

## Dialogue Journal as a Significant Technique In Teaching Writing Composition

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### Abstract

This study tries to investigate the impact of using a new strategy (Dialogue Journal) (DJ) in teaching writing in English as a foreign language. It is a broad composition book in which each student carries on a private written conversation with the teacher for an extended period of time (school year ,semester).

The (DJ) is intended to improve the students' skills in writing through providing them with opportunities to learn by writing and be in touch with their teachers and peers.

It is hypothesized that there is no statistical significant difference between the achievement scores of the students who are taught by using the paragraph pattern method (PPM) (traditional method) and those who are taught by using (DJ) according to their – and post – tests results.

To achieve the hypothesis of the study ,the researcher designed a pre – test to comprehend the level of the students in writing and a post – test to discover the impact of using the new technique in writing.

The second year students of the English Department ,College of Basic Education/ University of Babylon are the subjects of the study. The experimental design of the study comprises two groups ,i.e ,a control group and an experimental group.Each group consists of (40) students. The experiment has started on the 15<sup>th</sup> March ,2010 and ended on the 15<sup>th</sup> May 2011. The experimental group is taught by the researcher himself.

T. test formula is used to analyze the data. It is found that there is a significant statistical difference between the two groups in favour at the of the experimental group i.e the students of the experimental group are better than those of the control group. This indicates that teaching writing by using (DJ) is more effective than teaching by traditional ones.

### 1. Introduction:

The traditional technique (controlled composition) is not sufficient for teaching writing skills especially writing composition (Ghazwan ,2006: 9). So ,the researcher suggests that the teacher should find techniques like dialogue journal (DJ) to raise the students' achievement in writing. ADJ is a significant technique in mounting communicative competence in a foreign language and enables the students to be in touch with their teachers through writing in an effective way and reflect their capacity in learning (Gerhard ,2006: 223.)

This study aims at using a new technique (DJ) in order to enhance writing ability because it is a central way in individualizing instruction and encouraging independent thinking.

It is hypothesized that there is no significant statistical difference between the achievement scores of the students who are taught by using the Paragraph Patterns Method (PPM) (tradition method) and those who are taught by using (DJ) according to their pre and post tests results.

The study is limited to the use (DJ) in teaching composition of the experimental group / second stage / English Department of English/ Collage of Basic Education/ University of Babylon ،during the academic year 2010/ 2011.

The procedures following in conducting this study are:

- 1- The researcher chooses a random sample of second stage in English Department by using cards and divides it into two groups (the control group involves 40 students ،the experimental group is also 40 students).
- 2- The control group is taught by using the tradition technique (PPM) and the experimental group is taught by using (DJ) technique.
- 3- A pre and a post test are given to the students of the two groups to compute the results obtained from this test ،and
- 4- Analyzing the results and determining conclusions in the light of these results.

## **2. Approaches and Method in Teaching Writing Composition:**

Alexander (1982: vii) focuses that traditional methods of learning a foreign language die hard ،since 1920s methodologists have pointed out the important difference between understanding how a language works and learning how to use it.

As a mater of fact ،various methods and approaches are used in teaching foreign languages and a lot of them contain techniques and strategies to teach the four skills of learning foreign languages (listening ،speaking ،reading and writing).

### **2. 1 – Controlled Composition:**

Controlled composition (Guided Composition) seems to have its roots in Charles Fries oral approach ،the leader of the audio – lingual method of second language. According to this method language is speech (from structural linguistics) and that learning is habit formation from behaviorists (Silva ،1990: 12).

In this method for teaching second or foreign language writing ،writing is sometimes used as a production mode for learning ،reinforcing or testing grammatical concepts. This intensive writing typically appears in controlled written grammar exercises. It does not allow much creativity on the part of the writer.A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example ،they may be asked to change all present tense verbs to past tense ،in such a

case ,students may need to alter other time references in the paragraph (Brown ،2001: 344).

Furthermore ،substitution ،transformation expansions and completion – etc. ،are useful techniques to teach controlled composition (Silva ،1990: 13). Nowadays this method is not widely used in teaching writing because no one holds the view that written performance is much like oral performance and the only difference lying in graphic instead of auditory signals (Brown 2001: 335).

## 2. 2 – The Paragraph Pattern Method (PPM) (Current Traditional Rhetoric):

This approach appeared in the middle of sixties because controlled composition was not enough and was more to writing than building grammatical sentences ،Leki (2002: 60) indicates that " a new interest had begun to captivate L2 writing (contr–astive rhetoric) or the idea that different cultures produce culturally influenced and rhetorically distinguishable types of text. "

This approach owes much to Kaplan's notion of contrastive rhetoric i.e. ،the writer's different cultural and linguistic background will reflect their rhetoric (the writer first language affects his writing in the foreign language) and the primary interest in this method is paragraph and the focus was on its element e.g. topic sentences (Silva and Matsuda ،2002: 259).

" The word paragraph once meant to write in the margin ،now means to indent from the left margin if using black style paragraphing to leave a blank line. " (Batier and Philips' 1986: 3). The paragraph now means a unit of organization of written language in many languages which serves to indicate how the main ideas in

a written tesxt are grouped. Moreover this approach gives attention not only to the paragraph elements (topic sentences ،support sentences ،concluding sentences and transition), but also to various options for its development (illustration ،exemplification ، comparison ،contrast, partition ،classification ،definition causal analysis and so on) (Richards and Schmidt ،2002: 382).

The other important focus was essay development ،i.e. ،introduction ،body and conclusion in addition to the modes narration ،description ،exposition and argumentation. Like controlled composition ،this approach emphasizes form and the ability to choose the right patterns of paragraph in writing. (Horner ،1988: 58)

Classroom procedures to teach writing through this view involves the students should choose among alternative sentences within the context of a given paragraph.

Another variety involves reading and analyzing a model and then applying the structural knowledge gained to a parallel piece of original writing ،so ،learning to write involves

becoming skilled in identifying ,internalizing and executing these patterns. This approach is skill dominant in teaching English as a S/ F language and classroom practices (Silva,990:14)

In addition to the approaches mentioned in 2.1 and 2.2 there are other approaches and techniques used in teaching writing composition such as the (Process Approach) , Hillocks's Modes and Raimes's classification --- etc. ,but the focus in this study is the (PPM) and the (DJs) technique.

### 2. 3 – The Definition of (DJ):

Since the term (DJ) is new in methodological books ,the researcher feels that most teachers and specialists in methods of teaching English do not read or hear about it , therefore ,it is necessary to highlight the definition.

"A DJ is a written conversation between two or more people through the use of notebooks or computer " (Gebhard ,2006: 220).

" ADJ is a written dialogue between a student and the teacher. students should be allowed to write freely ,and the teacher should respond naturally " (www.region.4education. service center ,2009:19)

A bound composition book or a notebook contains a written conversation between the teacher and the students ,and may continue for any length of time during the course of a semester or year. (Peyton and Reed ,1993:13).

ADJ is a bound composition book in which each student carries a private written conversation with the teacher for an extended period at time (school year ,semester). (Station ,1987: 4).

ADJ writing is an effective approach to integrating reading and writing instruction that should become an essential part of beginning literacy instruction. (Hedge ,2000: 311).

ADJ is a writing conversation in which a student and a teacher communication regularly (daily ,weekly etc,. depending on the educational setting) over a semester ,school year ,or course (Peyton and Reed ,1993: 28).

The DJ would be described as a reflective written conversation kept in a special notebook for that purpose revolving a round a variety of topics generated by the learners or guided by the teacher (Oxbrow ,2005: 54).

Leslie Reed a sixth – grade teacher was the first person who used DJs in her classes for more than fifteen years. In the early 1985 ,Reed was transferred to a school in Los Angeles. The students in her sixth – grade class came from 12 different countries and spoke ten different languages (Peyton and Staton ,1993: 17).

The DJs were developed over many years by a sixth – grade teacher ,Leslie Reed in Los Angles to achieve several needs: to know her students better ,to get feedback on

lessons ,to improve classroom discipline ,and to involve each student in meaningful reading and writing (Ibid).

Many theorists and teachers used this technique to develop their students abilities in writing (Peyton ،1990) ،(Brown ،1996) ،(Reid ،1997) ،i.e. ،(DJ writing for native speaker) then it is used in classes that involve non – native speakers such as Reed's class (Dooley ، 1987: 43).

(Francis ،1995) ،(Memahon ،1997) ،(Carter ،1998) ،and (Forlenza Bailey ،2000) have suggested that DJs are an effective means of promoting reflective thinking among prospective teachers (German ،2001: 37).

Many teachers and students have found DJs as interactive writing on an individual basis to be a crucial part of their classes. DJs do not only open a new channel of communication, but they also provide another context for language and literacy development. Students have the opportunity to use English in a non – threatening atmosphere in interaction with a proficient English speaker ,because the interaction is written ,it allows students to use reading and writing in purposeful ways and provides a natural ،comfortable bridge to other kinds of writing (Woytak ،2006: 37).

### **2. 3 – 1 The Advantages of Using DJs:**

Simth (2001: 9 – 11) summarizes some advantages of using DJs as a technique to enhance writing skills:

- DJs provides a mechanism for deep thinking and self reflection. The students need to be stimulated by new concepts and new experiences. Instead of listening and forgetting ، students can immediately process new information and this needs higher – level cognitive skills more than memorization of facts and forms.

- DJs help students discover:

Students who are allowed to write informally ،as well as ،formally are allowed the time to interact with new ideas or literacy works before being expected to be experts in their more formalized academic writing.

- DJs allow students to process information based on their individual learning style. Students' interaction with the text does not occur in a vacuum. The students are free to add pictures or refer to the music they are listening to ،food they are eating.

- DJs help students become motivated to do reading assignment:

When the students write their ideas and experience ،they may pass them to other students to read them or to the teacher to get response. This would help them get an opportunity to read what they wrote because they are the first readers for their writing.

- Encourage students to see reading/ writing connection: The give-and-take of a connection and the knowledge of an acceptable conversational markers and feedback are

acquired early by all children. However ,writing and reading are learned ,and are often treated as disconnected behaviours by parents and schools. DJs highlight the connection between reading and writing ,allowing students to converse with the text. The more experience they have with this conversation ,the more nature reading and writing become.

– Help students see audience and purpose:

DJS help students learn about the importance of audience and purpose ; two aspects of writing that are frequently forgotten.

### **2. 3 – 2 How can the teacher make DJ happen ?**

There are many ways to use DJs or written conversations effectively in the classroom. Because the level of students differ (beginners ,middle and advance) the way of implementing it will vary. Station (2008: 34) suggests the following steps:

- 1– Initially ,students should make journals entries during time to allow them an opportunity to internalize the procedures with the teachers guidance. Then the teacher may assign one entry as a take home assignment that the teacher or another student will respond to at a later time. Whether the journals are written face – to – face or taken home ,the teacher should be sure of giving students direction and structure.
- 2 – When students are engaged in a conversation with another student ,an opportunity to bond occurs. Students engaged in cooperative learning activities in the classroom benefit from having the chance to get to know and bond with other classmates.
- 3 – To begin using DJs ,the teacher asks the students to work in pairs. He should monitor these pairs to ensure that the students have a variety of partners. He suggests pairs of students use two different types (pen and pencil) or colors (black and blue) of writing implements to distinguish between writers.
- 4 – Explain to students that they will be talking with each other ,but they will not use their voices. They must know what they want to communicate with their partners. Give students a mini – lesson by writing an entry on the chalkboard asking them to respond to it in writing.
- 5 – Allow students to exchange a brief written dialogue about anything they choose. Allow time for them to write what they want ,exchange papers or journals ,read what their partners wrote ,and respond to it.
- 6 – Students can give their papers to their partners ,who read the dialogues and respond in writing.
- 7 – Divide the class into groups ,and then have students share their thought within their large group.
- 8 – Finally ,have each large group tell the entire class what they discussed .

Graham and Perin (2002: 50) show that DJs may be implemented by using the following steps:

- In a notebook ،the student writes an entry on any topic he/ she chooses.
- The teacher comments on the students entry ،expands the topic and/ or asks questions ،the purpose is not to correct what the student wrote but to expand it and model attributes of writing such as letter formation and conventional spelling.
- The students then answer the questions and offer additional comments before adding new thoughts.
- The entries may be one or two sentences long or longer ،depending on the level of the students.
- The student is encouraged to use anything which may help him to achieve this writing.
- The DJs can be exchanged on a daily ،or at least once a week.

### **2. 3 – 3 Practical Ideas for Managing DJs:**

Murray (2005: 184 – 187) suggests the following to manage DJs:

- 1 – Collect journals in an organized way such as one class peer day.
- 2 – Have a set time for journal writing.
- 3 – Before journal writing ،focus the class with a mini-lesson about specific language fortune.
- 4 – Let students share their journal with each other and respond to them if they like.
- 5 – Vary or limit the first questions.
- 6 – Write at least twice a week.
- 7 – Keep journal in a locked file box to ensure privacy.
- 8 – Copy error sentences from journals entries on sticky notes while responding. Place the notes in the lesson-plan book ،and use the sentences for grammar mini-lessons. Do not reveal the authors names.
- 9 – To adopt journal – writing for new comers students who have not yet learned any English ،the teacher can allow the student to draw a picture and label it instead of writing sentences ،or to draw a series of pictures in a clear way. The teacher then writes a sentence about the picture which the students copies. (www/ region 4 education service center ،2008: 21)

### **3 – The Procedures and Methodology:**

#### **3. 1 – The Experimental Design:**

Experimental designs are especially useful in determining the effectiveness and impact of programmes ،methods and techniques. The definition of an experiment is " a situation in which the researcher objectively observes phenomena which are made to occur in strictly controlled situation where one or more variables are varied and the others are kept

constant. " (Best and Kahn ،1998: 157). In contrast to descriptive study which answers the question (what is ?) ،experimental research on the other hand answers the question (what if) (Cohen ،2005: 221).

The present study follows the true experimental designs in which subjects are randomly assigned to experiment and comparison groups. It involves the selection of two groups randomly. Both groups (experimental and control) are submitted to a pre – test and a post – test then the independent variable (DJ) is administered to the experimental group only. The subjects' scores on the dependent variable (writing composition) measured by the post – test ،are compared to see whether there is any significant difference between both groups or not.

The researcher emphasizes here that the pre – test differs from the post – test – the reason is:

A common research design is to give the two groups a pre – test ،a treatment and then post – test. If you use the same test both times the group may show an improvement simply because of their experience with the test. This is especially true when the treatment period is short and the tests are given with a short time. (Rick ،2006: 316)

### **3. 2 – The sample of the study:**

The population of the study includes all the second year college students ،morning studies in the Department of English in the College of Basic Education/ University of Babylon during the academic year (2010/ 2011). The total number (82) is used as a sample of the study. The experimental group has been selected randomly by using cards ، the other group is the control group. After excluding the repeaters and the absentees ،the total number of the sample subjects is (80) students ،(40) students in each group.

### **3. 3 – The Construction of the DJs:**

The DJ is implemented here as an effective way to develop the subjects' ability in writing because learning and writing go hand in hand. DJ helps the students make connections between their experiences and new ideas. The behavioral objectives of the selected material of writing have been prepared in advance: These include:

- 1 – an ability to discover a new method of writing i.e. ،(process approach).
  - 2 – strategies for students to use DJs actively to engage in different writing situations.
  - 3 – an ability to note students' observation and connect new information with things they already know.
  - 4 – an ability to read critically from both their own texts and texts of others.
  - 5 – the use of DJs as learning tools is used on the idea that students write to learn and who uses them believe:
- Writing organizes and clarifies thoughts.



- Through writing the students can produce their opinions to a subject and make it their own style.
- Writing enables learners to find out what they know and don't know about what they are trying to learn concerning the experimental group .the researcher has divided the class into five groups each group contains eight students. The aim is to ensure good participation in writing entries and respond regularly. In each lecture the students and the researcher generate new ideas to write about and record them in the students note – books or papers.

### 3. 4 – Instruction Materials:

The researcher did not begin directly to give the students the steps of using the new technique (DJ) in the first lecture. He tried to teach the students the simple bases of the process approach in writing and emphasized that the students should cooperate in their writing tasks because the students are familiar with the traditional method (controlled composition) and PPM which has been followed now in teaching writing in Iraqi colleges. He faced a problem that the students face difficulty to break old habits since using this technique effectively requires time and practice.

Another problem is that some students were reluctant and considered writing as a hard task, but by encouraging those to write the researcher solved the problem.

Moreover ,he tried to choose interesting simple topics to write about ,for example , football matches between Iraq and other countries (which are lovely topics for men) or (help in kitchen by cooking food for girls). To motivate the students to engage in the experiment ,he responded regularly to the students' writing giving them feedback. He also tried to avoid the matter of accuracy and providing the students with good ideas by writing them on the board. Some students' writing were short and contain many mistakes ,so in the researcher's response ,he tried to direct them to the right way. Furthermore ,the researcher chose some topics from their textbook since they have final examination.

Most students need to write the suitable words in the right place. Also using the transition words were difficult for them in a lot of their writing. They tried to write simple sentences and avoid compound and complex ones. Finding the topic sentence was another problem which faced them. The topics that the researcher presented in his lectures were:

- 1- Yourself
- 2- Tourism in Iraq
- 3- Unforgettable Day
- 4- Football Match
- 5- Your Favorite Hero
- 6- Five pulses for Adults to Follow in their Relation with Teenagers
- 7- Charity
- 8- Your Culture and the British Culture

### 3. 5 – Test Construction:

The items of the two tests have been constructed according to the objectives of writing composition. The pre – test and post – test consist of four questions. Each question takes

25 points. The researcher followed the principles of the controlled composition and the PPM in designing the test. (See Appendices 1 and 2).

To realize the face validity of the two tests. They have been given to a jury of experts. The jury members are ten university professors specialized in TEFL and Linguistics.

The pilot administration of the test is applied by giving the pre – test to twenty students selected randomly from second – year students/ Department of English. It has been found that all students were able to answer the test without difficulty and the instructions were clear enough. The time of the test required for answering all the question is about two hours.

The reliability of the test was also ensured by using the Alpha Cronbach Formula.

### **3. 6 – Final Administration of the Achievement Test:**

The post – test was administered at the end of the experiment on both groups (the experimental and control). The students were told about the administration of the test one week before the administration. It lasted for about two hours.

### **3. 7 – The Scoring Scheme:**

The final marks of the test is (100). The marks of the pre – test are distributed as follows:

Questions One ,Two ,and Four are given (25) marks distributed as follows:

- Ideas (5 Marks)
- Style (5 Marks)
- Grammatical Structures (5 Marks)
- Organization (5 Marks)
- Mechanics (5 Marks)

As for Question three each item is given (25 Marks) because it is a cloze test.

Marks of the post–test are distributed according to the following scale:

- Idea and content (5 Marks)
- Organization (5 Marks)
- Word Choice and Style (5 Marks)
- Structures (5 Marks)
- Mechanics (5 Marks)

## **4 – Data Analysis:**

### **4. 1 – A comparison of the Pre – Test and Post – Test Scores:**

In order to determine whether there are any significant differences between the performance of the experimental and control groups ,the scores of the pre – test and post – test of each group are compared. Then ,a comparison between both the pre – test and the post – test of the experimental groups are presented.

#### 4. 1. 1 – A comparison of the Pre – Test and Post – Test Scores of the Control Group:

In the pre – test of the control group ,the mean scores is (42. 60) whereas in the post – test it is (42. 26). The t – test formula is used to show if there is any significant difference between the scores of the control group in the pre – test and post–test. The t–test calculated value is (1. 099) at (0. 05) level of significance which indicates that there is a significant difference in the achievement of the control group in both test scores. See Table (1)

Table (1)

Mean ,Standard Deviation ,T – test Value of the Pre – test and Post – test of the Control Group:

Variables Tests	No. of Students	" X " Mean	Standard Deviation	Degree of Freedom	T – Value	
					Calculated Value	T Distribution
Pre – Test	40	42. 60	54. 9	78	1. 099	2. 045
Post – Test		42. 26	79. 163			

#### 4.1.2 – A Comparison of the Pre – test and Post –test Scores of the Experimental Group:

The mean scores of the experimental group in the pre – test is found to be (44. 65) whereas in the post – test is found to be (50. 625). The T – test formula is also used to show if there is any significant difference between the scores of the experimental group in the pre – test and post – test. The calculated value is found to be (7. 823) at (0. 05) level of significance ,which indicates that there is significant statistical difference between the two scores because of the influence of the (DJ) technique teaching. See Table (2).

Table (2)

Mean ,Standard Deviation ,T – test Value of the Pre – test and Post – test of the Experimental Group:

Variables Tests	No. of Students	" X " Mean	Standard Deviation	Degree of Freedom	T – Value	
					Calculated Value	T Distribution
Pre – Test	40	44. 65	78. 163	78	7. 568	1. 99
Post – Test		50. 625	75. 425			

#### 4.2– A Comparison of the Post – Test Scores of Both Experimental and Control Groups:

The T– test formula is used to find of if there is a significant difference between the mean score of the post – test of the experimental group which is found to be (50. 625) and the mean score of the post – test of the control group which is found to be (8. 246) at the level of significance (0. 05) and degree of freedom (78). This indicates that there is a significant statistical between both groups i.e. ،the achievement of the experimental group who were taught according to the (DJ) technique is higher than the achievement of the control group who were taught according to the tradition method (PPM). Accordingly (DJ) is more effective than the (PPM). Therefore ،the null hypothesis is rejected. See Table (3).

Table (3)

Mean ،Standard Deviation ،T – test Value of the Pre – test and Post – test scores of the Experimental and Control Group:

Variables Tests	No. of Students	" X " Mean	Standard Deviation	Degree of Freedom	T – Value	
					Calculated Value	T Distribution
Experimental	40	50. 625	76. 599	78	8. 276	2
Control		42. 256	69. 075			

#### 4. 3 – Discussion of Results:

From the analysis of the data ،it is found that the mean of the post – test scores of the experimental group is (50. 625) ،which is higher than the mean scores of the control group which is found to be (42. 256). This indicates that the students' achievement in the experimental group is better than that of the control group which shows that (DJ)is more useful for them in teaching writing composition than the tradition method (PPM).

#### 4. 4 – Conclusions:

The present study in its theoretical and practical aspects has led to the following conclusions:

- 1– According to the findings of this study ،the subjects of the experimental group who are taught by using DJs have been significantly improved in writing composition. This has been based on a comparative statistical treatment of the subjects scores on both groups of the pre – test and post – test.
- 2– Most students are weak in writing skill (the mean of the control group is (42. 60) in the pre – test whereas the experimental is (44. 65).
- 3– DJ encourages students to write regularly to their teachers and other people. So ،they could cover the elements of writing audience ،purpose ،text ،and context.

- 4- The traditional methods (controlled composition and PPM are old methods because they focus on just accuracy).
- 5- In This technique ،writing is not just an activity but also a valuable learning tool and this agrees with the new trend (learning to write and write to learn).
- 6- DJs encourage students to express themselves in thoughtful ،formal and informal ways and give teachers important insight into their students.
- 7- DJs imply the concept of communication triangle of reading ،writing ،and discussing and in this point the teacher could stimulate the natural interaction of language uses in students to further linguistic development.
- 8- With DJs ،students could write brief notes about their state of the class perspectives. They could question and comment ،as well as ،answering questions and responding to comments.

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### Appendix (1)

#### Pre-test

University of Babylon

College of Basic Education

Time: 2 hours

English Department

Please answer all questions:

Q1-Complete the following paragraph. (Not more than 5 lines) (25 m)

My favourite hobby is reading and I always spend my spare time in-----

Q2-Write a composition about someone you know very well. Show in your composition the following points: (25 m)

1-His/ her age.

2-His/ her job.

3-Do you like him/ her or not? (why)

4-Does he/ she have a family?

Q3–Re–write the following composition choosing the correct words from the list given below according to the number given. (25m)

Pollution is the biggest problem in the world today. For one reason, the chemical that we (1) into the air will (2) the atmosphere and the sun's (3) will burn us. For another reason, if we continue to (4) trash and garbage into the sea, the fish will (5) and millions of people will die because they depend on fish for food. (6) our lungs will become diseased because of the polluted air. Many people will get (7) and other terrible disease. But most of all, the plants will die and then we might die (8) because the plants give us oxygen to (9). Not only that, no one will ever be able to replace the trees *and flowers*. *In my opinion, pollution should be the first problem the world tries to (10)*

1– spray speed spin spill 6–According to Although In spite of In addition

2–build take in destroy attack 7–cancer benefit reason dream

3–rays gases cores elements 8–very too neither either

4–drag back throw appear 9–drink eat wait breathe

5–live grow lie die 10–bring solve involve revoke

Q4–Look at the picture and then write a composition according to your imagination. (25 m)



## Appendix (2)

### Post–test

University of Babylon

College of Basic Education

Second year class

English Department

Time: 2 hours

*Please answer all questions: (25 marks for each question)*

*Q1: Write three lines about the following questions:*

Teacher: How often do you write in English?

Students: -----

Teacher: What do you like to write?

Student: -----

Teacher: How can I help you become a better writer?

Student: -----

*Q2: Complete the following paragraph. Give it the following title (Attendance of University)  
(50 words)*

Most people feel more freedom when they attend at university-----

*Q3: Write a composition about (Parents Roles to Help their Children). Make use of the following sentences. (100 words)*

- Parents can help their children be successful in school by encouraging them.
- Children usually enjoy playing games instead of studying their boring lessons.
- The best way to encourage children to study efficiently is to reward them when they get high marks.

*Q4: Look at the picture carefully and then write a composition according to your imagination.  
(50 words)*

