



ABSTRACT

Writing is an important skill that might affect EFL student's communication in writing and learning of the English language. EFL writing plays a central role in today's schools as well as colleges. The plan and writing strategy has a better impact on the student's achievement and their willingness to write have been increased. This is significant compared to the traditional method.

The sample consisted of (60) students who are involved in the fourth year/ morning studies in English Department and Translation Department / Tikrit University. They are divided into two groups (experimental and control groups) each group contains (30) students. The experimental group had the students who were trained with Plan and Write strategy and the control group contains the students who were taught with the traditional method. A pre-test and a post-test have been conducted to prove the effectiveness of the 'Plan and Write' Strategy. The reliability was found using Kuder Richardson Formula (20). Hence, the reliability coefficient of that particular test is (0.83). The results are as follows:

After the adoption of the Plan and Write strategy , the students were found to be writing in a creative manner and the coherence of the sentences have improved to a great deal. There is a significant development in the vocabulary of the students. The students were able to bring out their concepts in a better way. Their fear of writing had completely gone. The grammar errors have been greatly eliminated.

الملخص

الكتابة هي مهارة مهمة قد تؤثر على تواصل طالب اللغة الانكليزية كلغة اجنبية في الكتابة وتعلم اللغة الانكليزية. تلعب مهارة الكتابة في اللغة الانكليزية دورا رئيسيا في مدارس اليوم وكذلك في الكليات. ان استراتيجية الخطة والكتابة لها تأثير ايجابي على تحصيل الطالب حيث يزداد استعدادهم للكتابة مقارنة بالطريقة التقليدية. تكونت عينة البحث من ستين طالب وطالبة كانوا يدرسون في السنة الرابعة في قسم اللغة الانكليزية وقسم الترجمة في جامعة تكريت للعام الدراسي ٢٠١٧-٢٠١٨ ، حيث تم تقسيمهم الى مجموعتين (مجموعة تجريبية ومجموعة ضابطة) كل مجموعة احتوت على ثلاثين طالب، حيث تم تدريس المجموعة التجريبية وفقا لاستراتيجية الخطة والكتابة بينما تم تدريس المجموعة الضابطة وفقا للطريقة التقليدية، وكانت النتائج كما يلي:

بعد اعتماد استراتيجية الخطة والكتابة وجدنا ان الطلاب يكتبون بطريقة مبتكرة وقد تحسنت تماسك الجمل لديهم بشكل كبير، كما ان الطلاب كانوا قادرين على ابراز افكارهم بطريقة افضل وان خوفهم من الكتابة قد ذهب تماما والاعطاء اللغوية تم القضاء عليها الى حد كبير.



Section one: Introduction

1.1 Statement of The problem

English is an important medium of communication in the present day world. It has become the lingua franca of almost all the countries. Every student should have a definite knowledge of English to excel in any profession. While learning the language, one should excel not only in the one aspect but it is necessary to have a good knowledge of every other aspect of the language too. The ample job opportunities are available only for the students who are having good fluency in the language. They should also know to present their ideas effectively.

To develop better skills in the language, the students should develop an interest in that particular language. Even though the advancement of the skills in English is very important, the students are not developing an interest to learn English as they are scared to read as it is the foreign language. The major reason behind this is the usage of the traditional method of teaching which emphasizes more on rote learning rather than the thorough understanding of the language. Writing is one of the most important aspects which should be mastered ,teacher as a source of knowledge has to be more innovative in choosing appropriate method and interesting material for students in classroom practice. Thus ,it is important in writing that students can clarify their ideas about a text and many strategies can enhance the writing skill. In this case ,plan and write strategy was used in order to make the student able to write effectively because writing is an essential part of our daily life .



1.2 Aims of the Study:

This study aims at :

1. studying the effect of the 'plan and write' strategy on the writing achievement of the Iraqi EFL students.
2. helping the teachers in developing the innovative methods of guiding the students in writing better essays and other formats of writing.

1.3 Limits of the study:

The present study will be carried out on the 60 students from Tikrit University and these students belong to the fourth year of the English department/ College of Education for Humanities and Translation Department/College of Arts .

1.4 Hypotheses of the study :

1. There is a momentous change in the creative writing of the students who are taught with the 'plan and write 'strategy when compared to the students who are taught with the traditional methods .
2. There is also an improvement in the mean score level of the students who are given training using the 'Plan and Write' strategy and the fear of the students in writing the essay has got completely eliminated.



1.5 value of the study:

The value of the current study can be listed in the following points :

1. It will help the students finding the innovative methods to have a better advancement in the writing skills .
2. It will help the students to have a proper understanding of the language. It will also help in better sharing of their knowledge even with the people from other countries.
3. The students will be able to articulate their ideas in a better format which in turn will lead to better thinking skills.
4. It will help the teachers to achieve a tremendous advancement in improving their teaching strategies.
5. It will also help in removing all the drawbacks in the achievement of the students.
6. The process of writing the essay will become simplified and this generates a tremendous level of awareness among the students.
7. It will also help the students who are weak in their achievement to pick up faster and eliminate their learning disabilities.



Section Two

Theoretical background:

2.1 Definitions of Writing

writing can be considered as the form of human communication in which we are able to express our ideas and opinions in a clear-cut manner. It is also the tool where the people communicate with each other."Writing gives you the illusion of control, and then you realize it's just an illusion, that people are going to bring their own stuff into it."(David, 2012:43)

Raimes (1983: 3) indicates that writing is an integral part of communication when the other person is not right there in front of us, listening to our words and looking at our gestures and facial expressions. There are other definitions proposed by Byrne (1997:1) who states that writing is the use of graphic symbols which are arranged according to a certain conventions to form words and sentences. In addition to the definition above, he states that writing is not merely the act of arranging graphic symbols; but in writing people produce a sequence of sentences arranged in a particular order and linked together in a certain ways. From the statement, it can be said that writing work follows a gradual stages from a simple use of graphic symbols to a complex arrangement of sentences based on certain rules and conventions. This is supported by (Scrivener ,1994: 157) who states that writing work in the classroom falls on a continuum from copying which focuses on accuracy to free writing which concentrates on fluency.

From previous elaboration it can be concluded that writing is the act of expressing ideas or thoughts in communication using graphic symbols which are arranged based on certain rules and conventions.(Heaton ,1975: 135) states a



Achievement in Writing Skill

view that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The varied skills are grouped into five general components or main areas. They are:

- 1) language use: the ability to write correct and appropriate sentences;
- 2) mechanical skills: the ability to use correctly those conventions peculiar to the written language - e.g. punctuation, spelling;
- 3) treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- 4) stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
- 5) judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Matthews, et al. (1985: 71) states that writing skills have several specific skills which are grouped under five headings; they are graphical or visual skills, grammatical skills, expressive or stylistic skills, rhetoric skills, and organisational skills.

Another classification is suggested by (Brown ,2001: 343) which identifies and enumerates micro skills of writing as follows: (1) producing graphemes and orthographic patterns of English; (2) producing writing at an efficient rate of speed to suit the purpose; (3) producing an acceptable core of words and using appropriate word order patterns; (4) using acceptable grammatical systems .



2.2 Types of writing

The four different types of writing are(Heaton,1988:23-29):

1. Expository

This is the most commonly used type of writing used every day. In this form of writing, the author gives the related facts and figures only of the particular topic. Here, the person would not discuss their opinion. The information is presented without making any substantial changes. You can find a logical order in the presentation of that information. The Examples of this form of writing includes the textbook writing, business reports, recipes etc.

2. Persuasive writing

The main motive of this type of writing is to influence the readers to accept their opinion. The author usually takes a stand to convince the readers. The authors would use a lot of examples to persuade the readers to accept their viewpoints. The best examples of these kinds of writings are opinions and the newspaper editorials, advertisements, book reviews and the letter of recommendation.

3. Narrative writing

In this type of writing, the author usually tells a story. There will be a lot of characters and dialogue. These kinds of writing will be having definite beginnings, intervals and the endings. The best examples of this kind of writing are the novels, short stories, autobiographies etc. The narrative writing is the most important form of writing which makes the readers flow with the flow of the writing.



4. Descriptive Writing

This writing focuses mainly on giving information to the readers regarding a character, an event or a place. The best thing about this type of writing is that it describes the events in all the five senses.

The problem faced by the students while writing by(Hoover ,2007:15-27)

1. Vocabulary is considered to be the biggest enemy of the students. Though there are a lot of appropriate words, very few have the ability to use those words in the right places. There should be proper linking words and phrases to make the sentences meaningful. These things are difficult for many students. If these words and the phrases are not used accordingly, there will not be any coherence in the passage. These issues arise not only with the average students but also with the researchers who are well-versed with various subjects.
2. Plagiarism is done mainly by those students who do not know how to put out their ideas into the proper form. So, they tend to copy the texts from the different sources such as websites, books etc. This kills the creativity of the person concerned.
3. The major area in which many people fails is the Grammar and the appropriate use of punctuation marks. Grammar is considered to be the foundation of any language. Before starting to learn any language, it is imperative to thoroughly read the grammar of that particular language. These teachings should be due importance. But grammar is not taught in an understandable manner in many of the universities. So, the students are struggling to have a proper knowledge of that particular language.
4. Many students have the best ideas regarding various concepts but these ideas can give them fruitful consequences only if they are written in a



structured manner. There should be a proper introduction, main body and conclusion. There shouldn't be any repetition of the concepts. Each paragraph should serve the purpose for which it is written.

5. You can also find the students not discussing a particular concept in an effective way. An essay can be said to be complete only if the all the viewpoints, merits and demerits, different aspects are discussed fittingly. The core point should be given in the top and the points of least important should be given below. For the citing the quotes, reference should be given in the end.
6. Another common problem among the writers is that they do not do proper research before starting to write. This results in incomplete essays.
7. There is also a psychological problem with many that they have a fear of failure. Many think that their work would not be proper because of their inadequate writing skills. This makes hesitate to start even any simple essay.
8. If a particular topic had been discussed so many times, the students would be devoid of ideas to further expand the topic concerned. This makes them beat about the bush.

So, to avoid these problems, one of the best methods used will be the plan and write strategy.

2.3 Importance of writing

The writing is considered to be the important form of exercise because of the following reasons(Heaton,1988:84)



Achievement in Writing Skill

- ☐ Every Job in the present condition demands some form of writing. For example, the lawyer should have effective writing skills to right the legal contracts and nurses' needs to know the art of writing to write the medical report. This is the reason why every professional degree gives importance to the art of writing in the college days.
- ☐ It is an important form of communication in every aspect of life. Right from the personal things such as building relations to the official things like forming opinions, closing the business deals, the writing is important. Writing does not imply mere presenting of your ideas. Those ideas should be presented in an organized manner that it becomes easier for those who are reading your write-ups to understand the crux of your writing. The miscommunication of the ideas would definitely not serve the purpose and it may lead to the unexpected consequences too.
- ☐ It would help in increasing the decision making abilities and the skill of inquiry also. It would help in evaluating the situation and can help in comparing similar situations.
- ☐ It would also help in improving the skills of problem-solving and the critical thinking.
- ☐ The people would be able to develop a healthy skepticism of the opinions in the world level which would lead to forming a broad perspective of the world and a confident imagination.
- ☐ In the present era of digitalization, the people should know the art of writing to advertise their products in an appealing way to attract the customers.
- ☐ There are certain jobs such as journalism demands a highly skilled form of writing.

- ☐ The people who excel in the art of writing are considered to the people with high talents.
- ☐ There will be cross-cultural collaboration among the people if the people are able to express themselves on a common platform.

Hence, the writer is not a mere activity but it is an art as said by Gabriel Garcia Marquez, novelist "Writing is [like] making a table. With both you are working with reality, a material just as hard as wood. Both are full of tricks and techniques. Basically, very little magic and a lot of hard work are involved. . . . What is a privilege, however, is to do a job to your satisfaction."

2.4 Teaching Writing

Integrating the four language skills in the teaching of English is strongly demanded. Byrne (1997: 6) proposes an example that it is impossible to learn to speak a foreign language without learning how to write in it. It is also stated that in the early stages of a course oriented towards oral proficiency, writing serves a variety of pedagogical purposes. The consideration strongly suggests that teacher should teach writing skills as part of an integrated skill approach of language learning. Although at early stages writing will be largely a reinforcement of language learned orally, as the learner progress to the next stages of language learning, teacher can provide for written work on a more extensive scale. In the classroom, guided writing is a very important tool for helping students to become better writers. Help can be given in thinking through ideas, ordering the ideas, considering the vocabulary and grammar, co-operatively preparing notes and draft copies, and in other ways of making preparation to write. Students can learn to become a better writer by being actively encouraged to follow through series of preparatory steps before the final



text is produced, and becoming aware of that preparation process, so that it can be done more independently and fluently in the future.

2.5 PLAN and WRITE Strategy

This strategy is employed mainly to put in order the thinking of the students to write a proper essay. It is considered the Mnemonic essay writing Strategy. It is framed mainly to help the students to plan, draft and revise the texts. This strategy is used for the effective organization for both planning and writing the essay. The knowledge and capabilities of the person are perfectly utilized to support the process.

The plan and write strategy is found to be more valuable for those mainly in the adolescent stage. But it can also be employed for the students from all the age groups by doing certain modification pertaining to their age. This is most importantly used to improve the writing skills of the people with the learning disabilities and also those with the improper state of mind (Hoover, ET all, 2007). This strategy has perfectly experimented and desired results have been arrived at many cases.

2.6 The procedure employed for working this particular strategy is given below:

1. Give attention to the prompt.
2. Put down the main ideas
3. Then supporting ideas should be added.
4. Give the numbers to the major points (or ideas).



In the WRITE part, the students are allowed to continue the planning process even while writing an essay.

1. You should start working on your plan to expand your thesis statement
2. There should be a proper organization of goals.
3. To connect the sentences clearly, a lot of transition words should be included. These transition words should be provided in the maximum number so that the students can use it appropriately.
4. It would be attractive and proper if the students are using a different kind of sentences.
5. Sound vocabulary would further help in building the content of the essay.

2.7 The Advantages of plan and write Strategy

Plan and Write strategy would help the students in writing the essays in an effective manner. This is the most important skill for the academic success. The important thing one should follow in using this strategy would be to plan their writing first. About one-fourth of the time should be spent on the planning process. Apart from having a proper plan, one should also know to enforce the plan effectively . There are students who waste a lot of time in planning. This should be avoided. Both the planning and the writing should be adequately balanced. Everyone should establish their goals for writing. Even if you are not getting the adequate plan in the initial stages, it would be possible in the future. Just keep practicing.

“Skilled writers activate and coordinate an impressive array of mental operations, skills, and knowledge as they make plans, draw ideas from memory,



Achievement in Writing Skill

develop concepts, organize ideas, create a written draft, reconceptualize plans, revise text, and so forth (Graham & Harris, DeLaPaz & Graham, 2002 :32).

This strategy would well in the instructional environment where the teachers would guide the students for some days and they can follow it in an appropriate manner after that with much attention. The major problem associated with the strategy is that the teachers should be given the adequate training so that they can guide. The students should be more careful in selecting the words etc.

Section Three

Procedures

3.1 Experimental Design:

The experimental design gives the procedure that helps the researcher to prove the hypotheses by arriving at valid conclusions concerning the relationship between dependent and independent variables. The design is selected in such a way that it should satisfy the purpose of the study and the capability of the students employed in this study.

Table(1)

The experimental Design of the research

Groups	Pre-test	Independent	Post-Test
Experimental Group	To check the homogeneity of the students.	Given training using the plan and write strategy	To see the impact of plan and write strategy on writing.
Control group	To check the homogeneity of	Not given the training	

The two non-equivalent groups design with post-test in one variable and pre-post test in another variable. -The EG is the group that is given training using the PLAN and WRITE strategy, whereas the CG is the group that has been trained using the traditional method.



3.2 Population and Sampling

Population means all the people or objects from whom or from which we select our samples (Patel,2011:340). Sample is defined as “a group of units selected from a larger group (the population) to represent because the population is too large to study in its entirety (Porte,2002:14) .

In the present study , around (60) students are selected from the fourth year belong to two departments (English and Translation). They are from Tikrit University for the academic year (2017-2018). The researcher made these (60) students into two groups. One is the experimental group and the other one is the control group. The experimental group is taught by using the Plan and Write Strategy while the control group is taught with the traditional methods.

3.3 Equivalence of the sample

The students were selected from the same university but different departments. This was done intentionally because of the following reasons. They are from the similar background so that their level of support received from the parents would be the same. Since the syllabus and the topics discussed in the class are same, the students would have been exposed to a similar level of the knowledge. Their way of presenting ideas in the form of the essay will also be similar.

In the essay in which the students were asked to write before the research, the students were having the same standards in various aspects such as grammar, vocabulary and the structure of the sentences. From the above test, it can be found that the normal knowledge of English among Iraqi EFL students was almost the same. The equalization of both groups is done according to the age,

writing ability, achievement in the writing pre-test and use of the writing strategies in the pre-administration.

Table (2):

Equivalence of the Sample

	Experimental		Control group		Degree of freedom	T-value completed
	X mean	Standard	X	Standard		
The students age	150.09	7.21	145.12	7.2	62	1.050
Skills of writing	45.60	4.6	50.33	5.66	62	1.677

3.4 Research Tools:

The tools used in this research are the pre-test and the post-test. In the pre-test, the students are asked to write the essay and a set of questions are given to test the vocabulary and the grammar. In the pre-test, an essay topic is given. The students were asked to write on any topic in which they are comfortable. This helps in testing the homogeneity of the students. A post-test is conducted to evaluate the impact of the Plan and Write Strategy in the experimental group.

3.5 Construction of the Achievement Test :

The achievement test is used to measure the extent of students' achievement of the instructional goals (Thangasamy ,2008:140). The students are asked to write an essay on the topic selected by them. This helps them in having a suitable topic which they find easier to write. Selecting their own topic would help the students to have interest in the topic selected by them The essay is evaluated by the scoring rubric was adapted from Jacobs (1981). The



rubric consists of five aspects such as content, organization, language use, vocabulary and mechanics.

Content refers to the expansion of the topic and the wholeness of supporting facts. Organization is formed on the basis of the generic structure of the expository essay. Language use generally checks the usage of appropriate grammar and connecting phrases. Vocabulary refers to the appropriate selection of the words and mechanics refers to the use of capitalization, punctuation, and spelling.

3.6 Statistical tools:

The research is conducted mainly to test the hypotheses. The students are divided into two groups with the 30 students in each group. They are asked to write an essay in the pre-test and the post-test. The essays are evaluated based on the Jacob scoring group. The essay will be evaluated by two teachers so that there will be some form of objectivity in the method of evaluation.

3.7 Administration of The Test :

The instruments used in the method are the two written tests: the pre-test and the post-test. The students are asked to choose their own topic so that they can write the test with the utmost interest and they can gather as many ideas as possible. The pre-test was conducted before starting the research so that the homogeneity of the students is correctly checked. In the essay, the coherence and the appropriate usage of the words are majorly tested. The Jacob rubric is employed to objectively evaluate the essay. The post-test was also conducted in the similar manner. It was done once the research is over. Even in the post-

test, the students were asked to select their topic. The method of conducting the post-test was the same for both the experimental group and the control group.

Table (3):

Instruments used

No	Instruments		Functions
1.	Pre-test	1. Essay on one topic	To evaluate the homogeneity of the students
2.	Post-test	1. Essay on one topic	To test the impact of the plan and write strategy
3.	Scoring rubric		To evaluate the essay in an objective manner.
4.	A review questionnaire		To know the opinion of the students.

3.8 The Validity the test :

In selecting or constructing an achievement instrument ,the most important question is ,to what extent will the results serve the particular uses for which they are intended ?(Gronland,1995:25). Before applying any evaluative tool its validity should be ensured as an identified characteristic of a good test (McNamara,2000:48).

The writing skill is best judged by the essays written by the students. It would help in checking whether the students have presented their ideas in an organized manner. In the essays written by the students, almost every aspect of the writing skill is tested. Since the students are allowed to select their own topics, they would be enthusiastic about writing the essay. As the researcher



used the scoring rubric to evaluate the essay, there will be objectivity in the analysis of the essays and further, the essays are evaluated by at least two teachers which further bring more value to the evaluation. Both the content validity and face validity is effectively tested.

3.9 The Reliability of The Test

Reliability is defined as “a measuring device which measures the degree to which a test or other instrument of evaluation measures consistently whatever it does in fact checking”(Good,1973:448).

It is the general perception that the assessment of the essay cannot be done in an objective manner. In order to test the reliability of the written test, the scoring rubric and the evaluation by the students are used. There will be a grading system in the rubric so that it would be possible to organize the students based on the ranking system. The students with the similar marks are ranked together. This will make the test more reliable Therefore, the reliability is high and it indicates that the test as a whole was reliable and ready to adopt, then to apply

Chapter four:

Data Analysis

4.1 Pre-test Analysis

The pre-test was used to evaluate the knowledge level of the students before studying the impact of the plan and write strategy. It was done to show that the students are homogenous. The results of the test were arrived by testing the essays using the scoring rubric which was designed by Jacob. This rubric consists of content and organization, grammar and vocabulary. This test is also analyzed by two teachers to bring out the objectivity in the analysis.

Table (4):

Description of the Pre-test

Variables groups	No of students	X Mean	SD standard	Variance
EG(C)	30	73.4675	5.4673	17.50
CG(A)	30	52.7475	3.3567	13.22

To prove that both the experimental group and the control group were on the same level, a standard test called T-test is used. The T-test is done to ensure that the significant variation in the level of the scores is due to the 'Plan and Write strategy' rather than any other factors. If the result of the test that is p greater than 0.05, then we can conclude that the data was in the normal distribution.

Table (5):
Normality test of the pre-test results

Group	Assymp. Sig	Significance level	Results	Conclusion
Experimental	0.64	0.05	$p > 0.05$	Normal Distribution
Control	0.33	0.05	$p > 0.05$	Normal Distribution

The result of the homogeneity test shows that the significant level is much higher than 0.05. This shows that both the control group and the experimental group are more or less similar in the standards. There is another test called the balance test. In the balance test, it is shown that the result of the t value calculated is much lower than the T-value given in the table.

Table (6):
Balance test

Variable	Number of subjects	Difference	Mean	SD	t-value calculated	t-table	α	conclusion
Experimental group	30	62	73.4675	5.4673	0.63	2.11	0.05	Not significant
Control group	30	62	52.7475	3.3567				

4.2 Post-test analysis

The post-test was conducted after giving training to the students based on the 'Plan and Write' strategy. Here also, the students were given the essay on a topic in which they have selected. The same pattern of the test was given

for both the control groups. The results of the test were found by testing the essays using the scoring rubric which was formulated by Jacob. This rubric consists of content and organization, grammar and vocabulary. This test is also analyzed by two teachers and the average score is taken for the calculation purpose.

Table (7):

Description of the Post-test

Variables groups	No of students	X Mean	SD standard	Variance
EG(C)	30	85.2245	4.11	9.67
CG(A)	30	65.5544	3.48	8.57

The mean of the experimental group has been much greater than the average of the control group. Then the T-test is carried out. The t-test is performed to show whether there is any significant variation in the level of

the scores is due to the 'Plan and Write strategy' rather than any other factors. If the result of the test that is p greater than 0.05, then we can conclude that the data was in the normal distribution.

Table (8):

Normality test of the post-test results

Group	Assymp. Sig	Significance level	Results	Conclusion
Experimental	0.87	0.05	$p > 0.05$	Normal distribution
Control	0.34	0.05	$p > 0.05$	Normal Distribution

Achievement in Writing Skill

The result of the homogeneity test shows that the significant level is much higher than 0.05. This shows that both the control group and the experimental group have the same variance.

There is another test called balance test. In the balance test, it is shown that the result of the t value calculated is much higher than the T-value given in the table. This shows that there is a huge variation in the writing skills of the students who are taught with the 'plan and write' strategy than those who are taught with the traditional method of learning.

Table (9):**Balance test results**

Variable	N	Difference	Mean	SD	t-value calculated	t- table	A	conclusion
Experimental group	3	62	85.22	4.	7.22	2.1	0.	Significant
	0		4	1		1	0	
Control group	3	62	65.55	3.			5	
	0		4	4				



4.2 Discussion of the results:

From the above analysis conducted using the T-test, it can be perfectly concluded that the way of writing of the students who are taught using the 'Plan and Write Strategy' had been greatly improved. Moreover, the experimental group has shown a higher level of confidence than the control group. This also generated a greater level of interest in learning the language. The students are also enthusiastic about learning different topics. The adoption of the better level of grammar in the sentences had greatly developed the quality of the writing. The students were very sure that they would score very good marks in the coming examination. The review questionnaire which was conducted later had generated the affirmative remarks from the students. The students had also given certain suggestions to improve their writing skills.



4.3 Conclusions:

‘Plan and Write’ had already been adopted by many Universities. But there were adopted only at the minor level. The findings in the current research paper had further proved the desired results. With the progress in time, the students who were taught with this strategy were able to develop their writing skills in a faster manner. Their confidence level and their ability to grasp the content have also improved. This strategy is applicable to the people from both the genders and it also can be adopted for different forms of writing and different types of topics.

4.4 Recommendations:

The present research had given some recommendations which help in improving the writing skills of the students in the longer run.

The various recommendations are as:

- ☐ The teachers should do a proper investigation on how to use these strategies effectively.
- ☐ Apart from learning, they should develop various ideas to implement these strategies in a perfect manner.
- ☐ The students should cooperate with the teachers so that they can enjoy the fruits of their labour in a better way.
- ☐ The students should be given the required assistance as and when required by them.
- ☐ In addition to trying in the classrooms, the students should also take additional steps to try these strategies in their home also so that they can become excellent in adopting these strategies .
- ☐ The University should facilitate the teachers by providing them with all the resources needed.



4.5 References

Academic Writing Problems Faced by Today's Students - TNT Magazine www.tntmagazine.com.

Basics of Writing and Communicating a Strategic Plan managementhelp.org.

Brown, H, Douglas. 2001. Teaching by Principles, an Interactive Approach to Language Pedagogy. New York: Addison Wesley Longman Byrne, Donn. 1997. Teaching Writing Skills. New York: Longman, Inc Common Problems Students Encounter With Essay Writing - British Essay

Writers Blog www.britishessaywriters.co.uk

De La Paz, S., & Graham, S. (2002). Explicitly teaching strategies, skills, and knowledge: Writing instruction in middle school classrooms. *Journal of Educational Psychology*, 94(4), 687-698.

Good, Carter(1973) Dictionary of Education ,New York :MC Graw-Hill ,Inc.

Gronlund, Norman E.(1985) Measurement and Evaluation in Teaching. New York and London :Macmillan Publishing co. And coller Macmillan.

Hayes, David A. 1992. A Sourcebook of interactive Methods for teaching with text. United States of America Heaton, J.B. 1988. Writing English Language Tests. New York: Longman, Inc.

Matthews, Alan et al. 1985. At the Chalk face: Practical Techniques in Language Teaching. London: Edward Arnold Ltd.



Patel, Rambhai N. (2011) Educational Evaluation : Theory and Practice .7th ed. India : Himalaya Publishing House.

Porte, G.k. (2002) Appraising Research in Second Language Learning. Amsterdam : John Benjamin's Publishing Co.

PLAN + WRITE - Teacher ToolBox srsdstrategies.weebly.com

Raimes, Ann. 1983. Techniques in Teaching Writing. Oxford University Press
Scrivener, Jim. 1994. Learning teaching: A guidebook for English Language Teachers. Macmillan Heinemann .

Thangasamy , Koklia (2008). Instructional Technology and Curriculum Development . Neelkamal Publications Pvt. Ltd. New Delhi , Haderabad, India.

<http://dx.doi.org/10.1037/0022-0663.94.4.687>



Appendix (1) the Achievement Test

The researcher puts four questions that indicates in the strategy which the students should answer them after reading the passage:

- 1- Preview the readers, goals, and words to use
- 2- List main ideas & details on your sheet
- 3- Assign numbers to indicate order
- 4- Note ideas in sentences by following your plan Read the passage and answer the preceding questions: **Dot-Bombs-Their Recipes for Failure**

We've heard the incredible dot-com success stories about internet start-ups that become billion-dollar companies almost overnight. Companies like e-Bay. PayPal, YouTube, and Goolge turned a ,lucky few into instant millionaires. But what about the so-called "dot-bombs", the companies that didn't make it? Who were they, and what did they do wrong?

Webvan.com was an online grocery store that was founded in the late 1990's and went bankrupt in 2001. On webvan.com, a user could groceries and have them delivered whenever they wanted. Sounds like a great idea, right? So why did it fail? Like some of its fellow internet failures, webvan.com moved much too fast. Within a year and a half, webvan was available in eight cities and had plans to enter over a dozen more. Perhaps counting on a huge number of future users, webv an spent over 1\$ billion on warehouses and supplies before it had become profitable. But the company didn't attract the number of users it needed and soon closed its doors. Another mistake shared by some dot-bombs is spending too much money on advertising and losing sight of the company's real goals. For example, the company Pets.com focused a great deal of its energy and funding on commercials featuring a loveable sock puppet. The puppet became



extremely popular with consumers, and the company spent millions of dollars on advertising. But the start-up's actual service, selling and delivering pet supplies, never became popular enough with consumers to justify all the money that was spent on promotion.