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The Effectiveness of PLEASE Strategy on Iraqi EFL University Students' Achievement in Writing Skill

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Abstract

Writing in a foreign language is a big challenge that might affect EFL university student's achievement in writing and this skill is described as a complex process because it includes both cognitive and metacognitive elements. However, EFL writing plays a central role in today's schools as well as colleges and is yet regarded as a challenging skill throughout academic life. **PLEASE strategy** has a better effect on the student's achievement in writing when compared to the traditional method. The sample of this study consists of (52) students who are randomly chosen from second-year / Morning studies in English Department / Tikrit University for the academic year (2019-2020). The sample is divided into a control group with (51) students and an experimental group with (52) students. The experimental group had the students who were trained with **PLEASE strategy** and the control group had the students who were taught with the traditional method. A Pre and Post-tests have been conducted to show the effectiveness of **PLEASE strategy**.

The data has been collected and treated statistically. The obtained results reveal that after adopting **PLEASE strategy**, the students' achievement in writing were found to be in a good manner and the coherence of the sentences have

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improved to a great deal. The students were able to bring out their ideas and concepts in a better way. Their fear of writing had completely gone. The grammar errors have been greatly eliminated as well .

تأثير إستراتيجية PLEASE على تحصيل متعلمي اللغة الإنكليزية كلغة أجنبية من طلبة الجامعات في مهارة الكتابة

م. ابتسام جاسم محمد - جامعة تكريت - كلية التربية للعلوم الانسانية

<p>الخلاصة: تعد مهارة الكتابة بلغة أجنبية تحديًا كبيرًا قد يؤثر على إنجاز الطالب طوال حياته الأكاديمية ، وتوصف هذه المهارة بأنها من المهارات المعقدة لأنها تتضمن على مهارات مهمة مثل المعرفية وما وراء المعرفية. ومع ذلك ، تلعب هذه المهارة دورًا رئيسيًا في مدارس اليوم وكذلك الكليات ، و تعتبر مهارة صعبة الاكتساب طوال الحياة الأكاديمية. PLEASE من الاستراتيجيات التي اثبتت جدارة في ان يكون لها تأثير أفضل على إنجاز الطالب في الكتابة عند مقارنتها بالطريقة التقليدية. تتكون عينة الدراسة من (٥٢) طالباً وطالبة تم اختيارهم عشوائياً من المرحلة الثانية الدراسة الصباحية في قسم اللغة الإنكليزية / جامعة تكريت للعام الدراسي (٢٠٢٠-٢٠١٩). تم تقسيم العينة إلى مجموعة ضابطة قوامها (٥١) طالباً ومجموعة تجريبية قوامها (٥٢) طالباً. ضمت المجموعة التجريبية الطلاب الذين تم تدريبهم على إستراتيجية PLEASE والمجموعة الضابطة تضم الطلاب الذين تم تعليمهم بالطريقة التقليدية. تم إجراء اختبارات قبلية وبعديّة لإظهار فعالية هذه الاستراتيجية .</p> <p>تم جمع البيانات ومعالجتها إحصائياً حيث أظهرت النتائج المتحصل عليها أنه بعد تبني استراتيجية PLEASE تبين أن تحصيل الطلاب الكتابي كان بطريقة جيدة وتحسن مثل تماسك الجمل إلى حد كبير و تمكن الطلاب من إخراج أفكارهم ومفاهيمهم بطريقة أفضل و كذلك ذهب خوفهم من الكتابة تماما و تم القضاء على الأخطاء النحوية الى حد كبير أيضاً.</p>	<p>الكلمات الدالة:-</p> <p>- فعالية</p> <p>- PLEASE- استراتيجة</p> <p>- الإنجاز</p> <p>- مهارة الكتابة</p> <p>معلومات البحث</p> <p>تاريخ البحث:</p> <p>الاستلام: ٢٠٢١_٨_١٢</p> <p>القبول: ٢٠٢١_٩_١</p> <p>التوفر على النت</p>
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I. Introduction

1.1 Statement of the Problem

In learning English, there are four skills that should be learned, which are: listening, speaking, reading, and writing. In the field of education, writing is one of the skills that has an important function for students and it is an important part of language learning. According to Richard and Renandya(2002:35) state that writing is the most difficult skill for language learners to master ,the difficulty is not only in generating and organizing ideas but also in translating ideas into text, adding that writing is not difficult for EFL students but also for native language speakers because writers must master complex issues such as content, organization, goals, readers, vocabulary, punctuation, spelling and mechanics.

Since English 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. Students should also know how to present and write their ideas effectively. Hence, writing is one of the most important skills, which should be mastered.

Furthermore, instructors are also considered as an influential factor in EFL writing because most of them pay attention to surface level patterns of writing. They should consider writing as a whole discourse and not as a separate set of sentences. They should also, scaffold their students` writing by modeling the writing process and adding further steps to support them such as to be more creative in choosing appropriate methods and interesting materials that culturally familiar for students in classroom practices .

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 PLEASE strategy is used in order to make the students able to write effectively because writing is an essential part of our daily life .

1.2 Aims of the Study:

The study aims at :

1. Finding out the effect of PLEASE strategy in improving writing skill among EFL university students.
2. Finding out if there is any significant difference between the experimental group's achievement in the pre and post-tests .
3. Raising students` motivation and interest to share ideas and learn effectively through PLEASE strategy .

4. Increasing instructors` awareness about using modern strategies and techniques inside the classroom in teaching “Introduction to Academic Writing “by Alice Oshima and Ann Hogue”.

1.3 Limits of the study:

The present study is limited to:

- 1- The use of PLEASE strategy as a model for students and instructors.
- 2- EFL second year college students at English Department / college of Education for Humanities / Tikrit university who are studying “Introduction to Academic Writing” by Alice Oshima and Ann Hogue during the academic year (2019-2020)

1.4 Hypotheses of the Study

1. There are no statistically significant differences between the mean scores of the experimental group and that of the control group in the pre-test.

2. There are no statistically significant differences in the mean scores of the experimental group and that of the control group in the post-test.

3. There are no statistically significant differences in the mean scores of the performance of the experimental group in the pre and post-tests .

1.5 Value of the Study

The value of the current study can be listed as the following:

1. Helping students to make the challenge of writing more manageable.
2. Helping students to practice new strategies to have better practice in writing.
3. Helping students to have a proper understanding about the steps of writing
4. Providing students with cues which help them to remember and apply the steps of writing a paragraph.
6. Helping instructors by facilitating their role in teaching writing process .
7. Helping EFL curricula developers to develop flexible instructional materials.

II. Theoretical Background and Previous Studies

2.1 The Concept of Writing

Writing is described as a social event that affected by social roles and used to communicate ,the writer is doing a conversation in writing is the same as the speaker (Nattinger,1997:82). Also writing is the expression of language in the form of words, symbols or letters . The basic purpose of writing is communication because students will give full shape to their thoughts and feelings . Writing is also described as a process of self-discovering of what they are thinking . According to Harmer (2007:31) writing is one of the four skills of English and it is considered as a productive skill since it permits the language user to produce and build texts. According to (Harmer,2004:257) writing skill includes four basic areas as follows :

1. Grammatical skills : means the ability to write correct sentences .
2. Stylistic skills : means the ability to write correct sentences and to use language in a correct manner .

3. Mechanical skills : means the ability to use language mechanics correctly such as spelling , punctuation ...etc.

4. Judgment skills :means the ability to write appropriately for specific purposes with the audience in mind ,i.e. The ability to select and organize information .

2.2 The Process of Writing

Oshima and Hogue (2006:3) state that writing is a process not a product ,in other words it needs hard study and practice to develop this skill. Also, writing is an important tool of communication that help people to communicate with each other especially for some people in distance (Graham et al.,2007: 2) . Harmer (2004:4) states that the process of writing includes five stages :

- Stage one includes prewriting which is defined as any step done before writing the draft of the document. It includes thinking ,taking notes brain storming ,outlining and gathering information such as assessing data, observing behaviors ...etc.

- Stage two includes drafting which occurs when one puts ideas into sentence and paragraphs throughout the process of writing with little attention to spelling at this stage . The main focus in this stage is on explaining and supporting ideas and connecting ideas with each other. In other words writing is in progress.

- Stage three includes revising , in this stage a student should think deeply about the needs of the readers as well as their expectations and this can be done through revising the overall structure of the sentence and evaluating coherence .

- Stage four includes editing and proofreading ,this stage consists of checking things such as grammar ,mechanics and spelling .Checking if the text includes details and to be sure about including the information correctly .

- Stage five includes publishing , this is the final stage of the writing process which includes different things such as producing the final form of the work ensuring that citations and references are correct ..etc.

2.3 Types of writing

According to (DeLaPaz & Graham, 2002 :687) there are four different types of writing :

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.

2.4 Tips to Improve Writing Skill

Brown (2000,343) gives some tips that can help to improve writing as the following :

1. The use of acceptable grammatical systems (e.g tense agreements,..etc.).
2. The ability to express a particular meaning in different grammatical forms;
3. The appropriate use of cohesive devices in writing,
5. The appropriate use of the communicative functions in writing,
6. The ability to make links and connections between events and communicate such relations as picking ideas ,new information ..etc. ,
7. The ability to develop and use new writing strategies,
8. The ability to assess audience's interpretation, using pre-writing devices, writing with fluency in the list drafts, using paraphrases and synonym.

2.5 The Characteristics of Good Writing

According to Heaton (1988:135) a good text should include the following components. Those five components should be mastered by students to get good writing and to produce a good paragraph :

1. The ability to think creatively and write meaningful content,
2. The ability to pick (topics, ideas and develop thoughts).
3. The ability to write in appropriate manner (organization),
4. The ability to use of word/idiom (vocabulary),
5. The ability to write with appropriate structure (Language use), and
6. The ability to use punctuation, capitalization, spelling, and layout correctly (language mechanics).

2.6 Defining PLEASE Strategy

PLEASE strategy was first used within the frame of Self-Regulated Development Strategy (SRDS, henceforth) which has its roots in self - regulated learning. This approach is designed by Harris and Graham (1996-1999) , Renner (1999:8) states that this approach has been used effectively to improve writing skill of students with learning disabilities and normal students as well, who their writing problems are based on lower level (i.e. mechanics) or higher level (i.e. generating, organizing and revising ideas). Later many strategies have been suggested to be taught through the SRDS model such as "PLEASE" strategy for paragraph writing, Plan and Write strategy for planning , "WWW" for storytelling and , " C.O.P.S" for editing .

According to Graham and Harris (2005:30) , PLEASE strategy is a plan and write a paragraph containing a topic sentence ,supporting sentences and a concluding sentence . It is one of the mnemonic strategies that provides students with a road map to write a paragraph. Also, Akincilar (2010:53) states that PLEASE strategy is effective for improving the students ability in writing .Welch(1992:52)on the other hand defines PLEASE strategy as a management strategy in solving problems in writing paragraphs.

Furthermore, they states that PLEASE strategy is a metacognitive strategy and was found to be effective for developing student's metacognitive knowledge of paragraph composition. Also and according to (Welch & Link, 1989:115) . PLEASE strategy was developed as a metacognitive strategy for written expression to assist students in planning and writing compositions .

Graham and Harris (2007:10), state that the word PLEASE reminds learners to carry out the following steps while writing :

P- Pick a topic, an audience, and the appropriate textual format.

L- List information about the topic to be used in sentence generation, ongoing evaluation, and organizational planning.

E- Evaluate if the list is complete and plan how to organize the ideas that will be used to generate supporting sentences.

A- Activate the paragraph with short and simple declarative topic sentence.

S- Supply the supporting sentences .

E- End with a concluding sentence and evaluate the written work for errors in capitalization, punctuation, spelling, and appearance.

2.7 The Procedures of PLEASE Strategy

In applying any strategy, there is a procedure that must be followed. The procedure is very useful in order to make the process of doing the strategy run well. PLEASE is an organizing concept which directs the learner to identify the Pick-List-Evaluate-Activate-Supply-End. In addition, this strategy provides students with a repertoire of behaviors through the use of a first letter mnemonic that cues students on how to complete the writing task independently(Vaugh, Bos & Schumm 2003:42). The procedure of PLEASE strategy are:

a. Pick : Teacher provides students with instruction about how to pick their topic, their audience, and appropriate format.

b. List : Teacher shows students techniques to list information about the topic.

c. Evaluate : Teacher instructs students in ways to evaluate if their list is complete. Then they plan the best way to organize the ideas.

d. Activate : Teacher shows students how to activate the paragraph with a topic sentence. Teacher provides instruction to students about writing a topic sentence e. Supply : Teacher instructs students to extrapolate information from their list of generated ideas to supply supporting sentences. Then, teachers provide instruction about how to generate clarifying and expanding sentences.

f. End : teacher reminds students to end the paragraph with a concluding sentence .

2.8 The Advantages and Disadvantages of PLEASE Strategy

According to Liza and Refnaldi (2013: 439) The advantages of using this strategy are :

a. To help students to generate, organize , and to write correct sentences and paragraphs.

b. To help the students remember and apply activities involved in the process of planning and writing .

- c. It is suitable for all of genres/kinds of paragraph.
- d. To help the students to improve their writing abilities especially in writing a paragraph and also in a text.
- e. To help the students how to start their writing .
- f. To help the students to plan what they are going to write from pre writing activity until they end it.
- g. To help the students to generate their ideas while writing and how to revise their writing.
- g. To help the students to write independently because please strategy leads the students to find their own topic and ideas about what they will write. This strategy also leads the students to write from the beginning of their writing until they end it.

Also, PLEASE strategy has some **disadvantages** ,which are :

1. PLEASE strategy make students spend most their time for doing the step.
2. PLEASE strategy needs extra time and effort .
3. This strategy is time consuming for both teachers and students.
4. This strategy is not applicable for large classes because implementing this strategy requires teachers to guide and monitor students writing inside the class room(Ibid: 442).

2.9 The Role of The Teacher in Teaching Writing by Using PLEASE Strategy

Teaching writing is very important because writing helps students to deliver some messages and integrate with other skills like reading . According to Welch (1990: 18) the role of the teacher is as the following :

1. Pick :The teacher asks the students to pick the topic about their writing. The topic should be familiar and interesting such as to describe their life in college .
2. List: The teacher asks the students to list all their ideas in a paper about their life in college such as (the college life is interesting , the college is very big , the college life is full of beautiful memories , the college life and friendship ..etc.).
3. Evaluate: After the students collect all of the information about their ideas, they can evaluate all the ideas and decide which idea which idea can be used to support their topic in describing their college life.
4. Activate: The teacher asks the students to write their first sentence about their topic. The students can write the first sentence for example "My college life is full of beautiful memories " .
5. Supply: The teacher asks the students to supply the supporting sentences in their paragraph with the ideas that they have collected, explaining that the supporting sentences are important such as "my college has big classes and high buildings...etc.
6. End :The teacher reminds the students to end with concluding sentence and evaluate their writing.
5. The teacher asks the students to write a paragraph independently to check if the students understand the steps of the strategy and able to write another paragraph by using PLEASE strategy.

6. The teacher asks the students to check and edit their writing.

2.10 The Role of The students by Using PLEASE Strategy

1. Students should follow each step on PLEASE strategy .
2. Students should write a text independently because PLEASE strategy guides the students to find their own topic and ideas to write about it .
3. Students should follow the steps of the strategy accurately i.e. starting with finding a topic until the end of their writing process (Ibid: 22)

2.11 Previous Studies

This section includes previous studies which are related to the current study and they are as the following :

1. Akincilar (2010)

This study investigates the influence of PLEASE strategy on writing skills. The sample was selected randomly from the fifth grade students who studied English in a primary school in Istanbul during the academic year (2010-2011). The results show that PLEASE strategy affected writing performance positively.

2. Yani (2011)

This study aims at finding out the effect of please strategy upon students writing ability at the Eighth grade in Nigeria . This research was designed by using posttest only applied on (50) students selected by cluster random sampling .The results of this research shows that there was significant difference in writing ability of grade Eighth between students who were taught by using PLEASE strategy and those who were taught by using conventional writing technique.

3. Nasution (2018)

This study aims at finding out the empirical evidence of the students 'achievement in writing ability by using please strategy at the seventh grade in Indonesia . The sample of this study were 31 for the experimental group and 31 students for the control group the instrument of this study was a pre and post-tests .Results showed that there was significant and positive effect of using PLEASE strategy on the students` achievement in writing descriptive paragraph.

4. Marzulina (2019)

This study is an experimental study with a factorial design. The aims of the study were to find (1) the significant improvement on students` descriptive writing achievement taught by using PLEASE strategy, (2) the significant improvement on students` descriptive writing achievement taught by using the traditional strategy, (3) the significant difference on students' descriptive writing achievement taught by PLEASE and traditional strategy. (72) out of (150) students were selected as the sample of this study using a two-stage cluster random sampling technique. The results of the study showed that there was significant and positive improvement on students` descriptive writing achievement taught by using please strategy than those who taught by using traditional strategy.

2.12 Discussion of the Previous Studies

All the previous studies deal with the effectiveness of using PLEASE strategy in teaching writing skill because basically this strategy is used for teaching writing process only as Liza (2013` :438) says that the PLEASE strategy was developed to address types of written expression deficits related to prewriting planning, composition and revision. These studies will be discussed concerning their aims, samples, instruments and findings and as follows:

1- The Aims

All of the previous studies aimed to find the effect of using PLEASE strategy on students' achievement and improvement in writing paragraph for primary and Preparatory school students . The current study also aims at 1. finding out the effect of PLEASE Strategy in improving writing skill among EFL university students. 2. finding out if there is any significant difference between the experimental group's achievement in the pre and post-tests and 3.increasing teachers` awareness about using modern strategies and techniques inside the classroom in teaching "Introduction to Academic Writing "by Alice Oshima and Ann Hogue".

2.The Sample

1. The samples of the previous studies are different , the sample of Akincilar (2010) consisted of (50) students/Eighth grade , Nasution`s study (2018) included (31) students /Seventh grade ,while Marzulina`s study (2019) included (72) / Eighth grade. Finally, unlike these studies the current study investigates the effect of PLEASE strategy on Iraqi EFL university students for the academic year (2019-2020). The sample of the present study is divided into a control group with (51) students and experimental group with (52) students .

3- The Instrument

All the previous studies used pre and post- tests except Yani`s study in which he used post-test only . In the present study the researcher used pre and post-tests for collecting data .

4- The Results

All the previous studies have showed similar findings that PLEASE strategy has positive effect on students` achievement in writing paragraphs.

III. Procedures

3.1 The Experimental Design

The experimental design is regarded as the blue point of the procedures that enable the researcher to test the hypothesis by reaching valid conclusions about relationships between independent and dependent variables. So, it is necessary to choose an appropriate design to determine the validity and the accuracy of the obtained results(Best and Kahan ,2006:177). To fulfill the aims of the present study a pre and post-tests are designed , they include the following steps :

1. selecting the experimental and the control group randomly .
2. applying the independent variable to the experimental group only .
3. teaching the control group the same material according to the conventional way .
4. subjecting the two selected groups to a post test . (See Table 3-1).

Table (3-1)

The Experimental Design of the Research

Group	Pre-test	Independent Variables	Post-test
Experimental	✓	PLEASE Strategy	✓
Control	✓	Conventional method	✓

3.2 Population and Sampling

Population means all the people or objects from whom or from which we select the sample (Patel,2011:340). The total number of those students is (130) who are chosen randomly. The sample of the current study includes (103) students majoring in EFL and divided into two equal groups. The first group is labeled as the experimental group and taught by using the PLEASE strategy and the second group is labeled as the control group, and taught by the traditional writing strategy. The experimental group consisted of fifty two students and the control group consisted of fifty one students, as shown in table (3-2).

Table (3-2)

The Sample of The Study

Group	N. of students	Strategy
Experimental	52	PLEASE
Control	51	Traditional

3.3 Equivalence of The Groups

An equivalence of the groups has been done depending upon certain information such as , a Pre-test is given to both groups (experimental and control groups), in order to find out the previous knowledge of the students and to ensure that the sample of the study is relatively homogeneous. This test is administered before giving treatment by using PLEASE strategy . After that, the answer sheets are collected and scored by the researcher . Another information has been provided by the students such as , the age of the involved students, and the educational attainment of their parents.

3.4 Instructional Material

The writing skill has been chosen to be taught by using PLEASE strategy. The material is the book in title "Introduction to Academic Writing", during 12 week period. The experiment of this study has been done in the first semester of the academic year (2019-2020). The experimental group is taught by using PLEASE strategy while the control group is taught by traditional writing strategy.

3.5 Construction of The Test

In teaching any language , there should be a test which follows the teaching process in order to elicit some samples of language learners' oral and written performance as well as listening and reading ability to understand what learners can and cannot do in the language. (Elian,2008:184). To achieve the aim of the test, the researcher has constructed an achievement test based on the subject matter, that is determined at the beginning of this research which is teaching the (Ex) group by using PLEASE strategy and the (Co)group without using PLEASE strategy see Appendix(1). The test includes five questions, each question has (20) scores, the total is (100) scores. The specific aims, contents and behaviors of the test are specified ,as shown in table (3.3)

Table(3.3)

The Specifications of The contents ,Behaviours , and Scores of the post-Test

Question	The content	Behaviors	Scores
Q1	Write on one of the following topics	To pick a topic ,supporting idea and other writing format	20
Q2	Students are required to fill in the blanks with additional supporting ideas and sentences	Add some points	20

Q3	Students are required to match a sentence from column A to column B and make a paragraph	Match from A to B	20
Q4	Students are required to discuss the advantages of the text	Write a summary	20
Q5	Students are required to choose a topic sentence	Write a topic sentences	20
Total			100

3.6 Validity of the Test

Validity of the test means the suitability and accuracy of research data used that is valid or not (Fraenkel ,Wallen and Hyun,2012:22). Validity can be divided into three subdivisions (content, construct and face) (Bachman and Palmer ,1996:38) and in order to ensure the face validity of the test, it has been exposed to a jury of six college faculty from English Department / Tikrit University. The jurors have agreed that the test items are valid and appropriate for the students` level expect some modifications which are taken into considerations.

3.7 Test Reliability

Reliability is defined as “a measuring device which measures the degree to which a test or other instrument measures consistently whatever it does in fact checking (Good ,1973:448). Concerning the present study, Pearson correlation coefficient formula is used by applying split-half method. According to this method the total items of each test is divided into two equivalent halves and the correlation of these halves have been found.

3.8 Items Analysis

The process of test item-analysis means “checking responses constructed by all students for each item included in the test (Oliva,1988:15).Item-analysis begins after the test is over, i.e. the replies of the examiners are to be analyzed to check the effectiveness of the test items. An item analysis helps in determining:

- 1- The difficulty level of each item.
- 2- The discrimination power of each item, and the effectiveness of distracters in the given item (Patel ,2011:170).

3.9 The Difficulty Level and Discrimination Power of the Test Items

The difficulty level (DL) and the discrimination power (DP) are viewed as highly statistical procedures which are usually followed in the process of standardization of a test, and this is more than what classroom teacher is expected to know. They are used for selecting and rejecting the items of a test on basis of their DL and DP (Patel,2011:172). The obtained discrimination power of the test items ranges between 0.34 to 0.62.

3.10 Scoring Scheme of The Test

A scoring scheme increases the reliability of a test and helps to obtain a consistent data about students` performance. Thus, the test maker should prepare the procedure for scoring the answer scripts which is done according to the test objectives such as writing the topic sentence, writing supporting and concluding sentences , using correct grammar and

suitable punctuation marks, finally following the correct paragraph format. The test consists of five questions, testee's answers are scored out of 100.

IV. Discussion of Results and Conclusions

4.0 Introductory Note

The collected data have been analyzed in order to verify the following hypotheses:

1. There are not any statistically significant differences between the mean scores of the experimental group and that of the control group in the pre-test.
2. There are not any statistically significant differences in the mean scores of the experimental group and that of the control group in the post-test.
3. There are not any statistically significant differences in the mean scores of students' performance of the experimental group in the pre and post-tests.

4.1 Comparison between the performance of the control group and that of the experimental group in the pre-test.

The obtained mean scores of the control group in the pretest is (19.53) and that of the experimental group is (19.57). Then t-test formula for the two independent samples is employed in order to point out whether there is any statistically significant difference between the obtained mean score. The computed t-value is found to be (2.54) and the tabulated t-value is (2.000) at (50) degree of freedom and (0.05) level of significance, as shown in table (4.4). This means that there is no significant difference between the two groups of the study in the pre-test. Thus, the first hypothesis which states that "there are not any significant differences in the mean scores of students' achievement in the pre-test between the two groups", is accepted.

Table (4.4)

The results of the two groups in the pre-test.

Group	No. of Students	Mean Scores	SD	DF	T-Value		Level of Significance
					Computed	Tabulated	
Experimental	52	19.57	5.51	50	2.54	2.000	0.05
Control	51	19.53	5.49				

4.2 Comparison between the performance of the control group and that of the experimental group in the post-test.

The obtained mean scores of the control group in the post-test is (20.00) and that of the experimental group is (22.44). Then, t-test formula for the two independent samples is employed in order to point out whether there are not any statistically significant differences between the obtained mean score. The computed t-value is found to be (4.95) and the tabulated t-value is (1.96) at (50) degree of freedom and (0.05) level of significance, as shown in table (4.5).

This means that there are statistically significant differences between the two groups of the study in the post-test. Thus, the second hypothesis which states that "there are not any significant differences in the mean scores of students' achievement in the post-test between the two groups", is rejected. This means that students have improved their performance in writing when they are taught by using PLEASE strategy.

Table (4.5)

The results of the two groups in the post-test.

Group	No. of Students	Mean Scores	SD	DF	T-Value		Level of Significance
					Computed	Tabulated	
Experimental	52	22.44	6.38	50	4.95	1.96	0.05
Control		20.00	46				

4.3 Comparison between the performance of the experimental group in the pre and post-test.

The obtained mean scores of the experimental group in the pre-test is (19.57) and that of the post-test is (22.44). Then, t-test formula for the two independent samples is employed in order to point out whether there are any statistically significant differences between the obtained mean score. The computed t-value is found to be (3.35) and the tabulated t-value is (1.96) at (51) degree of freedom and (0.05) level of significance, as shown in table (4.6).

This means that there are statistically significant difference between the pre and post-test scores of the experimental group which is taught by using please strategy, and in favor of the post-test. Thus, the third hypothesis which states that "there are not any significant differences in the mean scores of the experimental group between the pre and post-test", is rejected. See Table (4.6)

Table (4.6)

The results of the two groups in the pre and post-test.

Test	No. of students	Mean scores	D	F	T-Value		Level of significance
					Computed	Tabulated	
Pre	2	9.57	67	1	35	96	05
Post	1	2.44	74				

2. Conclusions

In the light of the obtained results, the following conclusions can be drawn:

- 1- PLEASE strategy can be successfully applied to an EFL writing classes .
- 2- PLEASE strategy is highly rewarding for both instructors and students.
- 3- Using PLEASE strategy can make students enjoy writing process.
- 4- Using PLEASE strategy helps students to write independently by using their own words and ideas.
- 5- Using PLEASE strategy increases students` confidence and motivation .
- 6- Using PLEASE strategy reduces student`s boring.

3. Recommendation and Suggestions for Further Studies:

It may be recommended that:

- 1- Instructors may consider PLEASE strategy as an alternative strategy to be used in teaching writing skill in the classroom due to its benefits.
- 2- Instructors can use this strategy along with another strategy or technique so as to arouse students' interest .
- 3- Instructors can start by enriching the syllabus with culturally familiar topics
- 4- Instructors should explain clearly the PLEASE word and the behaviour which each letter stands for . Since most of the EFL students encountered the problem in composing the ideas in their own words which can be seen from their answer sheets.

It is suggested the following:

- 1- Researchers can conduct the same research in other level of studying .
- 2- Researchers can modify the procedures of PLEASE strategy such as to pick more than one topic, to create more than one idea.

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