daily home work are realy advantageous for students because they helps them first, to remember, understand and memorize what they have studies in the class « and last because it improve their levels » second, to get rid of the panic from the examination and last to improve their levels.

Text # 46

In our daily life, the manner of education at universities is one of the important issues which have been discussed by many teachers, even by other people like, sociologists, phychologists who are intersting on the operation of education, and the ways that the teachers should apply it to success this mission, also how they can help students to overcome the difficulties, and the problems which facing them in their studies. Many teachers in our university, « mentouri » of Constantine believe that assignment the home work to students everyday is necessary for students because the daily home work improves the level of students in their study help them to keep a fresh memory especially in the examination period, also it is a way to fight laziness of students.

On the one hand, many students think that daily home work is not necessary for them, because they pass all the day at university to attend the lectures in classes, and they argue that it is enough for them to discuss with their teachers, also to obtain all informations, courses which they need it for their studies. Although, in reality, in our university attending classes is optional it means that the students are not enough to improve their level, so, they need an extra work at home, in addition to this many studies in such places like, USA, FRANCE, EGYPT , …. Proved that students who are usually have a daily home work are more intelligent, and rarely have a failure in their studies. Hence, a daily work at home is a good way to improve the students level in their studies.

On the other hand, some students believe that a daily home work is a very hard thing that oblige them to work without stop all the day, as a result they become very tiered, and they will not have a time to relax, and to do other activities. Besides, they argue that if in each module the students have a home work they will not have a free time even for breathing. Despit this the daily home work is necessary to help students especially. In the period of examination, for instance, the student who is always revise their courses, and do the exercises of home work he will have a fresh memory. When the period of examination began, morover, he will not suffer when he will oblige to revise and to prepare a lot of couses in a short time.

Finally, a lot of students believe that a daily home work is a waste of time, because they spend all their free time doing the home work, and many teachers do not correct it. Howeover, doing a home work every day is a good way to fight laziness because, when the students have a home work they will not spend their time in doing things which are not beneficial like watching television, speaking on mobile phone for too much time and encourage students to be more active, also help them to be creative person. Besides, it encourage students to search, to read a lot of books.

To sum up, indeed that the daily home work is one of the hardest things that the student oblige to do it, but it still very efficient way to improves the level of students in their studies, to keep a fresh memory, and to fight the most dangerous anny of students the laziness. I advice all students to do their home work and to follow their teachers instruction in order to sucess in their studies, and to build a good carrer.

Text # 47

Nowadays, education is very important for students go university to studying and get a lot information in different fields. Sometimes when they finished studying teachers assign homework to students every day. I think it is a good method that I will agree with it, because there are some reasons which justify it necessary.

Teachers assign homework to students is necessary. Because in this way students can improve their styles, for example when the students find him/her self under writing, he can get a lot information and words, and help him/her self to practice every day. In other hand, when teachers assign home work every day, some students feel that it is an order, for example, when teacher give them an essay every day, they will travel obligatory. In this way the student can't find time for entertainment specially when he has problems all events in her daily life.

It's a good idea when teachers assign and give their students homework. Because students can help their personality. for example, when they do this work every day, they will organize their time. But in other students there is no organization, it is just waste of time, because they effort long time to think every day, in this manner they says that the daily homework make their mind a very tired by thinking.

In my opinion teachers assign homework for their students every day it is very necessary. Because when the student writes an essay, or does a homework every day, it will be a good way that help him to write without falses in grammar or vocabulary, and he can use different words easily, he didn't find difficulties with writing when do it daily. Students can present a good work because when they working they progress ideas. But some students agree with this but not every day because they have a lot moduls.

At the end we can say that the daily homework is necessary for students to improve their minds, and at the same time not all times or every day.

Text # 48

Studies occupy a large part of our lives. Students go to school in order to acquire knowledge and become more educated. Students spend the majority of their time at school and teachers assign also home work to them every day. Some students complain of the lack of time to relax or do other things they like to do. I believe that daily home work is necessary for students.

When students return home, they are too tired from a long day of studying. Daily homework could cause pressure on the students. Thus, he will be able to focus on his studies. However, if students do home work every day, they will understand better their lessons. Eventually, he will never suffer from pressure in the exam's periode. Moreover, the student will be more confident and releaved. In addition, daily home work gives the opportunity to student to practice at home and participate at class.

Some parents still maintain that daily homework could have an influence on student's social life. In fact, student will not have to spend it with family and friends. Thus, they are not able to communicate and express themselves. Moreover, there are some experiences that we do not learn from school and life seems to be a better teacher. I do not disagree with what has been argued but I believe that well-organized students can manage their time between studying and spending it with family and friends. Home work does not take much time, one our each day may be sufficient and the rest of time could be dedicated to things he prefers to do. In addition, students still have week-end. They are free to practice their favorite sport and visit their friends.

Some students believe that they are adults and they can judge what is good or wrong for them. They are not in need of teacher's assignment to review their lessons. However, I believe that not all students are as responsible as they think. Some students need to be pushed to become more productive and aware of the importance of home work and reviewing their lessons every day.

As cited above, teachers, in fact, should assign homework to students every day. Daily homework is benifitial to students in order to improve their education. Students should dedicate some extra-time for studies outside the educational institution. Therefore, students will not waste their time on non educational entertainment.

Text # 49

We many think that freedom starts once we become students at the university this is not true! for my own experience I could deduce that in fact it is the periode when real efforts and studies are taking place. of course I am speaking about people who want to study. Because we are preparing ourselves to be responsible, to get a job, to found a family in the near future. Thus, we should be serious in our studies. So I have noticed that teachers are always ready to assign a daily home work. I sit something boring or something beneficial and necessary. on the contrary of what some may think I have the conviction that assigning daily home work is something with great importance.

Teachers are obliged to give a daily home work to their students because it creats on them a special sens of responsability. for instance, when a student feels that he has some work to do everyday, the first step is that he will consider it as a habit and by time as a second nature, as we know that a habit is a second nature. Then he wills tart to think, to organize his time table, to be curious about everything, conscious by doing his best and providing a lot of efforts. And if also creats a kind of competition. All these things mean that he will always keep studies in mind and develop his will,

ambitions, capacities and being ready to interfere in a new step of his life like protecting his own family and being patient and comprehensive in a difficult situation, in an other terms it helps to build the personality of the student.

Giving a daily home work ables the student (develop and) to get knowledg and to develop these two skills writing and reading. Like when our teachers ask us about some subjects that perhaps a lone we will never pay attention to them For example, about diglossia, it was something unknown for me till the day when my teacher of linguistics asks me to do something about it, and it was interesting. However, with my own capacities I am not sure if one say I will know about something called diglossia. Another important po it is while doing my home work, I am in fact amelioratting my level in writing and reading, by discovering new words, by being familia with other words, by learning phonetics of a huge number of words. As an example, our teacher of literature was used to oblige as to read novels! really it was something good and beneficial for me.

But, a daily home work is from time to time something boring which contributs to limite in limiting our capacities. By this I mean that by time you will have no ombition and no ability to provide a home work to your teacher simply because every day is more than your capacities, also you like to be and to feel free from time to time.

In addition to that it is going to restrict your knowledge for the reason that if you work on things or subjects that you d'ont like it is very well known that you will learn nothing. Thus, it will be better to develop you abilities in some sweetest subjects to your heart.

To conclude, there is no better thing to help and guide the student in the comming step of his life than being strict and serious in his studies. Hence giving a daily home work must be necessary to succeed.

Text # 50

It is commonly known that in Education systems teachers assign exames, project and daily home work to students. This latter is considered necessary for students to help them learning more. In fact it is not necessary because it makes them borring, stressed and consume their times.

Opponents of this idea are claimed that daily home work is necessary for student so they can have an insight about what they have learned. They can know what coming next by doing their home work every day. However, how much time may daily home work take? It may take the whole day doing one home work. It isrealy a waste of time. Students should have leisure time to relax and do other activities like sport, to refresh their memories and being healthy phisically and psychologically.

The supporters of the idea also maintain that students who do their home work, they are luky to gain a lot of information and knowing more about the lecture than who have not done their home work. It lead them gradually to be exelent and creative students. But many students are successful in their studies without daily home work. If we take the steam inventor James Watt had no chance of any home work.

So, home work can leave students from their self learning and studing on other places like club or private school.

The last mater that opponents belive in is that teachers can know their students from daily home work if they have understood the lesson or not so they can modified the instructure for better understanding. On the other hand the majority of teachers take their home work and they don't correct them. Students cannot recognize their mistakes or misunderstanding. Also daily home work make students borring and getting stressed so it influence negatively their attitude towards learning.

In a conclusion home work is not necessary it make students stress and have bad attitude so they fail in their studies.

Text # 51

In our lives, our parents teach us our first steps, they considred as the first teachers. After we grow up, we have to go to scool and our teachers will take parent's responsability. Every teacher has his own methods in order to transmit the information to his students, his goel is making them inderstand the lessons. One of the well known methods is giving daily home work, and this one is necessary for them.

Some people argue that the teachers who give home work every day make students under pressure. These students feel that they are obliged to do them. They may hate a teacher or his module because it is a repeated process that force them to answer questions or to do some exercices. However, giving home work to students is very necessary because it considred as preparation for exams. Students will be ready in the axam's period. Bu practice many activities, one of them may be in the axams, and students could do them because it they are already « done » dealt with them.

Some people believe that after students go to their homes, they should relax. Giving them daily home work makes them so tired, they want for example to sit with their families and jocke. Their houses are the place where they should relax and feel confortable. After studying the hole day, students are in need to have some relax. However, the teacher want to memorize in student's minds what he explain inside the classroom by giving them daily home work. He did his best with them in scool, and he completet his process any student who did not understand the lecture, he will do by doing the given home work. He did many efforts which considred as his duty and he wait to see his students escelentones by giving them such home work .

These teachers who give daily home work to students have the right and it is also utly necessary because it could help them to facilitate any difficulty. Some students do not understand inside the classroom, so, they should do some « efforts » extra efforts by searching in books or on the internet. This means that the stydent do not accept that he did not understand his lesson, but, he try to make the difficulty disapeard. And of course without the motivation of his teacher which is giving him home work, he cannot understand what is difficult for him.

To conclude, assign home work to students every day is very necessary and students are in need always to do them. This operation considred as a preparation of exam, and it helps students to memorize in their minds what they deal with the

teacher, and it facilitates some difficulties. By doing such home work, the consequence will be good « results » for both, the teacher and his students and they will be very happy. Teacher will be happy because he see their students excelent; and students because they succed.

Text # 52

Styding reccieve high efforts. Being student is seen as a period of time which is full of practices, because students are in stage they want to learn as possible they can, diffrent information they need in order to be good students. At school, or university teacher follows different methods in order to each student. One of the most usful technique is used by toturs is assiging home work to student everyday, the home work is difr weather prespring to new lesson or answer tashes about the previous lesson. Students see that is very boing and wast of their time, in stade of mdringother practice students will be obliged to more the exrcices. I see that dialy home work is very necessary at school stage. Teachers should assign home work everyday to student.

Many educationalist claim that everyday home work is not necessary. After passing their day what they realy want is a time for rest, their mind capacities can not contain big number of information. Student can feel the presure and uncorftble, because they already asked to more the home work. They see that home work every day is a wast, of time in order to make student the exerice they may practice their hobies or make reacerch in other fields. However what we are discussing is not what we wants to prove. In fact they forget that students are quite lazy what they want is wotching TV, playing games, and forget what they studied at school. This is not wrong, and playing is not a guilty, but ignoriy study home is the wrong.

When the student finish his scool, he directly plan himself by what he is going to do. Everyday is not like the previous day, different activities he may practice, but assigning him everyday. Home work is the important and non changbb. everyday home work helps the student in order to organized him self. the rotine of having dialy home work will refreced ou students habits possitively.

After the organization student make his escucis he will refresh his mind by what he done at scool. Mdring the escercice will helps the student to find his weehness, the main points he did not understand with the teacher, he will make research on it in order to find the correct answer to his questions. Studing at scool and revising at home will fisc the information on student's mind. It will helps him after in his exam, because if we compaine student who was used to make his everyday home work with student who did not make his activity, we will find that the first one result is better than the scond. So that everyday home work is necessary for students.

Having dialy home work will help students to face different kind of activities which make them more ready to any kind of escercice. In the exam their markes will be good because they may face one of the activities in their home.

   As a conclusion, teachers assign dialy home work in order to help student not to punish him, everyday home work is very important. Student must pass their school

period foscingonly on their studies because holidyeis is made for resuting and playing, benifits of dialy home work is orginazang and making good students.

Text # 53

The system of education, suggests many ways and methods for making students aware and related to their studies like: making researches, practicing in classes and the most appropriate method is giving home works. Many teachers, give their students home works every day to help them more to understand their lessons. In fact, there are many students who think that these home works are not necessary every day because, they study a lot and they have more other modules which they also assign home works every day. These students ignore that these method is very important for their studies and teachers are right for giving their students home works and they have appropriate reasons for that.

If the teachers do not give their students home work every day, they would be always active and they keep their brains fresh for every new day. Students are always aware of their studies and there is no reason for giving them home works every day; if for instance we give them a home work in science, in mathematics and making a research in technology, it would be difficult for students to do all these in the same time and daily. It does not matter, teachers assign their students a home work per week or in week ends but, daily it would not be a very good idea. However, these daily home works are not given spontaniosly, there are good reasons for that. Students will be aware of their lessons in every module it gives them more practice to make exercises, it helps to memorize their lessons and in exams they will just do small revisions. But, if the teachers do not follow this method and they do not give home works every day, how could they explain the reason why there are many students fail in their exams.

When we give every day home works to students, after a period of time they will not resist more; they will not answer their exercises and they will make a lot of absances because, when the teacher give a home work and if student do not answer it, he would punish them. So, it is preferable not to attend to avoid any kind of punishments. The teachers must be reasonable in assigning home works because, it would be a bad influence on students. But, when we speak about punishing students; the ministry of education has put an end for especially physical punishments. Also, there are only verble punishment and this is for students because, when they do not do their home works they would be lazy and they would fail in their exams. When you are a student you have to make what ever the teacher asks because, it would help you and the teacher wants only the best for his students.

These daily home works do not give the students much time to relax and take rests. The student must entertain and be comfortable after a long day of studies, for example he should go with his friends and pass a good time in coffee or restaurant. But, when you give him a lot of home works to do every day he will be exhausted and not capable even for normal studies. However, when it is time to study there is no joke, the students have to attend their schools and do the home works in many time because, there are week-ends and long vacations, so the students can do whatever they want to do in these periods of time. So, students must benifit and take

advantage from this because, they have to study and do not complain about any thing.

Some students are against daily homeworks because, they think this is too much for them and teachers must give them some time to relax. However, this is how studying should be making researches, doing homeworks because, this is the charm of studying hard and the consequences would be awsome.

Text # 54

Teacher has a different and important roles in education. He is the controller, the supervisor, the guider, and educater. So, he makes many efforts to improve the level of his students, to be really a perfect teacher. These efforts are include in the explanation of lessons, make presentations of exposies and assign home works to students every day. This later means that the students will not be free in their study. So, they are obliged. In fact assign home works every day to student is necessary and beneficial.

Some people believe that assign home works to students every day is not necessery because they make them borring and they will hate study gradually. Also teachers with this method limitate the freedom of the student, he will feel that he still young and not responsible of him self. he need to be free and work as he sees appropriate. Personally, I believe that teachers must assign home works every day, because the students even they are adults they still think unconciousely, they wast time and they don't care about study and their future.

On one hand, some people say that the teachers are not right to assign home works to student every day. they make them too tired and they will not be able to consentrate with their study. Also, they will not have time to learn their lessons to prepare for the exams. On the other hand, I think that daily home works are very beneficial. they facilitate learning and make the student understand well their lessons. Also, daily home works are a preparation for the examination. In many previous exams we had the same questions which we had done as home works.

In my opinion, this method of giving daily home works is successful and useful method. This way which allmost the teachers follow it is necessery, because it make the teacher closer to the student, he can evaluate him and know who is him by its level. This enable the teacher to know How he will help him to improve his level.

To conclude, I think that the teacher is aware about his job. He know what is the appropriate things to do. Due to this if the teacher assign home works to students every day he is right, and when he oblige the students to make them because he know that they are lazy and don't care about study. Also, he know what is necessery and it is a useful method to improve the student's level.

Text # 55

Education is very important in our life. it is considered as the backbone of nations because the cultivates country will have a prestigious status. Hence, we find governments spend a lot of mony in education by build schools, universities with high equipments. Teachers do their best in order to get a good result at the end for their hard work. Many teachers use several methods in teaching such as assign homework to students in order to help them in studying. So, assign homework daily to students has a significant value in teaching.

Firstly, opponents point out that assign homework to students daily will be usefulless because it will be very boring for students. And as a result, students will not take their homework seriously. Moreover, it will encourage them to prepare their homework by using the internet, which means to plaigerism. However, assign homework to students daily will improve their level. That is to say that students will reach a certain level which is better than the previous one. For instance, the student who do his homework daily, he will acquire a new vocabulary, new information. Besides, he will learn from his mistakes which he had done before. Daily homeworks will motivate the student to do his best, not only for getting a good mark but to learn for learning. That is to say that he will know the real value of learning.

Secondly, opponents claim that daily homeworks are a waste of time of the students. In other words, students will be occupied by doing their homeworks. They will not have the time to do another important activities such as going in trip, enjoy with friends and interact with new people. However, dailyhomeworks acquire students a good habit. That is to say that students will be more aware for the importance of the time. They will spend their times in libraries, reading books, doing their researchs. Instead of wasting their time in going to a stupid parties, gossiping and thinking in negative way such as drinking, chatting or doing something worse.

To conclude, assign homework to students every day has a great importance. Because it enhance the student's level firstly and acquire him a good habit secondly. That is to say that daily homework will enable the student to invest his time in doing useful things. Homework is the heart of teaching which teachers can not neglect.

Text # 56

Learning is the best way to live in a good situation. To learn we employ our different skills such as listening, speaking, reading and writing. We can learn different things in different ways. For example, at university, every teacher has its different way of teaching wich differ from the method of others. Some of them prefer to dectate the lesson for their students, and, many teachers prefer to assign homework for their students every day. So, I think that daily homework is necessary for because of many reasons.

I think that daily homework is necessary because they help students to anderstand their lessons well, because when they have a lesson at class without any homework may be they will not anderstand very well. But, when they have a homework and they practice on it they will anderstand it very well. For example our teacher of written expression always assigns homework to us. Thus, I think that It is a good and beneficial method because I try it.

I also think that assigning daily homework is necessary because it help us to memorize the obtained information. Also, we did not forget what we learn easily if we practice on it. For example, when we are at classroom we get the explanation of the teacher. even if we get it with a big attention sometimes, we can forget about it too easy. But, if we practice on it by assigning daily homework to us, we will memorize all the information wich we get it through the exemplification. But, if we did not practice on it we will forget it easily.

I think that assigning daily homework help us to get new information, and to be more knowledgeable about our lessons, because, when we have a homework we have

much time to anderstand. So, at that long time may be we can observe also many new things or informations because at classroom we have not much time to discuss about all points and when we do the homework we can discover new things and new information. Thus, we take the topic of the lesson from different Angles.

But, I think that In other hand, It is hard for us study every day and have daily homework. I think that If the teacher assigns homework to their students periodically It will be better, for example, twice at week because student did not have much time to study week many modules and every teacher of every module assign to us daily homework. It will be too hard. also, the students will hate their studies.

Finally, I think that assigning peridcally homework is better than assigning daily homework wich is had advantages and disadvantages. So, homework is beneficial but not every day.

ملخص

تهدف هذه الدراسة إلى اختبار فرضية أن زيادة التعليم القائم على القراءة في موضوع التعبير الكتابي واعتماد نهج النمط النصي مع التركيز بشكل خاص على استعمال أدوات الوصل كعلامات لتنظيم الخطاب، و أفكار الكاتب في النص و كمصدر التماسك و التواصل الناجح سيزيد من كفاءة الطلبة فيما يتعلق باستخدام هذا الجانب اللغوي، و يحسن نوعية الكتابة لديهم و بالتالي يحسن التحصيل الدراسي. و قد تم توزيع استبيان على المدرسين في جامعة قسنطينة 01 في بداية العام 2010 و 2011 و تم اجراء تجربة خلال فترة تسعة أسابيع. تم جمع مائة و اثني عشر مقالا لطلبة السنة ثالثة جامعي و تقييمها من قبل أستاذين و استعمل مفهوم هاليداي و حسن (1976) في التماسك النحوي و تحليل استعمال أدوات الوصل في مقالات الطلبة. أظهرت نتائج معامل الارتباط بان هناك علاقة ايجابية بين استخدام أدوات الوصل و نوعية الكتابة لدى الطلبة، غير أن النتائج تظهر بان العلاقة ليست قوية بين استعمالهم و جودة الكتابة. استعمل معامل بيرسون للتحليل و كانت النتائج كالتالي: 0.09 و 0.15 لمجموعتي الطلبة على التوالي في مرحلة ما قبل التجربة و 0.31 و 0.39 في مرحلة ما بعد التجربة. و فيما يخص الفرضية الثانية في هذه الدراسة و هي ان كان هناك توافق بين ما يتم تدريسه و ما يتم تقييمه أو كيف يتم تقييمه، فلقد أظهرت نتائج معامل كوهن كابا أن نسبة الاتفاق بين المقيمين ضعيفة الى متوسطة و جاءت النتائج كالآتي: 0.52 و 0,24 في نتائج ما قبل التجربة و 0.59 و 0,16 في نتائج ما بعد التجربة.

الكلمات المفتاحية: القراءة، الكتابة الجدلية، النمط النصي، أدوات الوصل، التقييم، الجودة

RÉSUMÉ

La présente étude vise à tester l'hypothèse que l'augmentation de l'enseignement par la lecture dans le sujet de l'expression écrite et l'adoption de l'approche de genre avec un accent particulier étant mis sur l'utilisation des expressions conjonctifs comme marqueurs de l'organisation du discours, les mouvements des écrivains et comme une source de la cohérence et de la communication réussie, va stimuler les compétences d'écriture des étudiants à l'égard de l'utilisation de cet aspect linguistique, améliorer la qualité de leur écriture, et par conséquent, améliorer leur rendement universitaire (scores). Un questionnaire a été administré aux enseignants au début de l'année universitaire 2010-2011 et une quasi-expérience a été réalisée au cours d'une période de neuf semaines. Cent douze essais ont été recueillies et évaluées par deux évaluateurs et Halliday et Hasan (1976) concept de cohésion grammaticale a été utilisé comme le principal cadre pour l'analyse des connecteurs dans les essais. Les résultats de coefficient de corrélation montrent qu'il existe une corrélation positive entre l'utilisation de connecteurs et les scores (succès) des étudiants, mais les connecteurs ne sont pas significativement corrélés avec la qualité des essais des étudiants. Les résultats de corrélation de Pearson r est de 0,09 et 0,15 dans le pré-test des deux groupes d'étudiants respectivement, et 0,31 et 0,39 dans le post-test des deux groupe respectivement. Les résultats de la seconde hypothèse, à savoir si il ya un alignement entre ce qui est enseigné et ce qui est évalué ou comment il est évalué, les résultats de coefficient Cohen kappa de corrélation montrent des résultats faible à moyenne à l'égard de l'accord inter-évaluateurs. Les résultats de l'accord sont entre 0,52 et 0,24 dans les deux groupes pré-test et entre 0,59 et 0,16 dans les deux groupes post-test .

Mots clés: lecture, écriture argumentative, genre, connecteurs, l'évaluation, la qualité.