UNIVERSITY OF EDUCATION, WINNEBA

INFORMAL FEATURES IN STUDENTS' FORMAL TEXTS: THE CASE OF

KOMENDA COLLEGE OF EDUCATION

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MASTER OF PHILOSOPHY

2022

UNIVERSITY OF EDUCATION, WINNEBA

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A thesis submitted to the Department of Applied Linguistics,
Faculty of Foreign Languages Education,
University of Education, Winneba, in partial fulfilment

of the requirements for award of the degree of
Master of Philosophy
(Applied Linguistics)
in the University of Education, Winneba

AUGUST, 2022

DECLARATION

Candidate's Declaration

I, Solomon Dadzie, declare that this research project, with the exception of quotations and references cited in published works which have been identified and duly acknowledged, is entirely my original work and has not been presented for an award of degree in any University.

Signature: ………………………………………………….

Date:.……………………………………………………..

Supervisor's Declaration

I hereby certify that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis as laid down by the University of Education, Winneba.

NAME: ………………………………………………..

SIGNATURE: ………….………………….

DATE: ……………………………………

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DEDICATION

To my dear wife, Constance, and my three lovely kids – Kwamena, Adwowa and

Abena

ACKNOWLEDGEMENTS

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ABSTRACT

This thesis sought to investigate informal features that infiltrate students' formal writing, factors which contribute to that practice and the subsequent effects. Genre-based conceptual framework with its tenets was used as the theory underpinning the work. The researcher explored other literature such as social class and context, key distinctive features of academic writing, major genres in academic writing and ways of acquiring adequate skills in academic writing. This study made use of qualitative approach and case study design. The researcher used systematic sampling to sample targeted population of three-hundred out of one-thousand five-hundred scripts. Also, simple random and purposive samplings were used to select fifty students and five tutors respectively for interview to ascertain why they use informal language in formal writing and the effect of that practice. The research established that clipping, high value modals, abbreviations, contractions and informal expressions were some of the informal elements used in formal writing. The findings revealed that five factors are the cause of students' mixing informal language in formal writing. These factors include lack of practice, absenteeism, habitual use of more informal words in conversation, lack of feedback from teachers and the use of English as a second language. Finally, the effects of mixing informal element in writing such as affecting the assignments and project work they write were discussed thoroughly and pedagogical implications were made.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Writing research and other academic papers considered to be technical requires formal style and usage of formal language. It does demand a serious tone and, as such, it does not allow jokes, flowering expressions and creative or artistic nuances which permeate informal essays and literary texts (Hillard & Harris, 2003). Far from being entertaining, technical papers, which include formal essays, research works and other academic formal writings have been branded as something boring to read, hence their limited readership. Thus, it is not uncommon to see students mixing formal writing with informal features.

This opening chapter of the thesis discusses the background to the study, purpose of the study, research questions and significance of the study. It also highlights the confines of the research and the organization of the work.

1.1 Background to the Study

Language learning has four main modes: listening, speaking, reading and writing (National Council for Curriculum and Assessment (NaCCA, 2019). All these skills are very essential in both education and in real life.

For instance, we listen before we understand what is said by our interlocutors. Good listening ability is essential for academic success and other aspects of real life. Brownell (1994), in Flynn et al (2008) states, "listening is considered by some to be the single most important element in the communication process, even more highly valued than speaking as a communication skill necessary in the business world" (p. 143-144).

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We use speech to communicate orally with our interlocutors such as teachers, friends and family members. According to Pollard (2008) in Suputri (2014), speaking is one of the difficult aspects for students to master. Everything is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary and pronunciation; these are very hard to learn. Being an orator is considered a credit in public speaking and one's ability to convince one's audience.

Reading is also used for information and entertainment. Our success in education is about forty per cent dependent on our ability to read and comprehend (Pollard, 2008). Many researchers have highlighted the importance of reading in an academic context. Palani (2012, p. 91) states that "effective reading is the most important avenue of effective learning" and the achievement of academic success requires successful reading". Abramson (2004) states that "being a good reader is not a luxury in the 21st century".

In adult life, however, writing seems to gain more importance than the three language skills discussed already. This is due to the fact that we use writing for many purposes in life. In education, we write when we make and take notes for future references. About 80 percent of teachers' assessment of students' progress in academics is done in writing. In second cycle and tertiary institutions, writing is the main medium used by education authorities or administrators to convey information to students. On the other hand, students also reach education authorities or administrators with their requests, suggestions, apologies and other issues through writing.

Most adults do not give much thought to the writing that they do – in terms of the amount of text produced, quality of the written work, or the variety of writing tasks in which they engage (Smith, 2001). Typically, writing in everyday life tends to be performed for either the mundane tasks such as shopping lists, phone messages,

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reminder notes to the kids or for work-related tasks, such as inter-office memos, sales reports, and personnel evaluations (Brandt, 2001).

Writing using a computer or smart phone is increasingly common with the spread of technology into all aspects of modern life, although there are generational and demographic differences in the practice of using a computer for writing. Cohen, et al (2008), for instance, observed that younger, better educated and employed United States adults spent more time writing with computers, while older, less educated and non-working folks spent more time writing using paper. While the variety of writing tasks adults engage in might be thought of as essential to work and home life, many everyday writing tasks probably contribute little to the overall quality of individuals' intellectual and emotional lives.

Of course, a significant number of adults engage in extensive and meaningful writing tasks. The most obvious examples are professional writers – journalists, book and short story authors, poets, essayists and contract writers. The products of their work can be said to contribute to society in important ways: inspiring and entertaining readers, reporting and analyzing significant political, cultural, and world events, critiquing government officials' actions, educating children, youth, and adults.

Although extended letter writing is less common today, given the ease of text messaging and email for instant communication, some adults remain devoted and adept letter writers (Barton & Hamilton, 1998; Brandt, 2001). Barton and Hall (2000) claim that letter writing is among "the most pervasive of all literate activities" (p. 1), and letter writing could be seen as significant and consequential in people's lives, serving to maintain familial ties, communicate news and personal information, or resolve disputes. Aside correspondence, some adults are committed diarists who regularly record their thoughts and observations on daily life. Still other adults may be

casual writers who submit opinion letters to their daily newspaper, write for special interest periodicals; without any compensation other than the knowledge that they are published writers; write an online blog for personal or special interest, or who simply document family events – vacations, births, marriages and the like (Barton, Hamilton, & Ivanic, 1999).

In our normal lives, writing is used to seek employment opportunities and ask permissions. The importance of writing becomes more prominent in government, judiciary, and businesses and even in entertainment industries. All policies formulated by the government are put into writing. The rights and responsibilities and any other issues outlined in the constitution are done through writing. In business fields, for example, most of the transactions that go on between business parties are documented in writing – the importance of writing is unending.

The ubiquity of writing in everyday life raises the question of how writing contributes to individuals' intellectual and emotional development. Writing could assist individual to think effectively. Ong (1982) observed that writing is necessary to assist the human mind achieve its full potential. Writing, for example, allows the writer to concretize abstract ideas and to "connect the dots in their knowledge" (National Commission on Writing in America's Schools and Colleges, 2003, p. 3). Particular kinds of writing tasks may, indeed, be beneficial to intellectual vitality, creativity, and thinking abilities. A study by Klein and Boals (2001) found, for example, that when adults write about significant life events, their memory for such events is improved. Writing enables the external storage of information that could be represented symbolically (e.g., letters, numbers, words, formulas drawings) and which could then be analyzed, critiqued, reproduced, and transformed, among other potential actions (Donald, 1991; Menary, 2007). Writing might be beneficial to cognitive skills because

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it requires focusing of attention, planning and forethought, organization of one's thinking, and reflective thought, among other abilities – thereby sharpening these skills through practice and reinforcement (McArthur, Graham & Fitzgerald, 2006). Somewhat more research has investigated the benefits of writing to emotional well-being. Pennebaker, a cognitive psychologist, has undertaken a series of investigations into the benefits of writing (Pennebaker, 2004), including its ability to heal emotional wounds. Short-term, focused writing could, according to Pennebaker, benefit anyone – from persons who are dealing with terminal illness, victims of violent crime, or new college students struggling with the transition from high school.

There is also research demonstrating that writing leads to improvements in physical health. Smyth, Stone, Hurewitz, and Kaell (1999), for example, studied both asthmatic and arthritic patients who were assigned to write about stressful events and the result established that there was massive improvement in their health as compared to patients who were not assigned to write.

Due to the importance of writing, education instructors or teachers, especially those who teach languages, are seriously concerned about learners' writing right from the early grade through to the highest education ladder a learner could aspire. This starts with the teaching of mechanical writing from early grade one right to upper grade six (6) (National Council for Curriculum and Assessment (NaCCA), 2019). Along the way – precisely at the upper grade level – composition writing is also introduced to help students understand broader perspectives and various contours in writing. Most of the composition writing at this stage borders on descriptive and expository writings; which are, in most cases, informal in nature (Randaccio, 2013). At the upper grade six (6), mechanical writing totally gives way to composition writing.

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This is the stage where formal writing is introduced to students. At this stage, teachers help students to dichotomize writing into formal and informal. The knowledge of formal and informal writing is given more attention in both Junior High and Senior High Schools. This means that a student is assumed to have had ample knowledge and use of that knowledge in the form of composition and similar writings in other General Arts subject areas such as Social Studies, History and Geography before completing Senior High School.

First of all, it should be put on record that both informal and formal writing are correct forms of writing, depending on many factors; notable among them are audience and purpose (Effective Writing Practices Tutorial, 2021). Just like formal and informal clothes, at times you need to wear formal clothes and other times you could be informal in appearance. When we talk about any official work, business, academics work such as research papers or writing to someone who is senior to us, then we should write in formal manner. When we write a letter to our friends, family and acquaintances, it could be in informal writing.

Students' knowledge of formal and informal writing, however, seems to be inversely proportional as they progress in the academic ladder through to tertiary level. Students often get confused when it comes to writing an essay, letter, or any academic paper in a formal manner. In most cases, they are in dilemma whether to render an essay in formal or informal tone. According to Hyland and Jiang (2017), there is a "gradual shift away from standard detached and impersonal styles of writing to ones that allow more personal comment, narration and stylistic variation" (p. 40). Due to the use of social and digital media, it is common among students to use informal features or make errors; and a shift from formality to informality could be observed in the

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academic texts created by users of English as their first or second language (Harris & Dilts, 2015).

Researches made by some scholars indicate that writing is universally and increasingly losing its formality in many realms (Adel, 2008; Fairclough, 2001; Foster, 2005). Mair (1998, p. 153) pointed out to "a trend towards the informal and the colloquial in written communication" and Leedham (2015) found more prominent informality in undergraduate essays. In addition, Atkinson (1999) attempted to examine informality by executing a longitudinal corpus-based study to detect changes in articles covering three centuries between 1675 and 1975. The findings revealed that informal features soared unremittingly, implying a shift in rhetoric from author-centeredness to object-centeredness.

Students, more often than not, mix informal elements such as clipping, high value modals, abbreviations, contractions, sentence-initial conjunctions and other informal expressions in their formal writing. In most cases, they might not be even aware they are using informal language.

This rendering of formal writing in informal tone is a matter of concern to teachers, and other stakeholders of education. For one reason – it lowers the formal language and displaces its rightful position. Linguists like Dumas and Lighter (1978) support the idea of slang being lower than the standard language and believe its presence decreases the level of seriousness and causes disrespectfulness. It is obvious that the mixing of informal features in formal writing makes the formal writing appears odd and ceases to be formal. Another opinion held by Mattielo who formed her definition based on a social investigation found that "…slang is ascribed two opposite purposes of keeping insiders together and outsiders out" (Mattielo,2008 p. 32). The assertion of Mattielo (ibid) indicates that slang is used by insiders; people who are familiar to each

other and have something in common. These people could be relatives, school mates, friends and community folks.

1.2 What is Informality of Language?

The question of what constitutes formality of language (including both formal and informal language) has puzzled researchers for decades. Irvine (1984, p. 775) claimed that formality is a term "so general that it is not very useful as an analytic tool". In the same vein, Hyland and Jiang (2017, p. 40) admitted that they found informality to be "a slippery concept, difficult to pin down with a clear definition". What everybody seems to agree on is that informality/formality of language is related to variations between different styles, registers or genres.

What is relevant in this context is Biber and his corpus-based studies on register variation in L1 English (Biber, 1988, 2014; Biber, Conrad, Reppen, Byrd, & Helt, 2002). According to Biber (ibid), different registers could be compared with respect to five dimensions of variation.

The most important of these is Dimension 1, which, in Hyland and Jiang's words (2017, p. 42), is "closest to what we understand as informality/formality". On the "informal" end of Dimension 1 are features marking interpersonal interaction, involved real-time production circumstances and generalised content. On the "formal" end are features marking high informational density, careful production circumstances and precise lexical choice. Some examples of features which tend to co-occur on the "informal" end of Dimension 1 are private verbs (e.g. *think, feel*), 1st and 2nd person pronouns (e.g. *I, you*), WH-questions (e.g. *Why is this so?*), emphatics (e.g. *a lot, really*), amplifiers (e.g. *absolutely, extremely*), hedges (e.g. *something like, almost*), discourse particles (e.g. *well, anyway*), contractions (e.g. *isn't*), possibility modals (*can, may, might, could*), and independent clause coordination (e.g. sentence initial

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and). Examples of features which tend to co-occur at the "formal" end include nouns, long words, prepositions, high type/token ratio and attributive adjectives (Biber, 1988, p. 73–75, 104–106, 2014, p. 11, 13; Biber et al., 2002, p. 24).

However, other experts' underlying assumption of the definitions and approaches towards formality is mostly characterized by a special "attention to form" (Labov, 1972). Heylighen and Dewaele (1999) define formality as "avoidance of ambiguity" (p. 8) and describe formal style as "detached", "impersonal" "objective", "explicit" and less "context-dependent" and "fuzzy" (Heylighen & Dewaele, 1999, p. 2-9). Heylighen and Dewaele (1999) differentiate between "surface formality" and "deep formality" where the former is "characterized by attention to form for the sake of convention or form itself", while, the latter is "attention to form for the sake of unequivocal understanding of the precise meaning of the expression" (p. 5). What really makes a text deeply formal, according to Heylighen and Dewaele (1999), is the "minimization of ambiguity" by elaborating the "unstated assumptions" and bringing clarity through "explicitly stating the necessary references, assumptions, and background knowledge which would have remained tacit in an informal expression of the same meaning" (p. 5-7). "A formal style would be characterized by detachment, precision, and "objectivity", but also rigidity and cognitive load; an informal style would be much lighter in form, more flexible, direct, and involved, but correspondingly more subjective, less accurate and less informative" (Heylighen & Dewaele, 1999, p. 33).

Heylighen and Dewaele (1999) suggest that the use of "deictic categories" including pronouns, exclamations, interjections, conjunctions, verbs and adverbs are associated with informality; while the use or higher frequency of nouns, prepositional phrases, adjectives, articles, long sentences and difficult and large words is associated with

formality (p. 13-33). Heylighen and Dewaele (1999) further elaborate, the formal, non-deictic category of words, whose frequency is expected to increase with the formality of a text, includes the nouns, adjectives, prepositions and articles. The deictic category, whose frequency is expected to decrease with increasing formality of speech-styles, consists of the pronouns, verbs, adverbs and interjections (p. 13). The present study would examine informality using Biber's (1988) corpus-based studies on register variation in L1, dimension 1and Heylighen and Dewaele (1999) formality criteria.

1.3 Statement of the Problem

There are two main categories in writing according to function – formal and informal (Effective Writing Practices Tutorial, 2021). These two categories have their purposes and therefore, canonically, they are not mixed in writing (Zemach & Rumisek, 2003). It has been found that many students, including those in the tertiary brackets, have challenges in their formal writing (Bailey, 2011). This is evident in Komenda College of Education students' formal text; for example, formal essay writing and project works. When the researcher was marking essays written by students, he identified some informal elements in the formal essays he was marking. This prompted the researcher to critically investigate these informal elements infiltrating the formal text genre. The researcher then decided to investigate the causes of the problem and the effects.

The study aims at investigating some informal features that are commonly found in students' formal writings. Also, the researcher would investigate why students of Komenda College of Education use informal features in their formal texts and the effects of such practices.

Writing is not a new zone in the field of research. Many researchers have worked on related topics pertaining to writing. Karlen et al (2017) investigated how implicit theory of writing influences one's writing ability. Harris et al (2012) and Karlen, Merki & Ramseier (2014) also discussed several factors like intelligence, and instructional settings that influence students' writing. Sitko (1998) and Zimmerman and Risemberg (1997) looked at how writing processes affect writing. Harris et al (2010) investigated how skilful writers engage metacognitive to regulate the higher-order processes that underlie academic writing through the use of different strategies. The present study focuses on informal features identified in students' writing, why students mix informal elements in formal texts and the effects of such practice.

Karlen et al (2017) studied how implicit theory of writing influences students' writing ability. The present study intends to unearth some informal features found in students' formal writing. The present study intends to unearth some informal features found in students' formal writing While Karlen et al (2017) used questionnaire, the researcher for the present study uses textual documents which is primary data and more reliable as compared to questionnaire.

Whereas Harris (2012) and Karlen, Merki & Ramseier (2014) discussed several factors like intelligence, and instructional settings that influence students' writing, the present study discusses the informal features in formal writing and why students do same despite their exposure to types of writing. These two studies did not go into investigating informal features in formal writing.

Also, Sitko (1998) and Zimmerman and Risemberg (1997) are another group of researchers who investigated how writing processes affect writing. The present study focuses on informal features in formal writings.

Further, Raheela and Mehvish (2019) worked on "Formality in Academic Writing: Investigating Stylistic Competence of Undergraduate EFL Learners". Their research focussed on the frequencies of both formal and informal linguistic choices in the essays created by undergraduate students at Government Postgraduate Islamia College for Women, Faisalabad and the F-measure of the essays. Though the study looked at informal features, its focus was to find out whether the text is to be adjudged formal or informal based on the frequencies of both formal and informal features.

From the various studies discussed, it has been observed that none of the studies attempted to establish reason for the use of informal features in formal text. It was also observed that the effects of mixing informal elements in formal texts were not done. The present study therefore seeks to fill this gap by investigating some informal features students of Komenda College of Education use in their formal texts, why they do that and the effects of such practices.

1.4 Purpose of the Study

There are growing concerns on students' failure to maintain formal and informal writing in their appropriate borders. Bailey (2011), for instance, intimates that many international students, particularly, those who are not native speakers of English, often find the written demands of their academic writings very challenging. The purpose of the study is to identify informal features in students' formal writing. This would assist the researcher to offer appropriate pedagogical implications which could be applied to mitigate the problem.

1.5 Objectives

The basic objectives of the researcher are to:

   i.   identify informal features commonly found in students' formal texts,

   ii.   investigate reasons why students use informal features in formal texts,

  iii.   examine the effects of informal features in students' formal texts.

1.6 Research Questions

In order for the researcher to unearth the purpose of the study, the following questions serve as a guide to the research.

1. What are some informal features commonly found in students' formal texts?
2. Why do students use informal features in students' formal texts?
3. What are the effects of using informal features in students' formal texts?

1.7 Significance of the Study

Writing is an art we learn as we climb education ladder. The ability to write appropriately is an excellent opportunity in both academic and real life since it could enhance academic performance or through writing of assignments and project works, since the use informal elements in their assignments project works could affect the quality of work and their score.

If teacher-trainees continue to use informal elements in their formal text it could result in transferring this to the learners they would teach. Finally, it would be a good resource material for teachers who teach composition and those who supervise other academic genres.

1.8 Delimitation

This part of the thesis establishes the confines and focus of the study. It describes the boundaries of the research work.

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a) The study is limited to students and tutors of Komenda College of Education.

b) The study also focussed on formal texts of students of Komenda College of Education. Other institutions are not included in this study.

c) The study borders on only English language formal essays. Therefore, other subject areas and long essays are excluded.

d) The research tools include formal essays written by Komenda College students and interviews from tutors and students only.

1.9 Organisation of the Work

The study is broadly divided into five (5) chapters with each chapter subdivided into subtitles. Chapter one of the present study comprises the introduction to the entire research. The subtitles therein are background to the study, statement of the problem, purpose of the study, objectives and research questions, significance of the study and the confines of the work.

The second chapter deliberates on the theoretical framework which the researcher used to carry out his work. It also discusses the current research in the context of works done by other investigators with the view of showing how the present study is both similar and different from other works.

Chapter three covers the method used by the researcher to collect data and the subtitles are research approach, research design, population and sampling, instruments for collecting data, research ethics, validity, data collection procedure among others.

The fourth chapter deals with the analysis of the data and discussion of the findings. This chapter focused on the analysis of textual documents and that of the interviews to address the research questions.

The fifth and final chapter gives a summary of the work, conclusions, recommendations implications and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is in two parts. The first part deliberates on the conceptual framework underpinning the present research. A conceptual framework gives the research a literary support and assists the researcher to align the work to an existing theory or a concept. The second part of this chapter also focuses on placing the research work in the context of works done by other investigators with the view of showing how the present study is both similar and different from other works.

2.1 Conceptual Framework

This section dwells on the framework or a solid foundation upon which this research work is built. It delves deep into Genre-Based Approach to writing. This subtitle is given attention in the subsequent discussion.

2.1.1 Genre-Based Approach

The initial emphasis on solving practical problems, developing educational practices in rhetoric or composition studies and implementation research which characterized the field of English for Academic Purpose in the early years of its development has been gradually replaced by focusing on genre analytic studies. It was Swales' (1990) pioneering work in genre analysis that gave the initial impetus for the growing popularity of Genre-Based Approaches and helped to establish their present position as one of the mainstream trends in teaching English (particularly writing) all around the world. Both Swales (1990) and Paltridge (1996) opted to give genre a more central position in language teaching (particularly in English for Specific Purpose and English for Academic Purpose education), indicating that Genre-Based Approaches

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allow for exploring languages from the perspective of the whole text and take into account the social and cultural contexts of communication.

Other proponents such as Kay and Dudley-Evans (1998) have argued that the Genre-Based Approach is more effective for learners to advance their writing skills in a second language than the process approach since the model helps free students from their severe worries over writing.

Swales (1990), as cited in Hyon (1996), primarily outlined the Genre-Based Approach with spotlights on the formal distinctiveness of genres in order to help students gain understanding of the communicative purposes and linguistic features of texts that they are required to write in their professional discourses, while these experts paid less attention to the specific roles of content and their social environments. They regarded genres as devices for examining and teaching the written texts that students needed to master in specific settings like English for academic purposes and English for professional communication classrooms.

Byram (2004) defined the Genre-Based Approach as; "a framework for language instruction"; while Swales (1990) identified a genre as "a class of communicative events, the members of which share some set of communicative purposes". This approach-model is more of a functionalistic in its method, and emphasizes the social constructiveness of language (Knapp & Watkins, 2005).

A Genre-Based Approach places great emphasis on the relationship between text-genres and their contexts (Hyon, 1996). In doing so, it aimed to assist students become effective participants in their academic and professional environment as well as in their broader communities (Hammond & Derewianka, 2001). The following are some tenets of the Genre-Based Approach.

First, the Genre-Based Approach emphasizes the importance of exploring the social and cultural context of language use on a piece of writing (Kay & Dudley-Evans, 1998). The context decides the purpose of a text, an overall structure of a text in terms of language features and text features often in the form of linguistic conventions (Hammond & Derewianka, 2001; Hyon, 1996). This approach argues that students can only produce a composition to be successfully accepted by a particular English language discourse community once they take the context of a text into account into their own writing papers. The Genre-Based Approach is relevant to the current study because formal writing is a peculiar discourse field with its own type of linguistic features. It is in connection with the current study, since the context of formal writing demands formal language and therefore students have to maintain it as such.

Second, this approach highlights the magnitude of the readers and the linguistic conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (Kay & Dudley-Evans, 1998; Muncie, 2002). According to this approach, any student who wants to be successful in communicating in a particular English language discourse community needs to be able to produce texts which fulfill the expectations of their readers in regards to grammar, organization, and content. This tenet of Genre-Based Approach concentrates on the reader. The reader expects the writer to produce a writing piece which conforms to the type of genre in consideration. For the purpose of this research, the type of genre the researcher is considering is formal writing. Therefore, if students mix informal features in this type of genre, it becomes a concern to their readers.

Third, it underscores that writing is a social activity. This notion originated from the social cultural theory initiated by Vygotsky (1978). According to this theory, knowledge is best constructed when learners collaborate together, support one another

to encourage new ways to form, construct and reflect on new knowledge. In this case, social interactions and participation of group members play a key role in developing new knowledge. In the writing classes, students are encouraged to participate in the activities of meaning exchange and negotiation with peers and the teacher. Learning writing in this way, as it is believed, can remove the feeling of isolation which bothers many learners when writing and, at the same time, help student writers have positive reinforcements about the knowledge of linguistics, content and ideas in the composing of texts. This principle of Genre-Based Approach is relevant to the current research topic since students/learners collaborate with their colleagues and supervisors during their formal writings. They are therefore expected to produce formal text devoid of any informal features.

Fourth, a Genre-Based Approach to writing instruction looks beyond subject content, composing processes and linguistic forms to see a text as attempts to communicate with readers (Swales, 1990). This approach is concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose writing. Its central belief is that "we do not just write, we write something to achieve some purpose" (Hyland, 2002, p. 18). In this approach, student writers are requested to take the overall social purposes of a text into account when composing a text. For if a piece of writing does not conform to the expectations it falls short and does not meet the purpose of writing.

Fifth, this approach emphasizes the important role of writer-reader interaction on a piece of writing (Kay & Dudley-Evans, 1998; Reid, 1995). Firstly, student writer in this approach is requested to specify or think about the intended and/or potential readers when writing in order to be able to select or anticipate appropriate content, language and levels of formality. There always exists an interaction between a writer

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and his/her readers in the form of written communication despite the absence of readers. This is applicable to the current study because students are aware their formal written works are read by those who expect them to write using formal elements.

Sixth, the teacher's role in this approach is viewed as authoritative rather than authoritarian (Swales, 1990; Paltridge, 2001; Rothery, 1996). As an expert in the classroom, the teacher provides students with systematic guidance and careful support through various activities so that students ultimately gain the control of written genres. At the same time, he/she also recognizes the importance of students' contributions to the teaching/learning process.

Last but not least, the Genre-Based Approach emphasizes the explicit teaching of the linguistic conventions of the genre for second language novice student writers (Kay & Dudley-Evans, 1998; Christie, 1990). It is argued that students cannot produce a particular text-type successfully if they are not taught explicitly about linguistic conventions of that text-type with respect to language features and schematic structure. Therefore, making known these conventions to student writers, especially at the first stage of the instructional modules of particular text-types, is a very important task of Genre-Based teachers. These tenets of the framework are relevant to the present study in the sense that formal writing is a special text genre taught for learners to grasp the linguistic conventions. More so, the learners we are considering have English as their second language. Therefore, the framework is appropriate to the study.

Within the Genre-Based Approach, text is seen as a social process and writing as a collaborative act that is affected by a multifaceted and interconnected social phenomenon (Knapp & Watkins, 2005). As reported by Hyland (2004), Genre-Based

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Approach adherents argue that people write to fulfil a particular goal or to achieve a certain purpose; that people do not only write to practice grammar or learning structures, but also to focus on context and readership. The researcher uses this theory due to the fact that formal writing is functional form of writing with its own purpose.

Furthermore, Hyland (2004) asserts that the idea of 'genre analysis' allows educators to perceive beyond the content of the writing itself to perceive the process behind it, as well as see forms of text that determine how writing becomes a means of interaction with the reader.

Consequently, this approach could help students realize the purpose, language features and structure of a given text. Learners could then use this knowledge to write effectively (Luu & Tuan, 2011). As a result, the learning of particular genre constructions may be seen as a means to assist students in devising a more accurate way of writing in their normative lives outside of the class environment. By the compositional process (Miller, 1997; Candlin, 1999), Genre-Based writing shows the assessment of each genre of writing (Badger & White, 2000).

There are several advantages of the Genre-Based Approach. First, students generally appreciate the models or examples, showing specifically what they have to do linguistically. Studying a given genre also provides them with an understanding of why a communication style is t18he way it is through a reflection of its social context and its purpose. Swales (1990) pointed out how rhetorical instruction plays as pivotal a role in writing improvement as prior knowledge (p. 83). In this context, the Genre-Based Approach is very beneficial because it brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them. As Bhatia (1993, as cited in Kim & Kim, 2005)

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recommended, it is meaningful for writing instructors to tie the formal and functional properties of a language together in order to facilitate students' recognition of how and why linguistic conventions are employed for particular rhetorical effects (p. 6). If the rhetorical structure of content is analyzed by students in the Genre-Based Approach, some common patterns can be identified in each genre. Naturally, these patterns will form a kind of background knowledge students can activate in the next learning situation.

Kay and Dudley-Evans (1998) mentioned that the prior knowledge will make it easier for students to produce acceptable structures in their writing tasks. Therefore, an assigned genre seems to serve as an influential tool for both the learning and teaching of writing for both students and teachers. Furthermore, the Genre-Based Approach encourages students to participate in the world around them, to comprehend writing as a tool that they can utilize, and to realize how writers manage content to promote logical organization. It also allows students to become more flexible in their thinking and eventually to realize how authors organize their writings. However, according to Bakhtin (1986), genres always evolve through incorporating a rich variety of voices, styles, discourse features, and points of view. The Genre-Based Approach allows students to be exposed to the plurality of a genre, which implies that students still have chances to develop their creativity in the genre approach. Thus, if the Genre-Based Approach is to remain true to the fundamental nature of genres, then teaching in the Genre-Based Approach should include a final step in which students are encouraged to break the style of the existing genre and let it evolve.

Despite genres' beneficial roles in helping learners to produce written work with confidence, there are some few criticisms about the Genre-Based Approach. One of the criticisms centres on the disjuncture between the claim that meaning is

encapsulated in textual objects, genres as autonomous systems, and the avowal of a social constructionist functional model of language (Richardson, 1997). From a theoretical perspective, the objection is to the overemphasis on the formal features of genres and the consequent downplaying of the socially situated nature of writing, with its dynamic selection and deployment of a range of generic features to meet the demands of the particular rhetorical context.

Further, it underestimates the skills required to produce content, and the other concern is that it neglects learners' self-sufficiency (Byram, 2004, p. 236). The genre-Based Approach not only places too much emphasis on conventions and genre features but also is less helpful for students in discovering the texts' true messages due to the targeted aspects of the specified genre. Likewise, if teachers spend class time explaining how language is used for a range of purposes and with a variety of readers, learners are likely to be largely passive. Thus, the Genre-Based Approach is blamed for limiting learners' creative thoughts about content and is criticized in that it overlooks natural processes of learning and learners' creativity (Badger & White, 2000, p. 157). Finally, Bawarshi (2000) pointed out that, at its best, it helps learners to identify and interpret literary texts, while at its worst; it interferes with the learners' creativity (p. 343). This concern means that students may end up writing genres as meaningless reproductions.

2.2 Empirical Study

The present study drew inspiration from the empirical study conducted by Raheela and Mehvish (2019) on "Formality in Academic Writing: Investigating Stylistic Competence of Undergraduate EFL Learners". The study, investigated the extent to which written texts created by undergraduate learners of English as a foreign language is formal or informal.

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The researchers employed non-deictic or formal categories of words as suggested by Heylighen and Dewaele (1999) as criteria for analysis, the study also considered the informal features, which include first and second person pronouns, anaphoric references, split-ins, exclamations, prepositions placed at the end of sentences and direct questions as suggested by Chang and Swales (1999), for examining the essays. The study sought to answer the following questions:

1. What are the frequencies of both formal and informal linguistic choices in the essays created by undergraduate students at Government Postgraduate Islamia College for Women, Faisalabad?

2. What is the F-measure of the essays?

The study considered a class comprising of thirty students from Government Postgraduate Islamia Degree College for Women as a case. The essays written by undergraduate students' of 2016 session and comprising of 4925 words in total were selected for analysis. The class consists of thirty female students doing BS in Arts and Humanities. They were taught the course entitled Academic Writing in the second semester. The students were 19-20 years of age. The essays were given to them as a major assignment for their final term evaluation. Essays were descriptive in nature and topics included corruption, co-education, floods, terrorism, and life in a city or village. Students created essays of varied length ranging from 100 to 250 words while the prescribed word length was 300-350 words.

The framework for analysis was adopted from the frameworks of formality and informality suggested by Heylighen and Dewaele (1999) and Chang and Swales (1999), respectively. The analysis was made by checking the frequencies of first-person pronouns, unattended anaphoric pronouns, conjunctive adverbs, sentence final preposition, listing expressions, second person pronouns, contractions, direct

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questions, exclamations to examine informality; while, prepositional phrases, larger and different words in the form of adjectives, verbs, adverbs and nouns, longer sentences and coherence markers to examine formality.

The study employed the frequencies of the above-mentioned features, the F-score or F-measure formula, suggested as an empirical tool by Heylighen and Dewaele (1999) to measure formality, which has also been used to check the level of formality. According to Heylighen and Dewaele (1999), "the more formal the language excerpt, the higher the value of F-score is expected to be" (p. 13). To apply the formula in their study, total frequencies of deictic categories, which are pronouns, exclamations, interjections, conjunctions, articles, verbs and adverbs; and formal or non-deictic categories, which are nouns, prepositions, adjectives and articles were counted and the following formula suggested by Heylighen and Dewaele (1999) was applied: "F = (noun frequency + adjective freq. + preposition freq. + article freq. – pronoun freq.– verb freq. – adverb freq. – interjection freq. + 100)/2" (p. 13).

The results of the study show that students tend to employ formal features more than informal ones; and the essays were formal in style. The results vary from the findings of Chang and Swales (1999), Melissourgou and Maruster (2017), Jin (2015), Chen (2017), Constantinou, et al., (2019) and Leedham (2015) who conducted similar studies and found the texts to be more informal or displaying a shift from formality to informality; but the study of Raheela and Mehvish (2019), in contrast, shows that the essays are formal.

Following the framework of Heylighen and Dewaele (1999), Pavlick and Tetreault (2015), however, Raheela and Mehvish (2019) noted that in threads of online communication, a movement from formality to informality could be observed due to

context dependence and estrangement or familiarity between the communicators. Chang and Swales (1999) also found an increase in the use of adjectives, as markers of relative formality suggested by Heylighen and Dewaele (1999), and the same could be observed in the study as well. It is evident, however, that the learners still need to improve on using complex lexical items, sentence length, parallelism and prepositional phrases. It implies that the essays still lack in what Heylighen and Dewaele (1999) consider "rigidity and heaviness" (p. 1) as markers of formality.

The present study is similar in many ways as it seeks to investigate informal features found in formal writing of students. It also seeks to establish why students use informal features, although they are aware they are writing formal texts.

2.3 Reasons for Weakness in Writing among Students

It has been established that acquiring English is a difficult issue among second or foreign language learners (Abbad, 1988; Rabab`ah, 2005; Zughoul & Taminian, 1984). Researchers had found that most language learners at all levels believe that writing is one of the most difficult language skills to master (Kurk & Atay, 2007; Latif, 2007) or a sophisticated skill compared with other skills (Daud, Daud & Kassim, 2005; Shawish & Atea, 2010). Salem (2007) states that second/foreign learners face difficulties to write effectively because of the limited number of vocabulary, idioms, cultural knowledge and less experience with second language rhetorical strategies.

A study conducted by Salem (2007) explored the views of 50 male undergraduate students majoring in English in relation to writing in English at the University of Al-Azhar Egypt. Most of the students felt overwhelmed when they were required to write on a certain topic. They did not know how to start, how to develop their ideas or how

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to conclude the essay. They also lacked the technical skills of writing acceptable compositions in English. They often repeated their ideas, reported few if any valid points, made serious mistakes in grammar and punctuation, and included irrelevant information.

It is believed that English as Foreign Language (henceforth, EFL) learners are responsible for their weak writing performance (Ezza, 2010). EFL learners showed that they have many problems when writing in English such as organizing the ideas. That is because they rarely write in English. For students to succeed in a foreign language generally, and writing skills specifically, they need to surround themselves in a language learning environment. Many students learning English as a second language miss the opportunity to use this target language in their daily lives. As a result, many problems occur when they study at a university where the medium of instruction is a foreign language like English (Al-Khasawneh, 2010). Educators emphatically state that teaching writing for EFL is a challenge job because teachers face a lot of problems. Ansari (2012) mentioned that more than 50% of students in Suadi Arabia do not know how to write English. Most of them are unaware of the cursive writing.

Ansari (2012) described the environment of English language in Saudi Arabia. English here is not a serious subject. In their school level, students are not taught English in a proper way. Consequently, in the university level, students are required to study all the subjects in English, so in this case English become very important and students feel frustrated because they do not know how to read and write in English properly. At the end, they lose interest to write in English. Ansari (2012) commented that teachers of English in Saudi Arabia face a lot of problems because of the social and cultural backgrounds. The reason behind this problem is that the Arab students,

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especially Saudi students, have no knowledge of even basic English although they are supposed to use it as the medium of instruction in their university education. In Ghana, though English is introduced right from the early grade, students in tertiary institutions face almost the same problem since it is a second language for most of them.

A study conducted by Huwari and Al-Khasawneh (2013) on reasons behind the weaknesses of writing in English among pre-year students' at Taibah University revealed four main reasons behind their weakness of writing. The first cause of this study was grammatical weakness and this was mentioned by all the interviewees in the study. Students showed that they are unable to write a short paragraph, article, or passage without a lot of grammatical mistakes. Some students said that they cannot express their ideas in the context, while others said they do not know how to write even single sentence. These problems make the students feel nervous to write because they do not want to make mistakes.

The second reason that emerged from the study was knowledge and understanding. This theme means that students do not understand the requirement of writing. They do not know the process of writing, how to write a main topic and subtopics. They also lack vocabulary and do not understand the topic in their own language. The third reason had to do with less practice in writing. Most of the students mentioned that they never write outside the classroom; even for homework. The last cause emerged from the study was educational background. Students declared that their educational background plays a major role of their weakness in writing. They mentioned that the curriculum does not focus on writing at the early stage of schooling. Saudi students do not practice enough writing in and out of the classroom, and that the grammar rules their teachers focus on are not put into practice in actual writing.

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This section of the review is very relevant as the researcher wish to find out whether some of the reasons given here would be similar to the findings of the present study.

2.4 General Writing and Discipline-Specific Writing Needs

The teaching of genre in academic discourse is given attention in literature. Afful (2007) worked on academic literacy, Communicative Skills, curriculum, Ghana, proposal. Part of his work focused on the need to include genre in the communicative Skills curriculum for students to get a tip of it in order to prepare them as they would encounter it in their course of study.

A further crucial point to note in the proposed Communicative Skills curriculum is the need to achieve a cautious balance between generalist (Johns, 1997; Jordan, 1997) and discipline-specific (MacDonald, 1994) requirements in tertiary literacy to meet practical considerations. A number of studies conducted by scholars such as Linton et al (1994) Sutton, (1997), and Hyland (2002), have taken the lead in showing that this apparent tension is resolvable.

Afful (2007) cited the works of Linton et al. (1994), Johns (1997), and Kaldor & Rochecouste (2002), that the proposed Communicative Skills curriculum can draw on the general features of academic discourse to direct students to a more independent study and awareness of discipline-specific features in their various departments. Linton et al.'s exposition is by far the most succinct and insightful, alluding to generic features such as content, structure, and language use. For instance, in the proposed Communicative Skills curriculum, content can be examined as a generic feature of all disciplines; disciplines revolve around certain salient phenomena in the construction of knowledge. At the same time, these phenomena can be used as the basis to distinguish disciplines. Content can be used in the Communicative Skills class to

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distinguish Chemistry and History: for instance, Chemistry takes non-living organisms as the object of its inquiry while History takes human beings or human-centred events for the same purpose.

Similarly, structure can also be highlighted as a generic feature in a Communicative Skills programme to prepare students for their disciplinary communities. This generalist perspective of structure could draw students' attention to fundamental issues such as (a) organizational features (b) genres (both spoken and written) utilizable in the university and (c) conventions of usage. It is possible that some students may not have had a firm grasp of cohesion and coherence in their high schools. Providing students, therefore, with such knowledge and the varied ways in which these organizational aspects are utilized in various disciplines could be revealing and empowering to them.

Further, introducing fresh students to the concept of academic genres, whether spoken or written, can be useful. For written genres, discussions can focus on the title, abstract, literature review, book review, long essay or dissertation, course paper, term paper; discussion on spoken academic genres could include seminar, presentation, tutorial, conferencing, and workshop. At the outset, it is necessary to point out that the essence of introducing the concept of genres in the proposed Communication Skills curriculum is not to teach fresh undergraduates these genres as rather to alert them to the possibility of their encountering them as they move horizontally and vertically in the university. Of course, the extent to which specific spoken and written genres are used will depend on various disciplinary communities.

In addition, Afful (2007) posits that depending on how structure or form is conceived, the proposed Communicative Skills curriculum could convey useful information on

conventions of usage such as references/bibliography, citation, spelling, and punctuation. In particular, the underlying rationale for bibliography and citation as means of enforcing shared construction of knowledge, ownership, and deterring plagiarism could be a useful general point, while drawing attention to differences in disciplines or even lecturer preferences regarding various reference styles. Moreover, Lynch and McGrath's (1993) exposition on the five features of effective bibliographic build-up could be an illuminating basis of introducing students to bibliographic documentation, a skill required in later years of the undergraduate student's academic work in the university.

Apart from content and structure, language offers an illuminating basis for incorporating generalist and discipline-specific perspectives in a revised Communicative Skills curriculum. Linguistic and rhetorical features that are generally utilized by academic discourse include the following: formality (detachment versus writer's voice); citations; linear development; lexical, collocational, and phraseological features; hedging, and information management. Afful (2007) is therefore of the view that the effort of the Communicative Skills instructor has to be complemented by the subject teacher in the discipline-specific context. Such a caveat is not without basis because, as North (2003), for instance, argues, if disciplinary skills are learnt through participation in a situated activity within a disciplinary course, then it would appear to be difficult to see how Communicative Skills can foster this.

Afful (2007) argued that there should be a change in the Communicative Skills curriculum of University of Cape Coast which is derived from the current theory of academic literacy foregrounding a multivariate position. This multivariate view flags multi-literacies, discipline-specificity, and context. (Dillon, 1991; Jolliffe & Brier,

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1988; Prior, 1998; Hyland, 2002), arguing for the inextricable link between language and content. That is, content makes a significant contribution in how discourse differs from one discipline to another.

2.5 The Impact of Implicit Knowledge and Self-Regulated Learning in Writing

Writing academic papers is a common learning situation in tertiary institutions. Writing, not only requires knowledge about grammar, genre, and vocabulary, but also the ability to self-regulate one's own learning (Graham & Harris, 2000; Zimmerman & Risemberg, 1997). Individuals have to plan, initiate, monitor, and evaluate their writing process, stay focused and motivated, and manage the learning environment. Metacognition and appropriate strategy use have been identified as important success factors for skilful writing and are at the same time key components of self-regulated learning (henceforth SRL) (Boekaerts & Rozendaal, 2007; Graham & Harris, 2000; Hacker & Kircher,2009). In the last few years, researchers have discussed several factors – intelligence and instructional settings – that influence students' writing and SRL (Harris et al, 2012; Karlen, Maag Merki & Ramseier, 2014); one potential factor is whether students' implicit theories of human attributes such as intelligence, and abilities are fixed or malleable. Research has shown that if students believe that attributes are malleable, they embrace challenging tasks, persist in the face of difficulties, and try different strategies (Chen & Parjares, 2010; Dweck &Master, 2008; Job, Walton, Berecker & Dweck, 2015). The relationship between implicit theories of intelligence and self-regulation competencies is well documented (Burnette, O'Boyle, VanEpps, Pollack, & Finkel, 2013; Dweck & Master, 2008).

Writing an academic essay is a complex and multidimensional process that requires the activation and use of different SRL components (Harris, Santangelo & Graham, 2010). Writing can be subdivided into three different recursive phases that require

several SRL competences: during a pre-action phase individuals plan their writing, set goals, and become motivated to start writing; during the action phase, ideas are translated into written text, and actions are monitored and regulated; and in a revision phase, the written text is edited, evaluated and conclusions are drawn (Sitko, 1998; Zimmerman & Risemberg, 1997). Strategies help writers to structure and adjust the processing of information, maintain and summarize new knowledge, stay focused and motivated, regulate emotions, and verify whether the goals have been achieved (Boekaerts, 1999).

As writing is a complex process, students have to use different strategies to overcome different problems, regulate and evaluate their writing process successfully, and stay focused. Skillful writers are highly engaged metacognitively, so as to regulate the higher-order processes that underlie academic writing through the use of different strategies (Harris et al, 2010). The use of strategies is strongly linked to students' available strategy repertoire and Metacognitive Knowledge (MK) (Borkowski, Chan, & Muthukrishna, 2000; Karlen, 2015).

Metacognitive knowledge refers to the knowledge component of metacognition (Flavell, 1979) and describes verbalizable knowledge and awareness of memory, comprehension, and learning processes. It includes understanding task demands and characteristics as well as having knowledge about the quality and characteristics of strategies. This knowledge allows individuals to determine the relative benefit of one strategy over another (Borkowski et al., 2000; Paris, Lipson, & Wixson 1983). MK thus enables students to determine the appropriateness of a variety of specific strategies for different tasks. Moreover, it positively influences decisions on what strategy to use in specific learning situations (Luwel, Torbeyns, & Verschaffel, 2003; Vrugt & Oort, 2008). In the context of writing, individual's MK affects how students

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analyze the specific writing task, determine the best strategies to solve the task, and when and why to employ various strategies (e.g., Graham & Harris, 2000; Harris, Graham, Brindle, & Sandmel, 2009).

In the domain of writing, researchers have focused on the relationship between different implicit beliefs and SRL and have mainly examined the relation between SRL and epistemological beliefs (beliefs about knowledge and knowing) or transmission versus transaction beliefs (e.g., information must be transmitted from the author to the readers' mind versus meaning exists in the mind of the reader and can be constructed from the text) (Mateos et al., 2011; White & Bruning, 2005). However, studies have rarely investigated domain-specific implicit theories regarding academic writing in the sense used by Dweck (2006), who distinguishes between a fixed and a malleable theory. In an early study, Palmquist and Young (1992) found that university students who did not believe that writing is a gift (operationalized as the belief that writing could be learnt or taught, in the sense of holding a malleable theory) had higher levels of confidence in achieving proficiency in writing, lower levels of writing apprehension, and higher self-assessments of their prior writing ability. Students who had a more fixed theory about writing had lower self-assessments of their writing skills and abilities. Palmquist and Young (1992) concluded that students' implicit theories influence how they approach writing. In line with that, Hammann (2005) found a relationship between implicit theories of writing and components of SRL. Domain-general metacognitive knowledge (MK) was positively related to a malleable theory. Hammann (2005) wondered whether students with a fixed theory are not aware of their own thinking processes or if they just do not believe that they can self-regulate their learning and thus may not try to become aware of their own cognition. In a writing strategy-instruction intervention study, Limpo and Alves (2014) found

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that students with a malleable theory of their writing ability improved the quality of their texts more than students with a more fixed theory did. In sum, the available research on implicit theories of ability as fixed or malleable provides an initial indication that it is associated with different SRL components, but the literature underlines the importance of conducting studies that look more closely at the under-examined effect of the implicit theory of writing on domain-specific MK and strategy use in the context of academic writing.

Some studies have indicated that throughout their learning history, individuals with a malleable theory may have acquired more MK and used more strategies than peers with a fixed theory have (Burnette et al., 2013; Dweck, 2000). This might lead not only to better writing performance but also to higher Metacognitive Self Knowledge and thus have a positive effect on the choice and quality of strategy used (Borkowski et al., 2000).

Karlen and Compagnoni (2017) studied how implicit theories about the nature of human attributes as either malleable or fixed influence how people perceive knowledge and approach different tasks. Two studies explored the relationship between implicit theory of writing ability, metacognitive knowledge (MK), and strategy use in the context of academic writing. In the pre-study the researchers used 55 participants and aimed to examine the relationship between implicit theories of writing ability, MK, and the quality and diversity of strategy used in academic writing.

Participants for the second were 113 students at a university in Switzerland. Students were sampled out from degree programmes in education and were mainly women (82%). Students are pursuing either the Bachelor's degree programme (70%) or the

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Master's degree programme (30%). On average, students were in their third semester (mean = 3.07) at the university. All students were given time to complete the online questionnaire during the course.

In order to assess students' self-reported task-specific quality and diversity of strategy use, three open-ended questions related to the three writing phases were used. Finally, to assess students' MK about writing essays, a scenario-based instrument was used. Correlational analyses in SPSS were run to test the relationships among implicit theory, MK, and strategy use.

The study revealed a significant correlation between students' implicit theories and their MK. The study found significant correlations between a more malleable theory and more frequent use of metacognitive strategies. Confirming the results of the pre-study, the results of second study showed that a more malleable theory of writing ability was directly associated with higher MK. In sum, the results illustrate the importance of linking implicit theories to self-regulated learning.

The aim of second study was to confirm the results of the pre-study (study 1) with a larger sample and involve further measurement methods. Instead of open-ended questions, they applied a commonly used questionnaire to measure habitual use of strategies in writing (Kaplan et al., 2009). Further, the assessment of implicit theories and MK was more strongly tied to the domain of academic writing. A path model was run in Mplus 7.3 (Muthen, & Muthen, 1998–2012) to investigate multivariate relations between implicit theories of writing ability, MK, and habitual metacognitive strategy use.

The discussion of the impact of implicit knowledge and self-regulated learning in writing attest the fact that students should always see the need to improve their writing rather than relying on the idea that they are not gifted-writers so there is

nothing they could do to improve their writing. Students' knowledge about writing and their self-awareness that they could improve their writing skills provided they apply appropriate strategies are impetus to their writing development.

In relation to the current study, the researcher would ascertain whether students' metacognitive knowledge and self-regulated learning affect their writing or otherwise.

2.6 Types of Writing Tasks

In order to prepare students for university courses, it is essential to possess information about the different forms of writing assignments (Shih, 1986). A study conducted by Rose (1983) attempted to determine writing tasks in classes at the University of California. In the study, 445 assignments, home exam and subject matters from 17 departments of the University were collected and analysed. The study revealed that the most questions and topics at university specifically required;

> *"...(a) exposition and academic argument, (b) synthesis of information from lectures and readings (rather than ideas from personal experiences or observations of immediate objects or events) and thoughtful reflection on material, and (c) writing which fits the philosophical and methodological assumptions of specific academic disciplines"* (Rose, 1983, p. 65).

The type of writing tasks assigned in university courses may vary from one academic level to another. Generally speaking, students use writing within different fields of academia, with graduate compared to undergraduate.

Students utilise writing as a means to demonstrate their knowledge (in exams, assignments and classwork), just as educators utilise it as a means of starting individualistic thinking; for research or study papers and literature reviews and critiques (Shih, 1986). It is suggested that writing tasks can be classified into formal and informal (Derewianka, 1990; Avalos et al., 2007). It is proposed that a writing

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task in the curriculum that focuses on exposition and academic argument (Rose, 1983), critical analysing, or the synthesis of information from several sources (Pugh et al., 2000) to be labelled as formal writing task. In contrast to the expository, narrative tasks can be labelled as writing tasks that are assigned for the purpose of describing personalized experiences or perceptions of instant objects or occurrences, and that providing factual descriptions through the summarizing of ideas and/or information contained within a text–narrating events or report facts will be labelled as informal writing tasks.

In the university level, students need to be prepared to read and write texts that are primarily expository (Pugh et al., 2000). Consequently, if English as Foreign Language (EFL) instruction at the secondary level focuses on training students more toward narrative writing, than with regards to expository writing, students might face difficulties in writing academically at the university level; which is mostly expository in nature. Therefore, to prepare students for EFL writing at a university level, writing instructions that expose students to expository writing tasks may assist in equipping them with the required writing skill at the university level.

2.7 Academic Awareness

Academic awareness describes the writers' ability to understand the purpose of writing, relationship between the writer and the receiver and the nature of the writing assignment. Further, it talks about how to apply this background knowledge in the writing processes.

According to Bjork and Raisanen (2003) written assignments within the sphere of university studies occur regularly, and the formulated guidelines frequently highlight the use of formal language. When writing essays and papers at university level, there

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are demands on a high level of formality. Bjork and Raisanen (ibid) are of the view that university studies highly focus on formal writing. They further intimated that writing becomes highly significant to apply, and to adopt a certain level of academic awareness is hence crucial (Bjork & Raisanen, 2003). In connection to these claims, additional points of view on the matter are provided by Hyland (2006). The angle of approach towards the issue in this case concern features connected to the context of academic writing. At university level, one of the more prominent characteristics is the demand for a high level of formality, where specific, clear and precise expressions suitable to the context should be applied (Hyland, 2006). Further, Read (2000) claims that academic studies often concern narrow strings of context, characterized by certain genre-specific language styles. In relation to what Read (2000) said, Hinkel (2003) considers the adaptation of academic writing skills as highly crucial, to uphold a suitable style that is appropriate within the sophisticated context of university studies.

2.8 Subjective Projections

Subjective projections elucidate the use of one's own opinion to judge or to assess something. Bjork and Raisanen (2003) opine that students should not express their own ideas, but merely adopt communicative abilities which stretch beyond the limitation of personal thoughts. Nonetheless, personal exploration of ideas could be useful to some extent. Texts including these ideas should however not be intended for external readers, but merely written for own purposes. This depends on the fact that such projections are considered informal. This stems from the fact that it comes from personal opinions. When writing essays and papers, there is constant demand on a higher level of formality. Hence, productions intended for other readers should be objective (Bjork & Raisanen, 2003), it should be devoid of writer's own opinions. Furthermore, Melin and Lange (2000) state that writing formal papers should be

impersonal, and the author should be 'absent' from the context highlighted in a production.

In the same vein Lundahl (2009) generalizes between the concept of informal language, which is mainly based on expressions related to the concrete present, and formal language use, which is based on technical and abstract knowledge. Lagerholm (2008) also pinpoints this connection, and highlights informal language use and spoken language – mainly general every-day conversation – as closely related. When speaking, people generally get private, personal and emotional. Also, spoken language demands quick responses which force people to use informal sentence constructions, based on immediate personal reactions (Lagerholm, 2008), or the concrete present, as Lundahl (2009) describes it. In contrast, formal writing emphasizes producing work which highly based on correct expressions. The time aspect is also significant in this case, since writing often provides people with more time to consider different ways of constructing a sentence. Although informal features are more frequent in spoken language, it does not mean that informal expressions – personal and subjective – never occur in written productions. Contrarily, such expressions do occur in formal written work.

Melin and Lange (2000) explain certain features which separate the formal context of written productions, from the general informal context of spoken language. Among these features there is a few important key components mentioned. The table below is an illustration of the difference between written and spoken language.

Table 1: The Difference between Personal and Academic Writing

Written Language Characteristics	Spoken Language Characteristics
Formal	Informal
Objective	Subjective
'Absent' from context	'Present' in context
Impersonal	Personal

 (Melin & Lange, 2000)

The use of 'I', 'me', 'my', 'we', 'our', 'us' should be avoided since these pronouns suggest that the writer takes part in the context. In such case, the author uses a style which is generally adapted in spoken language. Through projecting oneself as 'present' in a text, an informal approach is applied as indicated by (Melin & Lange, 2000). Another researcher, Davies (2012), supports these claims and aligns such features as personally tinged, since they evoke impressions of the author being included in the text. Such expressions should be avoided since it goes against the grain of academic writing. Also, Lagerholm (2008) claims that expressions related to personal and subjective impressions are informal features, connected to spoken language. In this regard even if those expressions are written, they still exhibit their informal characteristics, and therefore they are regarded as such.

Lastly, Bjork and Raisanen (2003), state that it is important to always support claims in academic productions with scientific and reliable sources. The conclusions made should be based on theories as well as materials, and an appropriate academic style should be applied when writing for research purposes. This is where, it seems, stems students' problems on writing. Normally, most students are not able to differentiate between spoken language and written one.

2.9 Information-Packaging

Information packaging concerns itself with the use of the rightful words in write-up. It describes the use of content words as oppose to the use of function words. One of the features of a spoken language is the use of informal expressions. This has been highlighted as a prominent feature and it is unavoidable due to the nature of demands on quick responses which inevitably occur. This fact has two effects on the writing piece. In the first place it decreases the probability of an upheld objective approach (Lagerholm, 2008); that is, it does not help in the objectivity of the material. Secondly, it also affects the occurrence of content bearing words. On the other hand, when performing written formal work, the circumstances often allow thorough considerations regarding the use of appropriate words. This also enables a construction of text which consists of a higher level of information packaging. To exemplify such consideration, Davies (2012) explains how the use of pronouns, could be replaced with nouns, which according to Johansson (2008) and Biber et al (2002) is a feature which should be frequently occurring in academic texts, due to the high informational density of the word class.

Information packaging can be obtained by calculating the Lexical density (henceforth LD) of a piece of writing material. According to Yates (1996), lexical density is among the most reliable and scientifically explored measures. There are considerable differences between the utterance of spoken and written language. Among these characteristics, the construction of sentences does include more content words in written productions. Oppositely, the use of function words does occur more frequently in spoken language, and transmissions of such features to written productions do evoke informal impressions. The LD could crudely be described as a measure of information packaging. In relation to these claims, Oliveira (2010) suggests that there

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are issues concerning the high academic demands at university level, where many learners of English do struggle to adapt to an appropriate style. The demands to produce and understand informationally dense texts at university level do not correlate with the students' every-day language. The abstract, often long words that occur within the academic context are often hard to interpret. Lagerholm (2008) mentions that in contrast, the every-day language use is mainly connected with informality. Johansson (2008) also mentions the packaging of information in a text as a formal feature. There are certain word classes (nouns, verbs, adjectives and to some extent adverbs), referred to as content words, which carry more information than other word classes. The proportion of these word classes could be put in relation to the total number of tokens or function words in a text.

By investigating this, a notion is received regarding the packaging of information in a text. The measure of such correlation reveals the LD (Johansson, 2008). Although both nouns and verbs have been accounted as measures of content bearing words to appreciate in formal contexts (Johansson, 2008), there are other ways of measuring the information packaging. Lagerholm (2008) claims that nouns are the most informationally dense word class, but does however state that verbs stand in a contrary relation. Verbs occur more frequently in spoken language, whereas nouns occur more frequently in written texts. Also, these word classes occur at the expense of the other, meaning that a sentence with many verbs generally consist of few nouns. Hence, a simpler but similar investigation of information packaging could be calculated. The measure is called a nominal quote (henceforth NQ) and is a measure of the nouns in a text divided by the verbs. Through such measure, a notion of information packaging could be received (Lagerholm, 2008).

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2.10 Lexical density

According to Johansson (2008), "Lexical density is the term most often used for describing the proportion of content words (nouns, verbs, adjectives, and often also adverbs) to the total number of words." (Johansson, 2008, p. 65). By investigating this, a notion regarding the information packaging is received. This depends on the fact that those content words contain more information than other word classes. Function words, (prepositions, interjections, pronouns, conjunctions and count words) contain little information in comparison. The correlation between the content words and function words is hence a valid measure to use when investigating the information packaging. 'A high score of information packaging is a measure of formality' (Johansson, 2008, p. 65). For example: A text includes 26 content words (CW) and 24 function words (FW), counting to a total number of 50 words. In such case the equation would be content words divide by function words multiply by hundred. This is mathematically presented as: $LD = (CW/50) * 100$ ($LD = 52\%$) (Johansson, 2008)

Although this measure is scientifically supported, Yates (1996) claims that there are certain variables that should be recognized. The questions raised in this case concern the frequency of which certain words generally occur. Within the measure Johansson (2008) proposes, all content words share the same value, without any consideration regarding the frequency of which they occur. This means that in relation to all tokens in the text, a common every-day verb shares the same value as an abstract genre-specific noun (Yates, 1996).

These recognitions do also connect to claims regarding nouns being the most content bearing word class (Biber et al, 2002) and the considerations regarding verbs, which are described as more informal (Lagerholm, 2008). Also, Bjornsson (1968) considers

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a similar subject and noted that every-day words are generally more informal. In contrast, longer words exceeding six characters consist of a higher level of formality.

Many researchers have worked on lexical density. Johansson (2008), for instance, conducted a study based on the lexical diversity (LD) among an age group reaching between children at 10 years of age to adults. The research showed that within the measures of LD, there seemed to be a considerable development of skills among students studying at the university to use lexically dense words. At this stage of education within school, the investigation shows that skills connected to formal written language are developed. Their ability to use varied, lexical dense vocabulary does at university level improve according to the research (Johansson, 2008).

Regarding subjective projections in papers, Hinkel (2001) investigates certain informal features in non-native speakers' papers. The investigated features concern certain words which are 'emphatically" related, leading to the impression of informality. It is argued that since most non-native speakers of English mainly use their language skills in spoken conversation, they project similar informal words in papers as well. The research showed that the papers written by native speakers consisted of a higher level of formal word constructions. In contrast, the non-native speakers included informal words at a considerably higher frequency rate. One example raised among many others is the construction: 'I definitely believe…, which does indicate that the student emphasizes with the content. Such projections are informal and do occur frequently among non-native speakers (Hinkel, 2001).

Depending on the different contexts, students' use of both informal as well as formal language is important to appreciate. Nonetheless, within the context of school tasks are mainly based on the formal use of English. The further into the school system

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students reach, the higher the demand becomes of their capacity to use formal English (Lundahl, 2009). However, to apply an appropriate level of English is often difficult, especially for non-native speakers (Zareva, 2009) and informal expressions do consequently occur in the most formal contexts. When conducting papers at university level, a specific genre of formal writing should be applied. The genre in question is generally referred to as academic writing (Bjork & Raisanen, 2003). According to Melin and Lange (2000) informal language use is mainly connected to spoken language. In contrast, there is generally a closer connection between formal language use and writing. In situations where spoken language is involved, expressions are foremost based on personal and subjective impressions. This means that within contexts where spoken language is preferred, people are generally expected to include themselves as central figures in the discussion. However, these are considered informal features which generally should be avoided. In contrast, objectivity should be upheld as a measure of formal approach and academic awareness (Melin & Lange, 2000).

Another feature to appreciate when striving towards academic proficiency is the application of words which carry much content. There are certain word classes (nouns, verbs, adjectives and adverbs) which provide a reader with more information, referred to as content words. These should be preferred over function words (prepositions, conjunctions, pronouns), which carry less information. A higher percentage of content words provide more information in a limited number of words, increasing the information packaging of a text (Johansson, 2008). Such features are determiners of formality and connect to guidelines concerning the development of academic awareness. At university level, many students perform written productions which demand that they apply academic writing style. Adapting to this genre of

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formal writing is necessary at university level (Finch, 1999), and features relating to informality should be avoided when performing academic work.

2.11 Key Distinctive Features of Academic Writing

The concept of academic writing could be defined in different ways. The Oxford Companion to the English Language (1994, p. 8) for instance, provides the following definition of academic English in general: 'the register of English used by scholars and scientists; an elevated and often complex style associated with concern for accuracy, objectivity, and dispassionate comment'. This definition indicates that academic writing is more accurate, and above all, it should be devoid of subjectivity and passionate comments. Writing is a highly complex composing skill valued in the academy. Hillard and Harris (2003) do not treat academic writing as a single, monolithic discourse. They do argue that intellectual writing is almost always composed in response to others' texts. Hillard and Harris (ibid) especially emphasize the intertextual and citational nature of academic writing: 'Academic writing names the kind of intellectual prose students are expected to produce as undergraduates: writing that takes a sustained interest in an issue under consideration and gathers much of its evidence from a careful reading of sources' (Hillard and Harris 2003, p. 17). Other scholars such as Gocsik (2005) consider three concepts that are crucial to understanding of academic writing. First of all, academic writing is writing done by scholars for other scholars (Gocsik, 2005). As a matter of fact, it does not leave out university students as they are 'part of a community of scholars' (Gocsik ibid). Students read about, think about, argue about, and write about great ideas. The process of learning academic writing assists the writer to understand the expectations, conventions, and requirements of scholarship.

Secondly, academic writing is devoted to topics and questions that are of interest (relevant and appropriate) to the academic community. Lastly, the important requirement of academic writing is to approach the reader with an informed argument. The writer considers what is known about the subject and then determines what he or she thinks about it. If the writer's paper fails to inform, or if it fails to argue, then it will fail to meet the expectations of the academic reader.

Academic writing is at the pivot of teaching and learning in higher education, fulfilling a range of purposes according to the various contexts in which it occurs. Coffin, et al (2003) maintains that these purposes include assessment, learning and training students as future professionals in particular disciplines. Assessment is often a major purpose for student writing. Students may be required to produce essays, written examinations, or reports whose main purpose is to demonstrate their mastery of disciplinary course content as well as their ability to convey information in an organised, detailed manner. In assessing that kind of writing, lecturers focus on both the content and the form of the writing, that is, the language used, the text structure, the construction of argument, grammar and punctuation. Furthermore, learning academic writing can help students grapple with disciplinary knowledge as well as develop more general abilities to reason and critique, and present their ideas in formal writing settings. Also, learning academic writing can considerably improve students' communication skills even at the advanced level. Lastly, teaching academic writing aims at developing students' skills for continued use of academic English to successfully operate in/cope with different domains of language use: personal, public, occupational and educational (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2002).

Successful users of academic writing need to be able to make appropriate choices from the language system and to match their text to the readership in a way which ensures maximum impact. It is essential, therefore, to know the distinctive features of academic writing. "Academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as this it is in the standard written form of the language. There are six main features of academic writing that are often discussed. Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible. The six features of academic writing will be given a closer look.

Written language is relatively more complex than spoken language. Written language has longer words, it is lexically more dense and it has a more varied and specialised vocabulary. It uses more noun-based phrases. Greater use of nouns than verbs help to construct meanings and make them compact. Tribble explains that "lexically dense, nominalised styles make it possible to give prominence to certain categories of information and construct a distant impersonal relationship with the reader" (Tribble, 1996, p. 21). In addition, written language has more subordinate clauses and more passives.

Academic writing is also relatively formal. In general, this means that the writer should avoid contractions, colloquial words and expressions, tautology, vague words or phrases and everyday similes. In a similar manner, the use of technical, elevated or abstract vocabulary, complex sentence structures and the avoidance of the personal voice (the use of I, you) are also meant by formality (Davies, 2012). Hacker maintains that "formal writing emphasizes the importance of its subject and the exactness of its

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information. Its tone is dignified, and it maintains a certain distance between writer and audience" (Hacker et al, 1998, p.126).

Moreover, academic writing is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that the writer seeks to convey and the arguments he or she wants to make rather than the writer himself. One of the key steps of academic writing, therefore, is to learn to move from the personal to the objective while writing.

Table 2: The two varieties of conveying information

Personal		Objective
personal writing	→	more objective academic writing
telling one's own story	→	commenting on, analysing and evaluating someone else's ideas
using everyday words	→	subject specific vocabulary
information from your own experience	→	using information from a variety of sources
personal feelings and views	→	views expressed on the basis of evidence

(Source: Academic Style, The Open University, 2004, <http://www.open.ac.uk/study strategies/english/pages/academic_2.asp>)

Academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of text are related. These connections can be made explicit by the use of different signalling words. Expressing oneself clearly also involves using language accurately and with an appropriate range, writing coherently and cohesively,

following the conventions of the particular kind of writing, and writing relevantly and comprehensively.

In any type of academic writing the writer does, it is necessary to make decisions about his or her stance on a particular subject, or the strength of the claims he or she is making. "Hedging refers to the way in which a writer shows the extent to which he or she wishes to be responsible either for the accuracy of the ideas being put forward or for the ideas themselves" (Tribble 1996, p. 100). Jordan (1997) also claims that a feature of academic writing is the need to be cautious in one's claims or statements and presents the following taxonomy of hedges:

1. Shields, e.g. all modal verbs expressing possibility; semi-auxiliaries like: to appear, to seem; probability adverbs like: probably, likely.

2. Approximators, e.g. of quantity, degree, frequency and time viz. *approximately, roughly, often.*

3. Expressions such as *'to our knowledge'* which express the author's personal doubt and direct involvement.

4. Emotionally-charged intensifiers, such as: extremely interesting, particularly encouraging.

5. Compound hedges, i.e. the juxtaposition of several hedges, e. g. It may suggest that..., It seems reasonable to assume..., We might possibly be wrong (though it is not likely), etc.

Lastly, in academic writing the writer must be responsible for, and must be able to provide evidence and justification for, any claims he or she makes. The writer is also responsible for demonstrating an understanding of any source texts he or she uses.

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The features that, when combined, determine that the discourse is formal and academic are summarised in Jordan (1997, p. 244) in the following way:

"The academic writer's approach to his material is analytical impressionistic, objective rather than subjective, intellectual, not emotional, rational and polemical. The academic writer's tone is serious, conversational, impersonal rather than personal, formal and not colloquial".

The academic writer makes frequent use of passive forms of the verb, impersonal pronouns and phrases, complex sentence structures specialised vocabulary.

Since scholarly discourse is not uniform and monolithic, but rather a wide umbrella term (Jordan, 1997), academic writing would be discussed in terms of its genres, ways of acquiring adequate skills in academic writing, and the relationship between academic writing and other kinds of writing.

2.12 Relationship between Academic Writing and Other Kinds of Writings

As it has already been pointed out, the words writers choose and the ways they express their ideas are different for each kind of writing, depending on the audience they are writing for and the purpose of their writing. In this section we will discuss various kinds of writing, viz. personal writing, business writing, technical writing, and creative writing, differing in their purposes, audiences and characteristics, in relation to academic writing. Although all writing is personal because, in the best sense, the basic purpose of writing is the need to express what is within oneself (Shoemaker, 1985).

2.13 Personal Writing

It differs from academic writing in the degree of formality, language complexity, objectivity and in the purpose. What makes personal writing unique is "the authority taken by the writer to be seen as an expert. Recognising expertise, of course, does not mean that any writing produced is good, only that the idea or concept behind the writer should not be challenged as inappropriate" (Grabe & Kaplan, 1996, p. 333).

Personal writing includes letters to friends and relatives, diaries or journals that people write just for themselves, and even personal e-mail. There are a few guidelines for personal letters, such as putting a date at the top, beginning with a greeting and using a closing. However, those guidelines may not be followed in personal writing because it is intended to suit only the writer and the person receiving it. Personal writing, on the other hand, introduces a wide range of opportunities to practise academic writing and leads to positive attitudes towards writing in general. For instance, in academic settings, journal writing as a writing assignment is employed. "Journal writing is more informal than other academic writing assignments." (Ingalls & Moody, 1999, p. 82) When students write in journals, they are not writing to perform; instead they are writing to think on paper about new ideas they are encountering. Journals encourage writers to be reflective, express their feelings and attitudes towards assigned activities. The same is true in terms of opportunities to publish a completed piece of work (example, in the form of well-written letters or newsletters) or of informal letters, another kind of personal writing. Such opportunities represent important ways to raise the writer's awareness about language, point out the effective uses of language, encourage the writer and sharpen his or her writing skills, thus preparing for more demanding academic writing assignments.

Similarly, to academic writing and unlike personal writing, business writing uses formats and follows certain rules. Business letters and reports must be accurate, clear, and concise, and typing or word processing must be standard. Although the purpose of a piece of business writing differs from that of academic writing, the style of business writing (as well as that of academic writing) is fairly formal, and a high level of correctness and organisation is expected. Most business writing is done on the job, but business formats are also used to write letters about products or services, letters of application for colleges or jobs, and resumes. Students at universities are also expected to be able to write a piece of business writing, for example, a letter of application.

Like business writing and academic writing, technical writing holds on to formal style. Technical writing is the practical writing that people do as part of their jobs. Whatever their position – from executive to middle manager, from specialised research scientist to secretary – people generate documents as art of their responsibilities. These documents enable other people to fulfill their roles in organisations or to use the organisation's products or services. Technical writing enables businesses, corporations, and public agencies to achieve their goals and maintain their operations. Riordan (1993) maintains that technical writing has three basic purposes: to inform (e.g. about the results of an experiment or the physical description of a new machine), to instruct (i.e. give readers directions for using equipment and for performing duties), and to persuade (e.g. present readers with cogent reasons to follow a particular course of action). Riordan (1993) ascribes four characteristics to technical writing. Technical writing engages a specific audience, uses plain and objective language and terminology the audience understands, stresses presentation (employs devices that enable readers to assimilate information at a

glance), and regularly employs visual aids (graphs, tables, drawings). Since one of the aims of teaching academic writing is improving students' communication skills at an advanced level and developing students' skills for continued use of the language in the public, educational and also occupational domains of their future lives, acquiring academic writing skills might be helpful for them in future technical writing settings.

Creative writing includes poetry, short stories, novels, plays, and film scripts. Some people like to write poetry just for their own enjoyment, but in most cases, creative writing is intended to entertain a reading audience. Although there are certain conventions and techniques for each type of creative writing, Ingalls and Moody argue that "originality and imagination are essential" (Ingalls & Moody, 1999, p. 5). Creative writing focuses on communication, self-expression and the composing process rather than on accuracy. This kind of writing invites the writer to be imaginative and to entertain the reader. Creative writing can be used in academic settings. For instance, writers might assume the persona of one playwright writing to another in a different century in response to having read some work of literature. Although the resulting text is literally a letter, it calls on the writer's powers of imagination and on their knowledge of the pieces of writing of both the hypothetical writer and reader. Creative writing gives learners a chance to experiment freely with language and helps develop an efficient composing process. In addition, creative writing can help unlock the writer within students and make them better at other kinds of writing as well.

Although various kinds of writing that have been discussed above differ in many aspects, the relationship between personal, business, technical, and creative writing on one hand and academic writing on the other hand is obvious. Personal writing and creative writing introduce a wide range of opportunities to practise the elements of

academic writing, thus raising writers' awareness about the language, encouraging and helping them sharpen their writing skills. Business writing and technical writing, in their turn, are similar to academic writing as they use formats and follow certain rules; moreover, acquired academic writing skills might be helpful for continued use of the language in students' future business and technical writing settings.

2.14 Major Genres in Academic Writing

Academic writing has many facets. Jordan (1997) intimated that in academic writing the primary focus should be on academic discourse genres and the range and nature of academic writing tasks, aimed at helping to socialise the student into the academic context (Jordan, 1997). "A genre is a recognized communicative event with a shared public purpose and with aims mutually understood by the participants in that event.… In addition to purpose, exemplars of academic genre exhibit various patterns of similarity in terms of structure, style, content and intended audience" (Jordan, 1997, p. 230). The most common types of genre that students are expected to become familiar with and to produce include the following: abstracts, summaries, analyses, essays, reports, case studies, projects, literature reviews, exam answers, research papers (or term papers), dissertations and theses. Each of these has its own content structure or format, style, and certain conventional requirements. At the pinnacle of academic writing are dissertations and theses while an essay is a widespread form of academic writing, particularly in the humanities. At advanced levels, it is possible that students expand their range of writing abilities into additional genres and also develop specific skills useful for more demanding academic contexts.

However, being able to write, for example, a summary is crucial for those who seek for success in more demanding contexts. This section aims at examining conventional academic genres which are essential for the development of advanced writing

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abilities. These are essays, reports, research papers, summaries, analyses, interpretations, and abstracts.

2.15 Essay Writing

An essay is a widespread form of academic writing. Zemach and Rumisek (2003, p. 56) define an essay as, 'a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common assignment for academic writing'. This definition presents the notion of an essay in a way that is most commonly known and conventionally acceptable.

The first paragraph of an essay is the introduction. It explains the topic by providing general ideas on the issue under discussion. It also has a thesis statement, that is, a sentence that gives the main idea. The body paragraphs explain and support the thesis statement. The conclusion, the last paragraph of an essay, summarises or restates the thesis and the supporting ideas of the essay. The requirements for an essay are: selection of relevant material, presentation of a reasoned argument, evaluation of evidence and drawing of appropriate conclusions. Essays tend to measure the writer's ability to organise his or her thoughts, and communicate these thoughts in writing. They also test the writer's skills at making essay plans, and at making a good impression while reaching a robust conclusion or decision.

Some essay assignments allow writers to choose their own topics and present their ideas in any way that works, as long as they have a clear thesis statement and supporting details or explanations in the body of the paper. Many essay assignments, however, require a certain type of writing and a certain pattern of organisation. Besides, most of the types of writing for paragraphs, according to the logical patterning, could also be used for essays. These include the patterns of description,

narration, classification, process, cause-effect, comparison/contrast, definition, and argumentation. In an essay, each type of writing may be used alone or in combination with other types of writing.

Further, three of the most popular kinds of essays will be discussed in detail according to Ingalls & Moody (1999). The purpose of an argumentative essay, for instance, is "to take a stand on a controversial issue and prove that a particular viewpoint is right" (Ingalls & Moody 1999, p. 80). The thesis statement should express the writer's position clearly, and the body of the essay should present specific facts and logical arguments to support the writer's viewpoint. To be fair, the writer should consider both sides of the issue, that is, acknowledge the opposing views of other people. However, the writer should write more about his or her side than the other side. The best way to present the other side is usually to state the opposing view briefly, and then immediately show why this view is illogical, or incomplete.

If the writer is explaining a cause-effect relationship in a cause-effect essay, it requires the writer to analyse why something happens. "In most cases, there are multiple causes, and multiple effects or results as well. This type of essay usually focuses on either the causes or the effects of something, or both" (Ingalls & Moody (1999, p. 79). To write an essay about the causes of something, the writer should mention these causes in his or her thesis statement, and devote one body paragraph to each cause, thus, showing how each cause actually leads to the effect.

A comparison/contrast essay should explain interesting similarities and/or differences that readers do not know. The best way to organise a comparison/contrast essay is to identify a few main points of similarities or differences. The writer should include

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these points in his or her thesis statement, and then write one body paragraph about each, adding details and examples.

Reports belong to another genre in academic writing. 'A report is an account given about a matter after investigation or consideration'. The purpose of a report is to provide accurate, factual information in a straightforward way, as clearly and succinctly as possible. In order for the writer to be able to reach his/her goals, the body who commissioned him/her to write, in most cases, gives the writer a prescribed point of reference. This reference enables the writer to know what to include and what to be left out. The writer addresses the report to one's superior/colleagues, members of a committee, and it is written in response to a request or instruction. Some reports require the writer to provide an opinion in the form of an evaluation of certain facts, but on the whole personal opinion and generalisations should be avoided.

A report should generally include the following sections: a title page, a table of contents, a list of abbreviations and/or glossary, an executive summary/abstract, an introduction, a body (background and discussion), a conclusion, recommendations, bibliography and appendices.

There are various kinds of reports, such as: assessment reports which present and evaluate the positive and/or negative features of a person, place, plan; informative reports which present information concerning a meeting that has taken place, progress made on a project; survey reports which present and analyze information gathered from door-to-door surveys/questionnaires, including conclusions drawn from this information and suggestions or recommendations; proposal reports which present plans, decisions or suggestions concerning possible future courses of action for approval by one's superior at work, a bank manager, members of a committee (Evans,

2000). Although each kind of report has its own conventions and preferred formats, one goal of all reports is the same: to communicate to an audience. Assessed reports measure the writer's skills at finding out about, and adhering to, the expected report formats and conventions in a certain subject discipline. They often test the writer's skills at interpreting data, making sense of his or her findings. Reports also measure the writer's ability to put forward an organized piece of writing, coming to conclusions, making suggestions for further work.

A research paper is "very much like a long essay: it has an introduction, a body, and a conclusion; it needs a thesis statement, that is, an idea the writer is going to prove or support with his or her research; and the body of the paper should be developed with specific details, examples, and explanations" (Ingalls & Moody, 1999, p. 88). The main differences are that a research paper is usually longer than an essay and most of the information to support one's thesis statement must come from one's research. Finding good sources from books, magazine, journal and newspaper articles, and internet resources is the key to writing an effective paper. Most of the information from one's sources should be either summarised or paraphrased. The evidence from one's sources must be incorporated into one's paper at appropriate places to provide support for one's thesis. Research papers measure the writer's abilities to analyse and comment on information from sources, integrate quotations smoothly and naturally into one's paper, compare information from different sources, interpret what certain information means and draw conclusions, make smooth transitions between different ideas in the body of one's paper and provide explanations or comments that are necessary in order to present the information clearly or to show how the evidence supports one's thesis.

On the whole, to be successful, students should learn how language works to convey content through university studies-based genres. In a sense, they should learn the schemas for organising different types of knowledge, as well as those for presenting different types of information. "This is only likely to happen in contexts in which students get consistent practice with different types of writing tasks, and in which teachers can point to the language structuring in different genres for highlighting different ways of making meaning" (Grabe & Kaplan, 1996, p. 137)'. It was necessary to discuss the most common genres in academic writing since knowledge of the distinctive features of and the requirements for various academic writing genres determine the assessment criteria according to which certain assignments are judged.

2.16 Ways of Acquiring Adequate Skills in Academic Writing

Communication in academic writing and learning academic writing skills involve the performance of tasks or types of writing which are not solely language tasks even though they involve language activities and make demands upon the individual's communicative competence. To the extent that these tasks are neither routine nor automatic, they require the use of strategies, or skills, in communicating and learning academic writing.

A dictionary explanation of study skills encapsulates the essence: "abilities, techniques, and strategies which are used when reading, writing or listening for study purposes." (Longman Dictionary of Language Teaching & Applied Linguistics, 1996, p. 359) According to Jordan (1997), study skills for academic writing activities such as essays, reports, projects, case studies, literature reviews, dissertations, theses, research papers and articles are the following: (1) planning, writing drafts, and revising, (2) summarising, paraphrasing and synthesising, (3) continuous writing in an academic style, organised appropriately, (4) using quotations, footnotes, bibliography,

(5) finding and analysing evidence; using data appropriately. In order to differentiate academic from non-academic writings, Kennedy and Smith point out that 'the central difference between academic and non-academic writing occurs in the planning stage of the writing process. Because academic assignments require you to write about other people's ideas as well as your own views on the topic, you often have to comprehend, analyse, and combine ideas from various reading materials and summarise and paraphrase them as well as quote directly from them' (Kennedy & Smith, 1986, p. 7). Thus, pre-reading, close reading, and post-reading/prewriting are essential parts of the academic writing process. When an author attributes a statement to another writer it shows knowledge of a particular field of study. It also permits the author to make a claim about the state of knowledge in a particular field. An integral part of reading and summarising is paraphrasing – expressing someone else's ideas in one's own words, structure and style. Synthesising is the integration of others' writing in relevant areas of study. Even the most original academic paper integrates facts, ideas, concepts, and theories from other sources by means of quotations, paraphrases, summaries, and brief references. Kennedy and Smith (1986, p. 3) further emphasise the importance of the knowledge and the integration of the writing strategies, 'the six Rs, rephrase, reduce, react to, critically review, repeat and research' and claim that they enable the writer to respond to academic assignments in a mature, scholarly way. As far as revision is concerned, Eyseneck and Keane (2002) intimate that expert writers spend more time on revision than non-expert ones as they focus more on meaning, on the coherence and structure of the arguments expressed, whereas non-expert writers focus on individual words and phrases. The ideas on skilful and unskilful writers are echoed in Brookes and Grundy (1991): 'Better writers not only have strategies for correcting local problems such as word choice, grammar, and

punctuation. They also deal with overall content and meaning of their writing by adding, deleting, or reorganising larger chunks of discourse as well. Unskilled writers lack these global strategies.' (Brookes & Grundy, 1991, p. 53).

There are several ways to approach the acquisition of writing skills at university. It should be said at the beginning that there is not necessarily any 'right' or 'best' way to teach writing skills. The best practice in any situation will depend on the teacher, the type of student, the genre of the text being studied, and many other factors. Steele describes two popular, yet very different approaches, that is, the process approach and the product approach, and presents a number of differences between them. The differences between the process writing and the product writing are tabulated below.

Table 3: Differences between the process writing and the product writing

Process writing	Product Writing
• text as a resource for comparison	• imitate model text
• ideas as starting point	• organisation of ideas more important than ideas themselves
• more than one draft	
• more global, focus on purpose, theme, text type, i.e., reader is emphasised	• one draft
	• features highlighted including controlled practice of those features
• collaborative	
• emphasis on creative process	• individual
	• emphasis on end product

 (teachingenglish.org.uk)

Thus, the process approach to writing is one of the ways that help students in acquiring adequate skills in academic writing. First of all, students write more effectively by rewriting and revising at each stage of the composing process – by 'going back' and thinking again and then moving forward. Next, the writing process is more satisfying when it is shared and discussed with others at each stage. An open discussion with other writers about problems they are experiencing, ideas they would like to test, and so on, will help the writer in many ways as he or she writes. Also, the writers' academic writing will rapidly improve when they try to look at their writing as readers. In order words, their writing will benefit when they become good critics of both their own writing and that of other students. White and McGovern (1994) provide a series of activities, such as those indicated below, which can be used to promote the process approach to writing that can help students acquire adequate academic writing skills: discussion (class, small group, pair), brainstorming/making notes/asking questions, self-evaluation, planning/rough writing, peer evaluation, writing the first draft, self-evaluation, peer-evaluation, revision/rewriting, writing the second draft and teacher evaluation and marking.

Although writing is a step-by-step process, it ends with a finished product. Process is the means by which we reach such a product. Besides, much academic writing is very product-oriented, since the conventions governing the organization and expression of ideas are very tight. Thus, the learner has to become thoroughly familiarize with these conventions and must operate within them (Jordan, 1997). The two approaches are not necessarily incompatible. According to Steele, process writing could be integrated with the practice of studying written models.

Whatever the way of acquiring adequate skills in academic writing, academic language functions with which students should be familiar and which they should

master are the same. Chamot and O'Malley (1994, p. 42) provide us with 11 academic

language functions. Table 4 explains each of them.

Table 4: Academic Language Functions

Academic Language Function	Student Uses Language to:	Examples
1. Seek information	observe and explore the environment; acquire information; inquire	Use *who, what, when, where,* and *how* to gather information
2. Inform	identify, report, or describe information	Recount information presented by teacher or text, retell a story or personal experience
3. Compare	describe similarities and differences in objects or ideas	Make/explain a graphic organizer to show similarities and contrasts
4. Order	sequence objects, ideas, or events	Describe/make a timeline, continuum, cycle, or narrative sequence
5. Classify	group objects or ideas according to their characteristics	Describe organizing principle(s), explain why A is an example and B is not
6. Analyze	separate whole into parts	Describe parts, features, or main idea of information presented by teacher or text
7. Infer	make inferences; predict implications; hypothesize	Describe reasoning process (inductive or deductive) or generate hypothesis to suggest causes or outcomes
8. Justify and persuade	give reasons for an action, decision, point of view; convince others	Tell why A is important and give evidence in support of a position
9. Solve problems	define and represent a problem; determine solution	Describe problem-solving procedures; apply to real life problems and describe
10. Synthesize	combine and integrate ideas to form a new whole	Summarize information cohesively; incorporate new information into prior knowledge
11. Evaluate	assess and verify the worth of an object, idea, or decision	Identify criteria, explain priorities, indicate reasons for judgement, confirm truth

It is essential for the student to become familiar with and practise the academic

language functions. Being able to justify and persuade, classify, compare or narrate a

story according to a logical patterning is beneficial not only while writing certain

kinds of paragraphs or essays, but also while carrying out other more demanding assignments. Moreover, it was pointed out earlier in this section that reading as pre-writing activity (in other words, seeking information), summarising, analysing, synthesising a large mass of research material, as well as critically reviewing (or evaluating) are skills that are highly valued in academic settings as they enable the writer to respond to academic assignments in a mature, scholarly way. Knowing and using academic language functions, acquiring adequate skills in academic writing could make the difference between succeeding and failing in one's academic writing, that is, if a student fails to use a certain language function in his academic writing assignment, his piece of writing is deprived of the quality which is expected by the assessor using certain scales of assessment criteria, and vice versa.

2.17 Summary of the Chapter

This chapter has dealt extensively with literature review. It has considered conceptual framework, which considered Genre-Based Approach to writing and its tenets. The chapter has also dealt with empirical studies related to writing. It then focused attention on other related literature on writing.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The quality of any research work depends to a large extent on the method of collecting data (Dadzie, 2011). The method of collecting data in the present study is discussed in this chapter. The researcher describes the type of research approach and design, the targeted population and the sample size. The researcher also highlighted the instruments used in collecting the data and the data collection procedure. The chapter then discusses the problems encountered in the fieldwork as well as the ethics and validity of the research.

3.1 Research Approach

There are various methods of formulating a research approach for a study. Three broad approaches of data collection and interpretation in research are qualitative, quantitative and mixed research (Creswell, 2003). This study made use of the qualitative approach.

The research questions and objectives of a particular study and the instruments to be used determine whether to obtain purely interactional data or data that also inform us about the interactional behaviour of the participants in the context under study (Canals, 2017).

All the research questions demand the use of descriptive form of analysis. Qualitative research focuses on understanding a research query as a humanistic or idealistic approach. A qualitative research approach for this study was chosen because qualitative methods are especially useful in discovering the meaning that people give to events that they experience (Merriam, 1998). Specifically, the phenomenological

method is used to understand how participants make meaning of the phenomenon being studied. Qualitative method is used to understand people's beliefs, experiences, attitudes, behaviour, and interactions. It generates non-numerical data. Phenomenology is effective in studying a small number of subjects to identify the core of their experiences with the phenomenon (Creswell, 2003) and to produce patterns and identify relationships of meaning that build new knowledge (Moustakes, 1994).

Another reason for the choice of qualitative research approach is the type of instruments used for the study. The researcher made use of documentary analysis and interviews. Three broad categories of qualitative research of interest exist in clinical research: Observational studies, interview studies and documentary/textual analysis of various written records. The researcher of the present study dwelled on interview studies and documentary analysis (Canals, 2017). These instructions are analysed qualitatively, hence the use of qualitative approach.

3.2 Research Design

The researcher used a 'Case study' research design. In defining case studies, Stake (1995) distinguishes three types, the intrinsic, the instrumental and the collective. In intrinsic case study, a researcher examines the case for its own sake. Case study method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals – in this particular study, Komenda College students – as the subjects of study. Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships. Yin (1984, p. 23) defines the case study research method "as an empirical inquiry that investigates a contemporary

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phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used."

In an attempt to investigate the reason for students' mixing informal features in formal writings, the researcher, settled on using case study. This choice was informed by the fact that the researcher focused on a specific geographical area, Komenda College. Again, the number of events to be analysed is relatively small; thus helping the researcher to do detailed analysis.

3.3 Population

Polit and Hungler (1999) refer to population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. In research terminology, the population can be explained as a comprehensive group of individuals, institutions, objects and so forth which have common characteristics that are the interest of a researcher. The common characteristics of the groups distinguish them from other individual, institutions, objects and so forth. The term universe is also used as synonyms to population.

The number of essays available for the researcher were one-thousand, five-hundred, according the number of students from first year to third year. Out of this number of essays, the researcher used three-hundred (300) for the study. The breakdown is as follows: one hundred (100) essays from first year students, one-hundred (100) essays from second year students and one-hundred (100) essays for the third-year students. All the essays selected were formal essays. The researcher also selected 50 students for interview. Further, all English Language tutors – totalling five (5) – from the Languages Department of the Komenda College of Education were also interviewed.

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The rationale for selecting formal essays was to find out some informal language that could be found informal writing. These essays were marked, paying attention to informal language students used in their formal writing.

3.4 Sampling

Sampling is a technique of selecting individual members or a subset of the population to make statistical inferences from them and estimate characteristics of the whole population (Madow, 1953). Different sampling methods are widely used by researchers so that they do not need to research the entire population to collect actionable insights. It is also a time-convenient and a cost-effective method and hence forms the basis of any research design.

The way in which we select a sample of individuals to be research participants is critical. How we select participants (sampling) will determine the population to which we may generalize our research findings. The procedure that is used for assigning participants to different treatment conditions (sampling assignment) will determine whether bias exists in our treatment groups. The researcher used three different sampling techniques to sample participants for different conditions. These sample techniques are systematic, simple random and purposive.

3.4.1 Systematic Sampling

Systematic sampling is where every nth case after a random start is selected. For example, if surveying a sample of consumers, every fifth consumer may be selected from the sample. The advantage of this sampling technique is its simplicity (Madow, 1953).

Systematic sampling has a long tradition in survey sampling (example, Madow & Madow 1944, Madow, 1949, 1953). When applied to a list of units it is known as the every nth rule, where "n" refers to the sampling interval. Where the ordering of the

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units is conceivably uncorrelated with the survey variable of interest, or contains at most a mild stratification effect, the systematic sampling is generally considered as a convenient substitute for simple random sampling "with little expectation of a gain in precision" (Cochran 1977, p. 229). The systematic sampling is more convenient, especially, because it is not subjected to restrictions either on the number of auxiliary variables or on the number of levels each of them may take.

In this study the researcher used one in every five scripts to select samples for the study. That is, for every five scripts counted the researcher selects the fifth script. This was done to select hundred scripts from level one-hundred to level three-hundred.

3.4. 2 Simple Random Sampling

Perhaps the most basic method of sampling is simple random sampling, where each and every member of a population has the same chance of being included in the sample and where all possible samples of a given size have the same chance of selection (Schreuder et al., 1993; Cochran, 1999; Gregoire & Valentine, 2008). Pinkham (1987) described a simple method to take a simple random sample of individuals from a population without a list sampling frame.

A simple random sampling was also used to select fifty (50) students for the interview. The researcher handpicked students on first come first served basis. Since students come to campus according to the year group cohort, most of the students who were available at the time of the interview were the 2nd year group. Therefore, the fifty students selected for the interview were all 2nd year students. The researcher did the interview by himself and recorded the findings. These findings are analysed in chapter four.

3.4.3 Purposive Sampling

The purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses (Bernard, 2002). It is a non-random technique that does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002, Lewis & Sheppard, 2006). Purposive sampling is especially exemplified through the key informant technique (Bernard 2002; Garcia, 2006; Gustad et al., 2004; Jarvis et al., 2004; Lyon & Hardesty, 2005), wherein one or a few individuals are solicited to act as guides to a culture.

The main characteristic of the respondents is that they were all English language tutors of Komenda College of Education. Two of the tutors were females while three of them were males; adding up to five. The researcher decided to interview all tutors teaching English language to have a fair representation of the respondents. The gender equality in the sampling is just by accident since the researcher used all the English Language tutors.

Purposive sampling was used to handpick five tutors from Kommenda College of Education for interview. The use of purposive sampling enabled the researcher to get the desired result since he was interested in only English language tutors who mostly mark and assess students' formal essays.

3.5 Instruments

The researcher used document analysis and interview. The formal written essays from students and semi-structured interview were used in collecting data. The procedure and the manner these instruments were used described below.

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3.5.1 Written texts

The researcher examined formal essays from three (3) consecutive year groups. The essays were from *debates, articles for publication* and *letter to editor* categories. The researcher used systematic sampling to select three-hundred (300) essays; that is one-hundred (100) essays in each year group. These essays were marked by the researcher and the informal elements in the essays were marked by circling or underlining. The marking of the informal language with these symbols made it easier for the researcher to identify them during the analysis. Samples of the marked scripts with informal elements are scanned for analysis while others are made available in appendix 'A'.

3.5.1 Interview

The researcher also conducted two sets of semi-structured interviews – interview for students and interview for tutors – to ascertain students' knowledge about formal and informal texts and why they mix up the two. Burns (1999, p. 118) contends that "Interviews are popular and widely used means of collecting qualitative data". The use of interview assisted the researcher to elicit first-hand information from some informants. The inquirer intends "to obtain a special kind of information" (Merriam, 1998, p. 71) and investigates for himself what is going on in the respondents' mind. The point is that the researcher cannot observe the informants feelings and thinking that is why interviewing is a key to understand what and how people perceive and "interpret the world around them" (Merriam, ibid, p. 72). Flick (2006, p. 160) adds that the purpose of interview "is to reveal existing knowledge in a way that can be expressed in the form of answers and so become accessible to interpretation."

In order to have a sizable number of students for interview so that the researcher analyses them effectively, the researcher interviewed fifty (50) students to elicit their responses on formal and informal writing techniques. The interview lasted between

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fifteen (15) to twenty (20) minutes for each student depending on follow-up questions that were asked by the researcher. The interview took place during break times and after lectures in order not to interrupt academic work. The researcher friendly calls the interviewee and starts casual conversation with him/her before the actual interview starts. In order to seek their consent the researcher informs them that he would like to ask them some questions of which he would write their responses for a pure research purpose. The interview was done individually to ensure confidentiality. The purpose of the interview is to assist the researcher assign reasons to why students mix informal language in formal context. These students were also randomly selected based on 'first come, first served'. These students were also randomly selected based on 'first come, first served'.

Another set of interview was conducted for five English language tutors to elicit the reason and effects of mixing informal elements in formal essays. The semi-structured interview items for both students and tutors could be accessed in the Appendices 'B' and 'C' respectively.

3.6 Research Ethics

The researcher observed research ethics in this study by putting necessary measures in place. This is in accordance with those stated by Polit and Hungler (1999); namely the principles of beneficence, of respect for human dignity and of justice.

This principle includes the right to self-determination and the right to full disclosure. The right to self-determination was strictly followed by providing the participants with the right to refuse to participate in the study, the right to discontinue the study if they felt uncomfortable, the right not to answer specific questions if they did not want

to disclose that information and the right to ask for clarification if they were not sure about any aspect of the research project and any specific interview item.

Addressing the participants' right to full disclosure, the researcher described the nature of the study, the participant's right to refuse participation, the researcher's responsibilities and the risks/benefits involved, before the actual interviewing process commenced.

The principle of justice encompasses the right to fair treatment and the right to privacy. In order to ensure that the right to fair treatment is adhered to, the researcher treated the participants with tact and respected their beliefs, habits, culture and lifestyle.

An opportunity was provided for each participant to ask questions and to air their feelings. The researcher respected participants' right to privacy by interviewing them individually in a private area and by treating data collected confidentially.

Another ethic the researcher adhered to was anonymity. This the researcher did by ensuring that no completed structured interview schedule could be linked to any specific participant. In order to ensure anonymity some of the marked scripts which bear names of the students at the subscription part were cropped off. Also, the completed interview schedules were only accessible to the researcher and were kept locked up by the researcher. The data collected was used for the purpose of this study only, and the completed interview schedules would be destroyed as soon as the research report had been accepted. All information would be treated with strictest confidence and the researcher would not divulge any information shared with him to any other person.

3.7 Validity

Validity is defined as a measure of truth or falsity of the data obtained through the use of research instruments. It is classified as internal and external validity of the measuring instrument (Burns & Grove, 2001). Several factors could influence the internal and external validity of the measuring instruments. Other areas of concern are sampling type and sampling size.

In order for the researcher to make sure that the validity of the instruments is not compromised he used textual documents which were formal and avoided anything which is not classified as formal. The researcher's use of three-hundred (300) essays out of 1500 essays is also a fair presentation of the total number because the researcher could not use all the essays due to the duration of the programme and space. Actually, the study could have been a corpus, which takes relatively long time. The researcher also used only responses from the sampled students and tutors.

3.8 Data Collection

Polit and Hungler (1999) define data as information obtained in a course of a study. The researcher collected formal essays written by students from different year groups and marked them. After marking the researcher looked for the informal structures that are found in the essays. These include individual words, expressions, sentences and punctuations. The researcher then tagged these informal features for easy identification. The informal features which were identified were written down and they were put into in various subheadings or categories.

For the use of interviews, the researcher conducted the interviews himself. This was down as and when the students get time for the interview. Students were invited individually for the interview. Their responses were written down in a jotter which was used for analysis and discussion purpose.

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3.9 Data Analysis Procedure

The researcher used textual analysis approach in analyzing the data. After identifying the informal features, the researcher wrote them down and grouped them into various categories. These categories include word level, expression level, sentence level and punctuations. The researcher then did textual analysis by describing and interpreting the data. Additionally, the interview results were analysed qualitatively. This allowed the researcher to comment on the interview responses elicited form the interviewees.

3.10 Summary of the Chapter

This chapter dealt with the research methodology. It focused attention on qualitative research approach and the case study research design. The chapter equally addressed the population, and various sampling procedures – systematic, simple random, and purposive sampling. Then chapter then discussed instruments for collecting data, namely document, and interviews used. Also, research ethics which the researcher adhered to and the validity of the research were thoroughly discussed. Finally, data collection and data analysis procedure were also discussed in this chapter.

CHAPTER FOUR

ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter deals with analysis and discussion of the data already collected. It analyses the texts (marked scripts) and analysis of interviews. The analysis of students' formal texts was put into various categories informal features identified in the texts. The analysis of the interviews for both students and tutors were also done in subtopics depending on the responses of the respondents.

The analysis is divided into three parts based on the research questions formulated by the researcher.

The research questions are as follows:

1. What are some informal features commonly found in students' formal writing?
2. Why do students use informal features in formal writing?
3. What are the effects of using informal features in formal writing?

The researcher would analyse the formal texts and the interviews based on the research questions and as and when necessary.

4.1 Research Question One (1)

What are some informal features commonly found in students' formal writing?

These features are clipping, the use of informal modal auxiliaries, contractions and abbreviations, words and expressions.

4.1.1 The use of clipping

Clipping, according to Bauer (1993) "refers to the process whereby a lexeme (simplex or complex) is shortened, while retaining the same meaning and still being a member

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of the same form class. Frequent clipping results in a change of stylistic level" (p. 233).

Katamba (2005) also refers to clipping as "the term for the formation of a new word-form, with the same meaning as the original lexical term, by lopping off a portion and reducing it to a monosyllabic or disyllabic rump" (Katamba, 2005, p. 180). This word formation process is also known as 'shortening' or 'truncation' (Jamet, 2009).

Clipping is one of the informal elements identified in students' formal texts. Some of these clipped words are *recap (recapitulate), advert (advertisement), ads (advertisements), lab (laboratory), gym (gymnasium)* and *phone (telephone or mobile telephony)*. Jamet (2009), among other things, stated three semantic differences of clipped forms and their full forms (base lexemes). 1. Either the clipped form and the full form have more or less the same meaning, but the clipped form is the most frequent use; 2. the clipped form is marked colloquial or slang compared to the base lexeme which is the unmarked form and 3. the clipped form belongs to another 'register', that is, its use is restricted to a particular field. In the same vein, Paramita (2019) categorizes clipped words as examples of "very informal or slang" (p. 12). The word *recap,* the shortened form of *'recapitulate'* was used by students in their formal writing. Students however use the short form *recap* in formal context. The excerpt reads, *students will not be able to recall or recap what they have sawn…*. In the highlighted excerpt, the word recap and other surrounding words are enough evidence to conclude that the writer was using informal elements in formal writing. (Please, refer to figures 1-4 for the use of short forms of words in the sample scripts).

gment, there are a lot of stress and problems
at students face which include hunger, financial
ancial constraints and many more. After all
se challeges, students will be unable to recall
recap what they have sawn. This makes students
ve no zeal to observe the one year out segmet
id besides does not produce good results out
it because they cannot work with starve and
mpty pocket

Also, Mr. Chairman, the student Loan which they
ll the allowance has been seized to come each
nth and even to not come at all sometimes
is allowance has been used by the students
settle their dispute and also used for daily
penses. The delay of the allowance make
entees difficult to live and do not
ncentrate and give out attention to the
udents. All these constitute to the out —
ved usefulness of the one year out
ment.

Finally, Mr. Chairman, Panel of Judges,
o-debators, Accurate time keeper, Ladies and

Figure 1: The use of clipped word recap

*clipping
Conjunction

~~because~~ become indiscipline when they do not get anyone to encourage them in times of their distress and also in the coarse of choosing a career or an aim in the betterment of their life especially in academics. I suggest a point of curbing this cause by building up an organisation like guidance and counselling team to help motivate students especially in their decision making in academics.

The next thing to talk about is adverts on television and other social media. Some of these adverts are not discipline practices to help students in secondary schools to practice it. For example, an adverts which a student steals food because the food is tasty. And that student is given more food as a reward of saying that the food was tasteful. Such ads

Figure 2: The use clipped words adverts and ads

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* clipping

can motivate students to steal and justifies why he should steal. It is no wonder many students steal from their dormitory, classrooms and labs. To curb this indiscipline, such adverts, must be edited and approved before it is released in mass media.

The last course that I will talk about is the ineffective rules or laws enforcement in our secondary schools where there is no established rules to govern the schools especially about bad habit will permit the students to do whatever they want since after all no one will punish them from such behaviour. Talking a country as an example, which is not govern by any law, the people in it will do everything they want, thereby resulting to the spread of indiscipline in the country. This
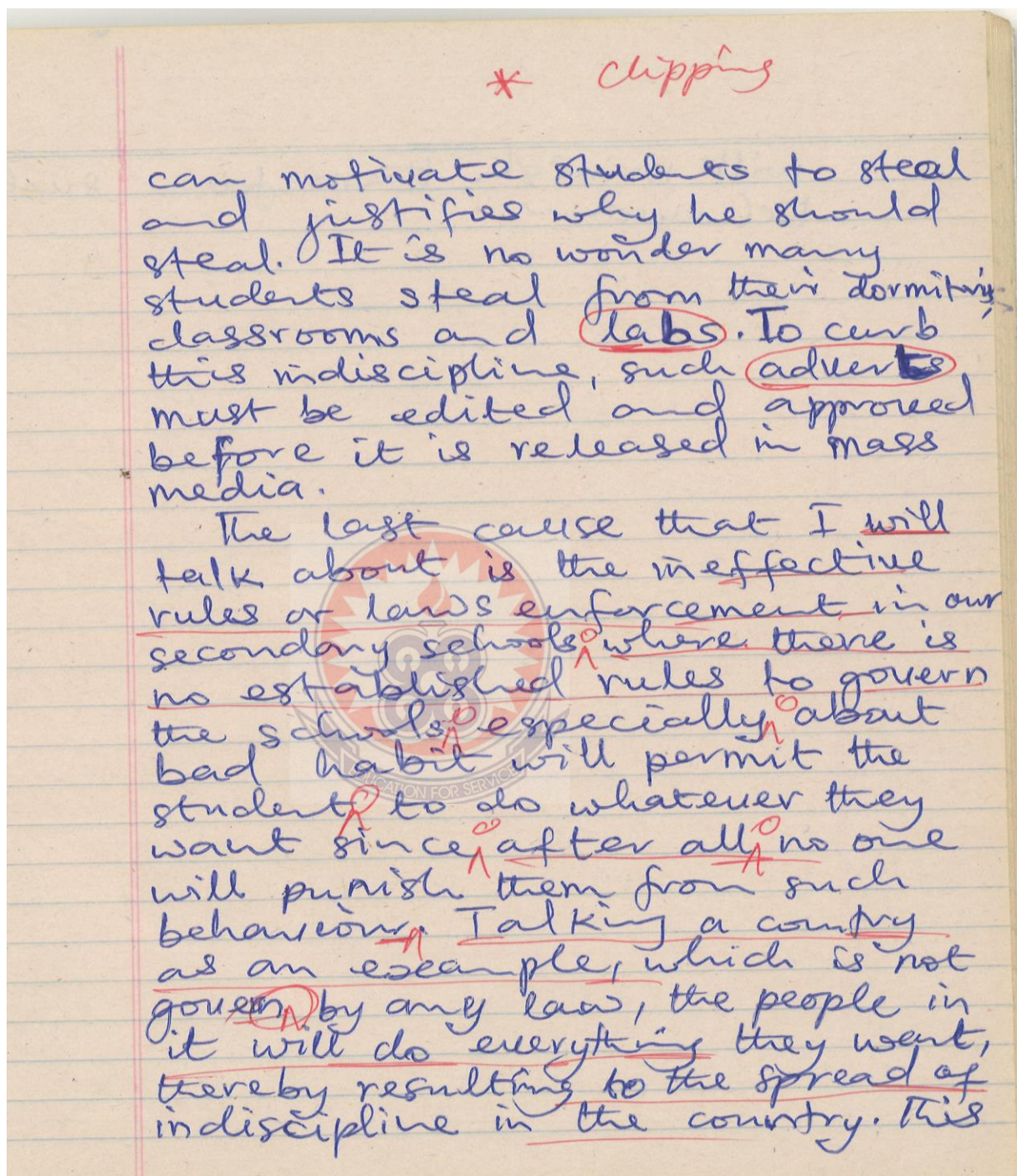
Figure 3: The use clipped words labs and adverts

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Often times, informations of these sort requires attention and sometimes not all student can be reached at a moment to be given the information through common assembles, but through the use of mobile phones, one common whatsapp group can be created for the entire student and any informal will be communicated through it. Also through mobile phones, student share ideals between themselves. They discuss problems through whatsapp group discussions and other social media platforms.

SF Mr. Chairman, not forgetting of the effective use of leisure time renders by the phone. Sometimes student uses the phone to gather information and thought during their leisure time thereby making them global students and citizens and current students and make them complete learners for a particular job.

Mr. chairma, Panel of Judges, Honourable Time keeper, Co-debaters, Ladies and Gentleme Since every coin has two sides, I believe in fact that some student may negatively use phones, but this cannot overshadow the service it render. I hope with the above convincing points raised, you now see eye to eye or eegree with me that the use of moble phone

Figure 4: The use of clipped word phone

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In a similar study conducted by Raheela and Mehvish (2019) it was detected that students used a number of clipped words in their formal writing. The result of this study affirms that students who use English as second and foreign language have to strive hard in order to overcome the use of informal language in their formal texts. One of the tenets of genre-based approach is that students should see writing instruction beyond subject content; rather, they should also think of composing processes and linguistic forms (genre) to see a text as attempts to communicate with readers (Swales, 1990). This approach is concerned with teaching learners how to use language patterns to accomplish purposeful prose writing. Its central belief is that "we do not just write, we write something to achieve some purpose" (Hyland, 2002, p. 18). In this light, the use of clipped words in formal writing could be said to be out place as it fails to consider linguistic form to use.

4.1.2 Modal Auxiliaries

The researcher also identified the use of high value modal auxiliaries in students' formal writing. Halliday (1994) proposed that '*value*' is an important factor to represent the variability in modality. Halliday and Hasan (1989) divided modal verbs in terms of their pragmatic values. High value modals include *must, ought to, need* and *have to*; intermediate value modals include *will, would, shall, should*; and low value modals include *may, might, can and could*. Different groups of modality are related with different politeness degree of the speech. Modal verbs of high value indicate an impolite speech, which is liable to cause the reader/listener's disfavour, whereas low value modals suggest a most polite use of language.

It was observed from the sampled scripts that students used high value modals in their formal writing. Some of these high value modals are *must and will*. Many students

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used either the high value or the intermediate modal, which are considered less polite and less formal instead of the low value modals which are more polite and formal (Leech, 1983). It is rather paradoxical that *might* which is the mildest modal, which shows the highest degree of politeness is rarely used by students in their formal writing (Leech, 1983). (Please, refer to figures 5–9 for the use of high value modal auxiliaries in the sample scripts).

factor for deliberately causing fire outbreak in government properties. When officials squander or embezzle funds, they set-up in such proper to cover their evil act. This leads to fire otla mostly in cities and other areas in Ghana.

Furthermore, people throw refuse in gutte and streams. This makes them chocked and make it unable to flow when it rains heavily. This results in flooding. Some of the effects of these acts are lost of lives and properties. Several people have lost their lives through flooding in Ghana. For example over hundred people lost their lives in Ghana as a result of fire and flo disaster. Again, it leads to unnecessary spendi by the government through providing relieve funds to such victims. It finally affects the development of the nation leading to retrogre

These problems can be solved through public education. There should be public education to prevent fire outbreak. Again people who build on water ways must be made to face the full rigours of the law.

In a nut shell,

Figure 5: The use of high modal must

same term. Previously each term has an average of about 3months three months and was three terms in a year. In this case second cycle students schooled for about eight months in a year. Since the introduction of the double track system, students now school less than five months months in a year from the above analysis it is obvious that the students would not be able to complete the syllabus in the required time stimulated let alone to finish with the syllabus.

Mr. chairman, there are more challenges and difficulties regarding this double track system of education in the second cycle education. The idea of making second cycle education free for everyone is a good one but must be looked at again and given a reform because education is been attained for a purpose and that comes with quality aspect of education.

Mr chairman, I know for now all would agree with me that the double system of education

Figure 6: The use of high modal must

Moreover, the water supply problem hitting this hall and the college at large can be reduced of not resolved absolutely by the provision of an alternative water supply sys. This can be done through rain harvest, the is a reservior or tank of cement wall can be manufactured and all rain waters from be buildding could be channelled in it them througout the connection of pipes. W this, more volumes of water can be stored in the tank for future use or should the onses crises of water supplies arises. Also, the construction of well could also serve a an alternative water supply to the hall of residence. These wells will serves as water supply to the hall and college at large all time even when there is no water crises and th there will be an easy access of water all the times on compus.

Finally, sir, I will like to state that, alternating the government water supply sys with schools made water supply system is one of the ways of improving upon the wa

Figure 7: The Use of high modal will

teachers all alike, must be up in matter
relating to discipline of students. When properly
(Checked) students conduct (will) show improvement
and ensure discipline in schools and the society
at large .

Again, religious organizations, Pastors, teachers
and leaders should help inculcate good moral
Values to children through guidance. Counselling
and reproach the menace to help reduce
indiscipline among secondary school students. Pupils
Should during this period, be made to understand
the need for good friends and good lifestyles
to reduce indiscipline .

Finally, school authorities should be make curb
Sure that there are appropriate rules and
punishments checking indiscipline in schools. This
(will) ensure that offenders are punished and
others refrain from such acts.

My dear reader and students, having read
this article on indiscipline in schools, why (don't)
you join the crusade to help check indiscipline
You (can) make a difference just like I did with
this article. Parents, please wake up ! For the

Figure 8: The use of high modal will

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at the extra classes time that the student get more chance to ask instructors or facilitator questions about topics and also serve as a training ground for future job.
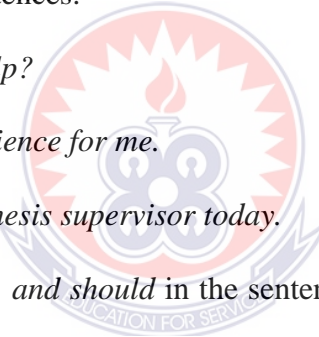
Mr. Chairman, I know that my opponent will raise a point that extra classes is stressful, especially the one we do after school. They will go on to explain that after the normal school hours in the day, the students become tired and can no longer go an extra mile to do the extra classes for which is not true. The fact of it is that as students they need to sacrifice in order to gain better grades so that they can further their education. So therefore, extra classes should be encouraged.

Mr. Chairman, ladies and gentlemen, my opponents will also raise a point that extra classes is spensive expensive. Mr. Chairman, Can students stay in school alone to complete an uncompleted topic? It is absolutely no. Students who are able to do extra classes are able to complete the syllabus of a particular subject and excel in their final examination. M.

Figure 9: **The use of high modal *will***

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Leech (1983) states that the highest degree of politeness indicates the biggest distance between the interlocutors. This indicates that high value modal verb is an indication of less formality while the low value modal indicates high level of formality. Many scholars also recommend the use of *would, could, should, might and ought* to rather than *will, can, shall, may and have to* in formal writing.

Hermeren (1978) explains that different modal auxiliaries may often mark different time frames; there is a significantly different function between past tense forms of lexical verbs and modal auxiliaries. Hermeren (1978) further explains that the past tense forms of modals do not always mean past tense, but rather sometimes express politeness or tentativeness in present tense instead in certain circumstances. Please, consider the following sentences:

a. *Could you offer me a help?*

b. *It would be a nice experience for me.*

c. *Simon should meet his thesis supervisor today.*

Even though *could, would, and should* in the sentences a – c above are the past tense forms of can, will, and shall respectively, these modals do not mark the past tense. They rather express the speakers' politeness or tentativeness or commitment in present. Thus the tense system of modal auxiliaries often functions differently from lexical verbs under certain circumstances, which closely relate to the modal user's intention and purpose of modal usage in making a request and expressing politeness or tentativeness. This is in harmony with some authorities' claim that modals auxiliaries are tenseless (Celce-Murcia & Larsen-Freeman, 1998; Palmer, 1987). The fifth tenet of Genre-Based approach emphasizes the important role of writer-reader interaction on a piece of writing (Kay & Dudley-Evans, 1998; Reid, 1995). This tenet admonishes writers not to write to suit their own interest but deeply consider their

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readers as if these readers are just in their presence and proof-readers of the text. The writer could therefore assess a text he/she is writing to ascertain how readers would welcome the text. In relation with the present study, the modal auxiliaries such as *will, can, may, have and shall* could have been replaced by *would, could, might, ought to and should* respectively to fully assume their formal status for their readers to accept.

4.1.3 Contractions

The next informal features identified in students' formal texts are contractions. A contraction is a shortened form of a group of words. When a contraction is written in English, the omitted letters are replaced by an apostrophe (Tucker, 2014). Tucker (2014) states we use contractions when you speak to friends and family members every day. It is important to note that contractions are considered inappropriate in formal writing. Professors, employers, and other professionals would like to see that a writer ought to take time on a document, and using contractions is sometimes seen as a shortcut. Examples of contractions used by students are *don't, let's, isn't, can't* and *it's*. Here are some excerpts of contractions used by students in their formal essay writing as could be seen in figures 10–13.

Mr. chairman, panelist, invited Guest, Colleague Ladies and Gentlemen. I am happy to delibrate on the issue of weather or not extra classes should be strictly enforced.

We all know that having an extra tutr tution aside normal class hours (isn't) bad but the issue of making it compulsor would make it a little bit daisy.

Mr. chairman, One would argue that the normal contact hours for the student is not enough and should have extra tuit as I stated earlier It would not be bad to have extra classes after normal scho

Mr. chairman, you and I know that stud are mostly required to pay for the extra classes hours they have with the teacher Many children, end up attending the classe but unable to pay which in turn also becomes a financial burden for the guardian

Mr. Chairman, the issue of extra

Figure 10: **The use of contraction *isn't***

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exclusively ~~during~~ during extra classes time. such attitude must not be tolerated by the head teacher. Regardless the financial background of a child, he or she mu~~st~~ get equal right and opportunity to learning.

Mr. chairman, at this point I hope all would agree with me that extra classes is a good thing for students in upper primary and above but must not be made compulsory for those can't af~~ford~~ but rather teachers should make good efforts during instructional periods to give their utmost best to all the childr~~en~~ equally. Thank you.

Figure 11: **The use of contraction** *can't*

teachers all alike, must be up in matter
relating to discipline of students. When properly
Checked, students conduct will show improvement
and ensure discipline in schools and the society
at large.

Again, religious organizations, Pastors, teachers
and leaders should help inculcate good moral
values to children through guidance. Counselling
and reproach the menace to help reduce
indiscipline among secondary school students. Pupils
should during this period, be made to understand
the need for good friends and good lifestyles
to reduce indiscipline.

Finally, school authorities should make
sure that there are appropriate rules and
punishments checking indiscipline in schools. This
will ensure that offenders are punished and
others refrain from such acts.

My dear reader and students, having read
this article on indiscipline in schools, why don't
you join the crusade to help check indiscipline
You can make a difference just like I did with
this article. Parents, please wake up! For the

Figure 12: **The use of contraction *don't***

organize or engage this the ward in extra classes
d the other decides not to. Even though they all
e money, the students took their examination and
one who was able to do the extra classes came
t with flying colours and ther one failed. Mr.
airman, from this very scenario, we can voice is out
t if not all most of the students who engage
mselves in extra classes pass perform well that
se who don't involve themselves in extra classes so
tra classes should be encouraged and enforced
schools.
        Mr. Chairman, panel of judges, accurate time
eeper, distinguished guests, co-debators, ladies and
tlemen, with the above metioned points and
e disproval of my opponent's ideas really show
t the policy of extra classes should be
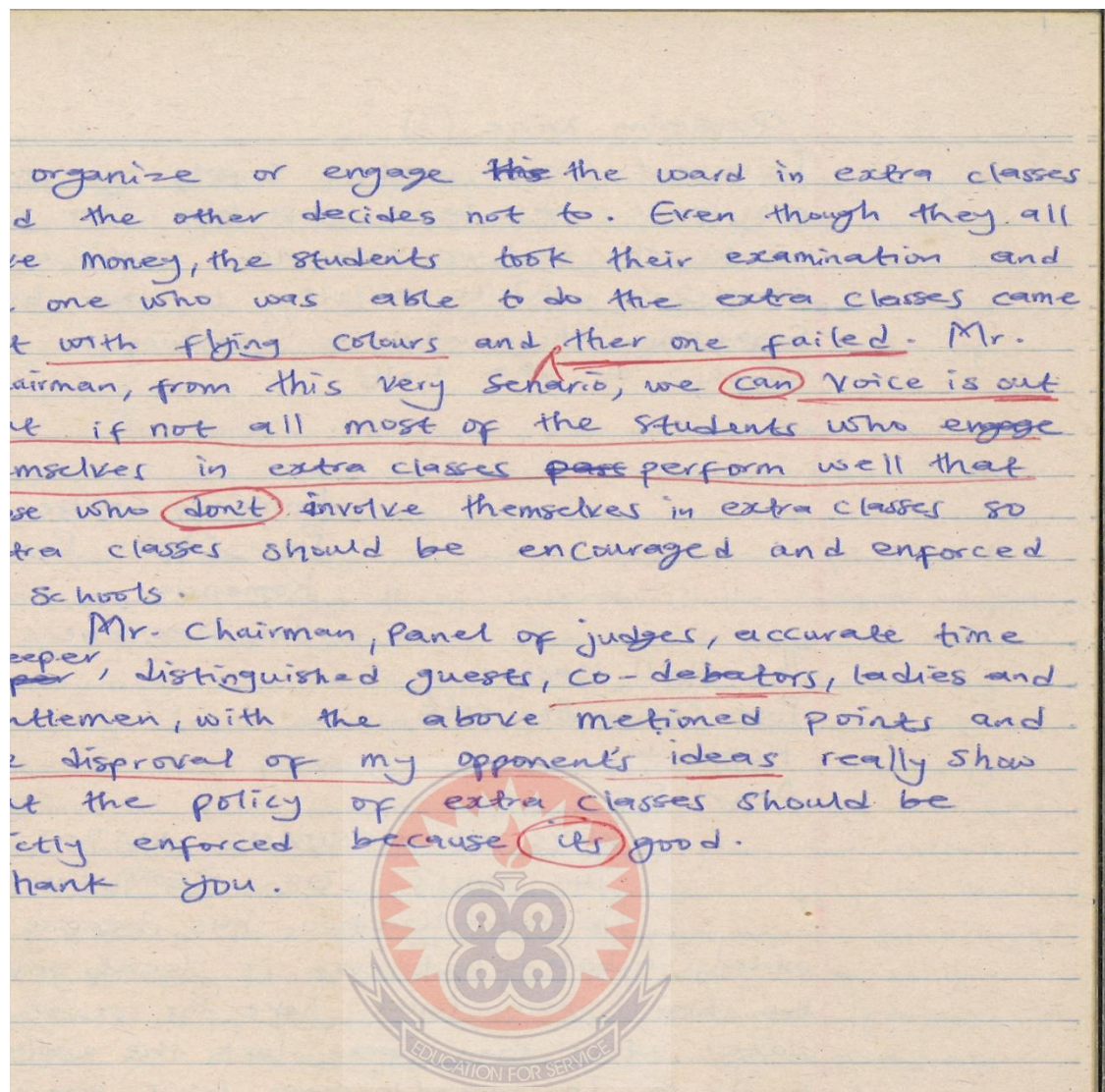ctly enforced because its good.
hank you.

Figure 13: **The use of contractions *don't* and *it's***

This finding is in line with a related study by Ojeka, et al (2018) who focused on the use of contractions in speech and writing by selected students of the University of Jos. It was discovered that many students use a lot of contractions in their academic writing. Besides using contractions, it was also noted that the apostrophes which were used to indicate contractions were not put at the appropriate places. The use of contractions in formal writing of students was also identified by Hasund (2019) in the study of "Informal language in English L2 writing: What are pupils taught from textbooks?" The study established that students use contractions even when they are

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writing formally. The first tenet of Genre-Based Approach emphasises the importance of exploring the social and cultural context of language use on a piece of writing (Kay & Dudley-Evans, 1998). This tenet emphasises that writers must consider the socio-cultural context of language use on a piece of text. With this in mind the writer would have to know socio-cultural context of a specific genre. In relation with this study, the students are supposed to understand the culture of formal writing in order to avoid mixing informal features infiltrate their formal text.

4.1.4 Other informal expressions

The next informal elements students used in their formal texts are informal expressions. As far as delineating an educational writing style, both Jalongo (2002) and Richards and Miller (2005) paint a broad picture of the general expectations of academic writing in education. Jalongo (ibid) states that an author should consider the following behaviours:

- Define specialized terminology and professional jargon using the works of leading authorities in the field.

- Avoid the use of informal expressions, clichés and use your own figurative expressions.

- Avoid obscure words that will distance members of your intended audience.

- Use concrete details, analogies, and examples based on your experience that emphasize key points and bring ideas to life.

- Cut out excess verbiage, needless repetition, and double-speak. (p. 82).

According to Jalongo (ibid), some of the things we need to avoid in formal writing is informal expressions and clichés. Some of the informal expressions used by students in their formal writing could be seen below:

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1. Appliances that are faulty catches fire…

2. I greet you this evening….

3. Throw more light…

4. Throw up……

These expressions are considered as informal in the sense that they sometimes have more than one meaning, therefore their use make it difficult to ascertain exactly what a particular statement meant. These expressions are not officially used in formal writing where audience demands your high level of respect and politeness. The exhibits in figures 14–17 are samples of informal expressions aforementioned in the discussion.
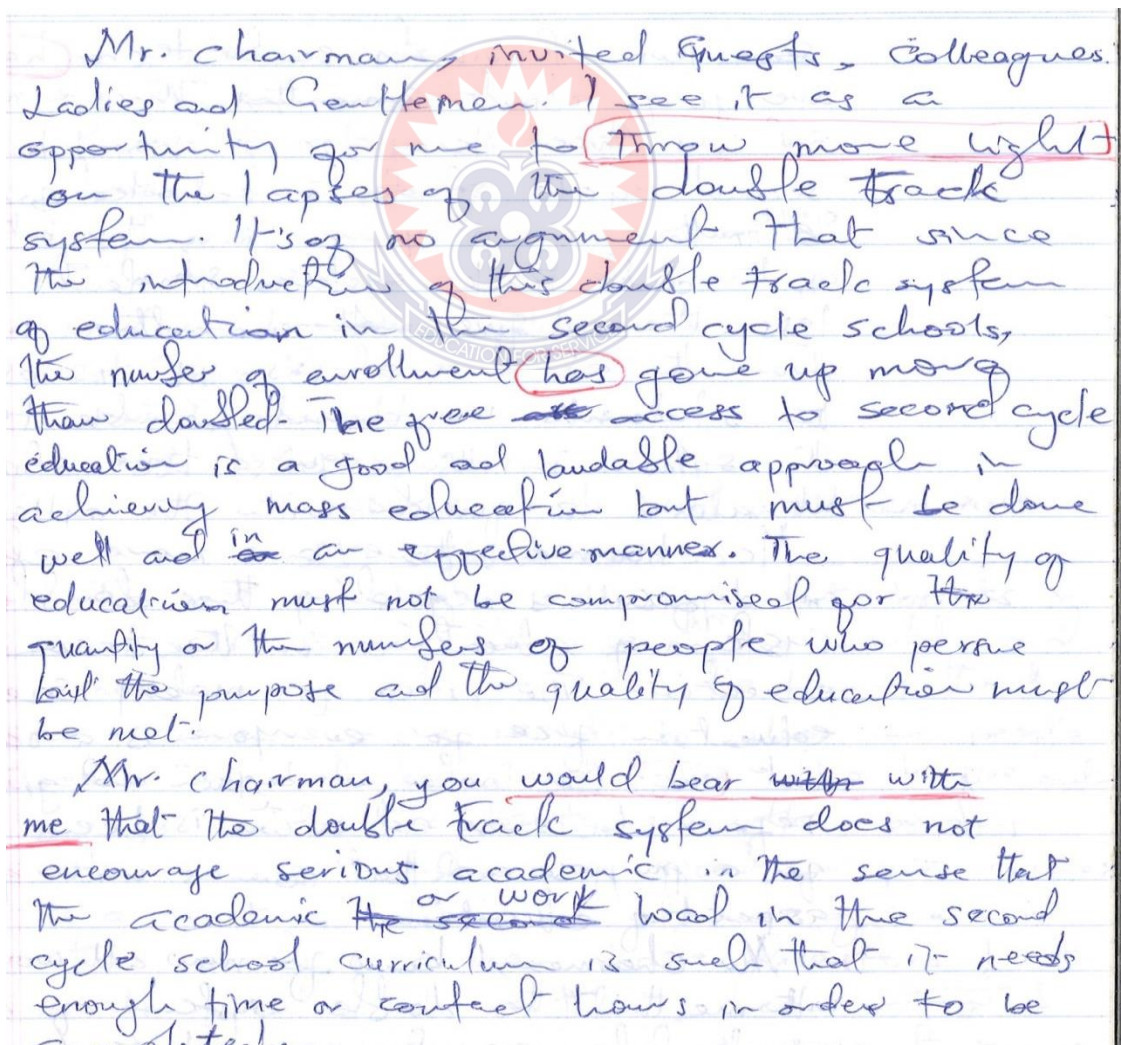

Figure 14: **The use of expression *throw more light***

ϸ8

Argue for or against the motion the view that SRC week celebration should be banned in tertiary institution.

Mr. chain, Distinguished Guest of Honour, Panel of Judges, The Principal, Staff members, Co-debaters, Accurate Time Keeper, Ladies and Gentlemen. I greet you this evening on this Colourful occasion. I wish to also extend my cheerful greetings to members of the Club my Co-debaters. I am highly welcomed to be called to present p represent my club in this deb I am Nelson Mandela speaking for the that "SRC week Celebration should be banned in tertiary institutions"

Firstly, the celebration of SRC week in tertiary institutions wastes precious time. les Mr. chairman, my opponent (may) state the ete celebration is a source of entertainment and refreshment. forgetting that half of the weeks to be spend in the semester is used to cover this activities. Students time is wasted during SRC week celebration. Mr. Chairman you

Figure 15: The use of expression I greet you this evening

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frastructure failure. This is when the places set
r water flow fails to work. Example includes
hen dams break due to faulty construction or
aintenance or when they are overwhelmed
ue to heavy precipitation. The development
nd building of infrastructure in flood-prone
reas such as along rivers near oceans,
horelines, ~~areas such as along rivers, near~~
~~beaches~~ Also the cutting down of tree by human
ctivities increases the risks of flooding and
rosions whenever there is rain. These and many
ore are reasons behind the recent outbreak
f flood in the parts of the country.
    Talking about fire, the regular outbreak
f fire are by malfunction of equipments, this
s the situation when electrical appliances that are
aulty catches fire and burn. Sometimes also
he negligently discarding of cigarettes and
aulty wiring. Sometimes these things causes
ire outbreaks at the least of expectations.
eaving of candles overnight and burners
n LPG cylinders unattended can be a factor
f fire outbreat

Figure 16: **The expression** *catches fire*

Figure 17: **The use of expression** *throw up*

Raheela and Mehvish (2019)'s study also identified students' use of phrasal verbs and other informal expressions used in formal texts. The current study therefore confirms Raheela and Mehvish (ibid) findings. The fourth tenet of Genre-Based Approach to writing instruction looks beyond subject content, composing processes and linguistic forms to see a text as attempts to communicate with readers (Swales, 1990). The readers for students' essays are the tutors. The question here is would the students be able to address their teachers, "I greet you this evening…"? This means students do not actually consider their readers when they are writing formal texts.

4.1.5 Abbreviations

Another informal elements used by students in their formal writing is the use of abbreviations. Abbreviation is an umbrella term for shortened version of a longer word or phrase (Cannon, 2011). The researcher used abbreviation to cover only acronyms and initialisms, as in harmony with other authorities (Danks, 2003).

Acronym is a series of letters that represents a longer phrase. The end result is pronounced like a word. Examples are WHO, UNESCO and AIDS (Finegan, 2007). Moreover, Danks (2003) points out those acronyms may include other than initial letters to make them more wordlike, for example *radar* (*radio detecting and ranging*).

Initialism, like an acronym, consists of several letters that represents a longer phrase. However, unlike acronym, the end result of initialism cannot be pronounced as a word; instead, it has to be read letter by letter (Cannon, 2011).

Studies reveal that abbreviations are not commonly used in formal text, especially, when the real phrase which stands for abbreviation has not been made known already. Marchand (1969) describes initialism as a type of word formation used mainly to form names of organizations and also names of scientific discoveries. However, the new initialisms that are used are not abbreviations or acronyms that function as names of organizations or names of scientific discoveries. Students use some kinds of abbreviations which do not fall under these categories. Some of the abbreviations used in their formal texts are *ASAP, (as soon as possible), OMG (O, my God) and BTW (Between), etc.* Other abbreviations used by students were, though, shortened names of organisations, they should have used the full phrase before and signal their readers that they would use the short form henceforth. Examples of these abbreviations are *SRC* and *NGOs.*

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Some of the examples of informal use of abbreviations are identified in figures 18-20 as follows:

Figure 18: **The use of abbreviation** *etc.*

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abbreviation

*

of my opponents that they SRC week celebration rather generates income not a loss. Theough sponsorship, the (SRC) is able to generate income as students pertronise the goods of the sponsors. So I think that the (SRC) week celebration brings income but not loss.

Mr. Chairman, the SRC week celebration has over the years ensured that majority of the students populace and the tertiary institution at large participate in one activity or the other. These activities provide opportunities to enrich the educational needs of students as it (may) not be gained from the lecture halls but outside the lecture halls.

Mr. Chairman, the (SRC) week celebration also helps to promote solidarity among students, ignite schools' spirit and awaken the conscious conciousness of nationalism and patriotism. Data linked to SRC week celebration recieves high percentage every year.

Mr. Chairman, in conclusion, with all the points raised and discussed above strongly show that the SRC week celebration should not be banned in the tertiary institutions.

Thank you.

Figure 19: **The use of abbreviation** *SRC*
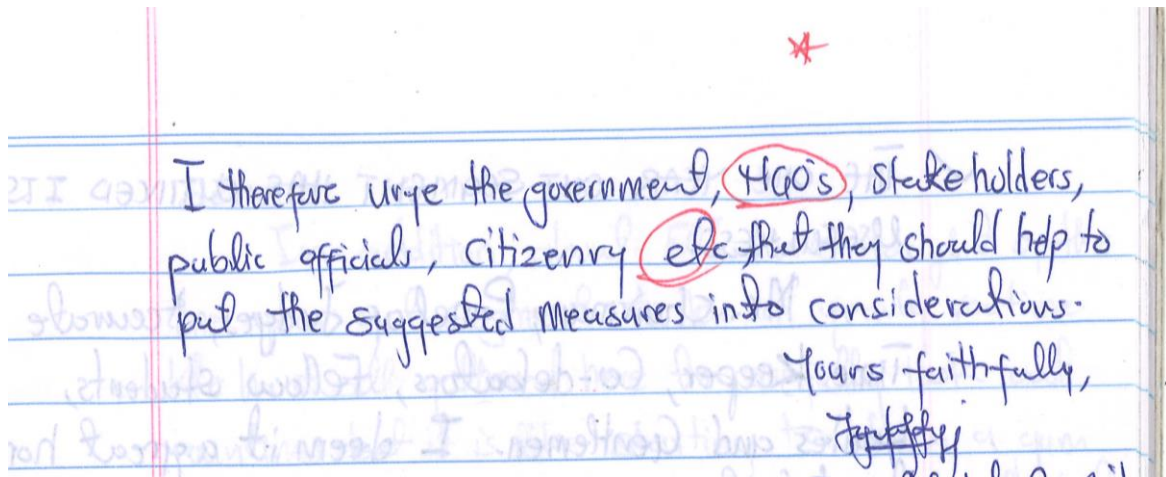
Figure 20: **The use of abbreviation *NGO* and *etc.***

Atik et al (2019) study on "Analysis of Acronym and Abbreviations in IJAL Journal" intimated how writers use abbreviations which are sometimes not formal. The second tenet of Genre-Based Approach highlights the magnitude of the readers and the linguistic conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (Kay & Dudley-Evans, 1998; Muncie, 2002). The use of abbreviations in formal writing without making reference to the meaning of the abbreviation is not accepted by its readership since it is an informal feature. The current study therefore identifies abbreviations as informal feature since no attempts were made to explain the meaning of the abbreviations used by the students in their formal text.

4.1.6 Sentence-initial Conjunctions

The researcher also identified conjunctions at sentence-initial positions in students' formal writing. Studies show that even in informal writing, it is unusual to use a coordinating conjunction in sentence initial position (Quirk, et al, 1985). Celce-Murcia and Larsen-Freeman (1998) divide coordinators into two different categories: coordinating conjunctions and adverbial subordinators. In the use of sentence-initial

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conjunctions, Quirk et al (1985), describe "the use of coordinators in English as staying in a very fixed position, as the heads of clauses but do not address the use of coordinators in the sentence-initial position …." (p. 921-922). However, some of the undergraduate students used coordinators such as *and, but, yet* and *so* in their formal texts. Figures 21-23 are few exhibits of the claim.
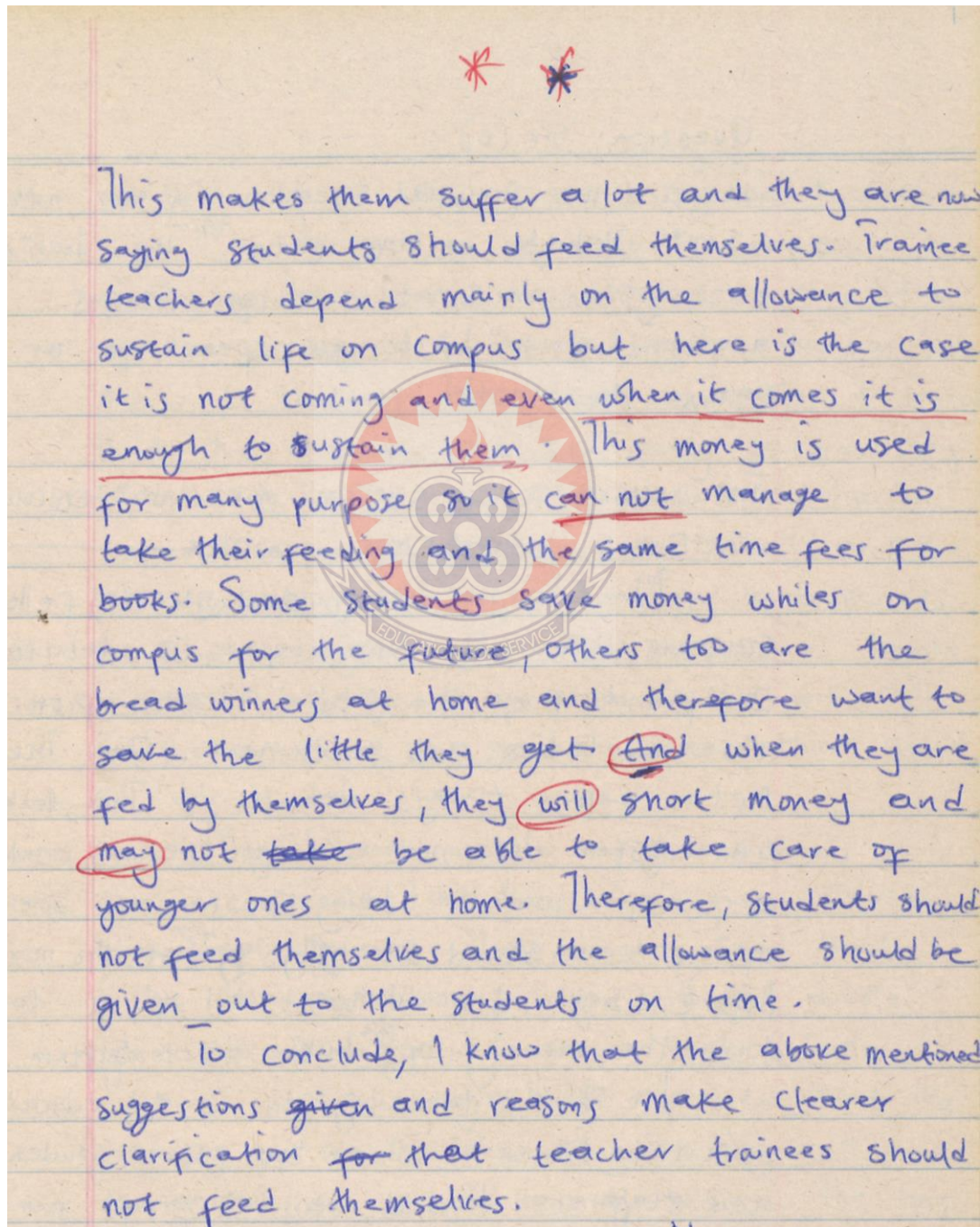
Figure 21: **The use of sentence-initial coordinator *And***

*clipping
conjunction

~~because~~ become indiscipline when they do not get anyone to encourage them in times of their distress and also in the coarse of choosing a career or an aim in the betterment of their life especially in academics I suggest a point of curbing this cause by building up an organisation like guidance and counselling team to help motivate students especially in their decision making in academics.

The next thing to talk about is adverts on television and other social media. Some of these adverts are not discipline practices to help students in secondary schools to practice it. For example, an advert which a student steals food. Because the food is tasty. And that student is given more food as a reward of saying that the food was tasteful. Such ads

Figure 22: **The use of sentence initial coordinator *And***

✓ Q10

Mr. chaiman, Panel of Judges, Headteafers, Invited Guest, Co-debators, follow students, Ladies and Gentlemen. My name is Tony and I write in favour of the topic under discussion "The policy of no extra classes is good and should be strictly enforced."

Mr. Chairman, well well know the nature of education that brings to individuals knowledge, skills, attitudes and values among others to improve the quality of life.

Mr. Chairman, I want to high-light formal classes which have a limited time, it is easy to understand that sometimes teachers have barely enough time only to spread the knowledge, let alone enhance it. As a result, the knowledge that students gain from formal classes is somehow temporary. But thanks to extra classes, they can review and practice what they learnt in formal class. They can even acquire more detailed knowledge from such classes.

Mr. Chairman, the policy of extra classes should be implemented because extra classes enhance students from topics that has been treated due to the program

Figure 23: **The use of sentence-initial coordinator *But***

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The first tenet of genre-based approach emphasizes the importance of exploring the social and cultural context of language use on a piece of writing (Kay & Dudley-Evans, 1998). The context decides the purpose of a text, an overall structure of a text in terms of language features and text features often in the form of linguistic conventions (Hammond & Derewianka, 2001; Hyon, 1996). This approach argues that students can only produce a composition to be successfully accepted by a particular English language discourse community once they take the context of a text into account into their own writing papers. In regard to this tenet, it becomes obvious that learners do not consider the linguistic context in which a piece of text-genre fits in their writing.

Kaharuddin (2014) cautions that English users need to recognize that using English requires three major areas of knowledge. Two of these areas are: (1) the knowledge of how English is organised (mechanics). English users need to know about using proper grammar, vocabulary, and pronunciation. (2) the knowledge of how native speakers use English (social and cultural rules). Speaking English is not only about using proper grammar, vocabulary, and pronunciation but also about understanding the culture and public behaviour in which it is spoken and understanding how to take into account who is speaking/writing, to whom particularly, in what circumstances, about what, and for what reason.

From the discussion of the informal elements students use in formal writing it gives a hint that most of the students do not put the first and second guiding principles into consideration. Students do not have the knowledge of vocabulary they should use when it comes to formal writing. At the same time they do not understand the social and cultural rules of English speakers. Sardi et al (2017) state:

> *"...non-linguistics context in discourse include two matters; relation between word and event/ situation and relation between language and society or social context. Social context is prominent thing in using word or language. Language that we use is not only caused by linguistics problem but also caused by social problem (Non-linguistics). Especially, Social context is really important to be known also, because to make our conversation with other people smoothly, we must be able to adapt with the social status of people"(p.1062).*

The comment made by Sardi, Atmowardoyo and Weda (2021) is very crucial to this research as it concerns itself to students using informal writing in formal context. The formal context in consideration here could be the audience and setting. It could therefore be said that most students do not consider the formal context within which they are writing.

4.1.7 Summary of the first question

In conclusion to the response of research question one, it has been pointed out that students use many informal elements in their formal writing. Some of these informal elements are clipping, abbreviations, contractions, informal modal auxiliaries, other expressions such as phrasal verbs and sentence-initial conjunctions their formal texts. The finding from this study is in harmony with other studies conducted elsewhere.

4.2 Research Question two (2)

Why do students use informal features in formal writing?

The answer to this question could be found in interview item 10 given to students, which elicits response on the cause of the practice of informal elements used in formal context. The same interview item was given to tutors in their interview. The responses of both the students and the tutors would be used side-by-side in the analysis and discussion of the second question.

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Concerning the responses of students and tutors in the interviews, '*ST*' represents student and '*T*' represents tutor. These two symbols would be used for the analysis of research questions two and three where necessary.

Five (5) factors were identified as the causes of mixing informal language in formal writing. These factors are lack of practice, absenteeism, habitual use of more informal words, lack of feedback from teachers and lack of vocabulary.

4.2.1 Lack of Practice

Some of the undergraduate students attributed their use of informal language in formal text to lack of practice. Sixteen (16) out of fifty (50) interviewee responded, *lack of enough practice*. The students said the tutors teach the formal writing and discuss their features with them. However, most teachers engage them in writing few of the formal writing. Some teachers, as the students claim, do not assign them to write samples of formal essays at all. They just introduce students to the features of formal writing and end there. Here is the excerpt of what ST1 said.

ST1: *As for the essays, our teachers teach us, but, but sir em..emm, they should give us more of the essays so that we can practise it. Sir, you see, the practice will make us perfect.*

From what the ST1 stated, *lack of enough opportunity to practise what they have been taught* is a contributing factor to their inability to use formal language in formal contexts. The response of ST1 is reechoed by ST4 in response to the question why they use informal language in their formal writing. The response is stated below.

ST4: *Hmm, sir, is not easy oo. Sir sometimes we write essays and my sir marks it and discusses the mistakes with us. I want my sir to give me the same essay again, noo, similar one so that I can write again and try to correct the mistakes I did in the first one. If we do it like that, eeh,…, I think we can correct our faults.*

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The point ST4 is making is simply lack of enough practice. The interviewee made comment that when they write essays or do any academic writing the tutor involved should mark the essays, note their errors, discuss the errors with them and further give them the same or similar topic(s) for them to rewrite. However, they do not do enough practice by engaging the students in formal writings. This could be attributed to busy semester schedule and high tutor-students ratio. The impact of implicit knowledge and self-regulated requires that writers to use activation and different SRL components in writing (Harris, Santangelo & Graham, 2010). It could be established that most students lack this skill in writing that is why their knowledge in writing seem not to improve significantly.

While some students allege that tutors do not give them enough practice, some tutors were rather shifting the blame on students. This could be testified in the comment made by T3 below:

T3: *They do not practise what they are taught. So they use informal words and expressions they use in their daily conversation.*

The comment made by T3 indicates that students do not practise what they are taught. Due to lack of practice, they continue to use informal English in their formal writing. Al-Khasawneh (2010) stating why many students who use English as a second and foreign language struggle with writing of English, cited lack of constant practice among other factors. Al-Khasawneh (ibid) posits that they need to surround themselves in a language learning environment. A study conducted by Huwari and Al-Khasawneh (2013) on reasons behind the weaknesses of writing in English among pre-year students' at Taibah University revealed less practice in writing as one of the causes of students' weaknesses in writing. Most of the students interviewed admitted

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that they never write outside the classroom. The issue of lack of enough practice was also obvious in the response of ST13. The students stated categorically that some of the essays are treated like 'a flash' without the teachers giving them exercise to do. The comment made by ST13 is seen below.

ST13: *Sir, in our case some formal essay topics are treated like a flash. Actually, the teacher will just tell us how these essays are written and that's all. No, examples, no exercises, no demonstrations; nothing at all. We therefore find it difficult writing such essays; let alone using appropriate language to write.*

One of the tenets of Genre-Based approach emphasises the role of the teacher as an authoritative rather than authoritarian (Swales, 1990). Therefore teachers should give learners necessary support by guiding them, giving them enough practice for them to be able use formal features in their formal text

The comment made by ST13 informs us that some teachers do not give exercise at all. This poses a challenge to students when they later have to write such essays.

4.2.2 Failure to Attend English Language Lectures

The number of interviewees who attributed the problem to their failure to attend English language lectures were eight (8). Some students admitted they do not attend some of the lecture sessions where formal writing is taught and that might have contributed to their continuous use of informal language in formal contexts. The excerpt from ST 3 attests to this fact.

ST 3: *I don't like English language lessons so I don't normally go to classes during English period. So I use little English I know to write Essays. Whether the words are formal or informal I don't know.*

The response made by ST3 is no exception**.** Many students fail to attend English language lessons because they claim English is difficult to learn. This means that those students who fall under this category might have a similar problem of mixing informal language in formal context. If such students are told to write formal essays or any academic writing that student would end up writing whatever language is available to him. Another interviewee who associated the problem of mixing informal language in formal context has this to say:

ST20: *Sometimes ee… when I have other assignments to do and there is English lecture to attend I prefer doing the assignments to going for the lectures. I think this is the major cause of my problem of mixing formal and informal language in formal context.*

The comment made by ST20 is similar to that of ST3. They all do not attend English lectures to be taught in order to know the difference between formal writing and informal writing. This has contributed to their use of informal language in formal context. T4 also shares a similar view with what some students said on the causes of students' use of informal elements in their formal writing. T4 responded that students do not attend English language lectures so they do not know the difference between formal and informal language. This could be found from the excerpt below:

T4: *Some students do not attend English language lectures* **s***o they do not know the difference between formal and informal writing. They therefore use words and expressions anyhow.*

The response of T4 suggests that they do not know the formal language to use that is why they use informal language; although they are doing formal writing. The Genre-ased Approach emphasizes the explicit teaching of the linguistic conventions of the

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genre for second language novice student writers (Christie, 1990). It is argued that students cannot produce a particular text-type successfully if they are not taught explicitly about linguistic conventions of that text-type with respect to language features and schematic structure. According to Harris et al (2010), skillful writers are highly engaged metacognitively, so as to regulate the higher-order processes that underlie academic writing through the use of different strategies. The finding suggests that students lack this metacognitive engagement. Therefore, making known these conventions to student writers, especially at the first stage of the instructional modules of particular text-types, is a very important task of teachers. In this regard, if students fail to attend lectures it would be very difficult for them to produce a formal text devoid of informal features.

4.2.3 Habitual use of informal features

Another reason for mixing informal words to formal writing is habitual use of informal language. As indicated in the response of the fourteen (14) students, their habitual use of informal language in day-to-day conversations and other informal settings tie them to the use of informal language; thereby affecting them when writing formal essays. This is affirmed by the response of ST39 to interview item 10.

ST39: *To me, oh sir, ee… we write what we say and most of the conversations we engage ourselves everyday are informal. This makes some of us write informal language even in formal essays. That is what I think.*

The comment made by ST39 indicates that it has become a habit for them to use informal language due to the fact that they use it in most of the oral conversations they engage themselves. It is established that habit formed is difficult to change. Afful (2007) argued that there should be a change in the Communicative Skills curriculum of University of Cape Coast which is derived from the current theory of academic

literacy foregrounding a multivariate position. This multivariate view flags multi-literacies, discipline-specificity, and context. (Dillon, 1991; Jolliffe & Brier, 1988; Prior, 1998; Hyland, 2002). This is applied to language use in spoken and written settings as indicated by the interview responses. The habitual use of spoken language is very influential to formal writing. This is also realized from the response of ST26 as seen below:

ST26: *The language I use every day is what I write. That is what I speak so that is what I write. For easy and convenience sake, I write whatever come from my mouth. If I should write something different from what I speak, then I will have to think deep before I can get the right words.*

The response of ST26 affirms the fact that students form habit with informal spoken language which is used in everyday conversation and use it in their formal writings. T1 consolidates what students said concerning the use of informal language in the everyday conversation. He was attributing their use of informal language in formal writing to their use of Pidgin. The excerpt below justifies it.

T1: *They use informal language in their formal writing because of the pidgin they speak. Sometimes they write pidgin in their formal essays.*

From T1, the use of pidgin is the main cause of students' use of informal elements in formal writing. T5 also gave a similar comment on why students use informal language in formal writing. This is contained in the comment of T5.

T5: *Their use of pidgin language is the whole factor. They use pidgin in their write-ups. They have formed that habit.*

Dumas and Lighter (1978) support the idea of slang and pidgin being lower than the standard language and believe their presence decrease the level of seriousness and cause disrespectfulness. The response of T5 is not different from T2 who also

attributed the problem to the frequent use social media such as WhatsApp, Facebook, Twitter and others. The response of T2 is seen below:

T2: *Most students use social media like WhatsApp, Facebook, Twitter and others. In most cases the type of language used in these media is informal. Students therefore translate this in their formal writing. That is the reason why they mix informal elements in their formal writing.*

It is not uncommon to see informal language used in social media messages as T2 confirms. Dadzie, Horsu and Kyei (2021) intimated that the use of contractions and other forms of informal language abound in WhatsApp messages, no matter the level of formality.

Genre-Based Approach emphasizes the explicit teaching of the linguistic conventions of the genre for second language novice student writers (Kay & Dudley-Evans, 1998; Christie, 1990). It is argued that students cannot produce a particular text-type successfully if they are not taught explicitly about linguistic conventions of that text-type with respect to language features and schematic structure. Therefore if students use poor linguistic structure in social media they are likely to reproduce the same structure in their formal essays.

4.2.4 Lack of feedback

The cause of students' failure to use informal language in formal contexts could also be attributed to lack of feedback from teachers. Seven (7) out of fifty (50) students commented that they do not receive any feedback from teachers as to the type of language they are using. Here is an excerpt from ST17.

ST17: *Teachers do not comment that what we have written is informal. Some eee… our teachers do not even mark the essays at all, so how can they be able to discuss our mistakes with us? Whether good or bad we write it; that is all.*

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The comment elicited from ST17 makes it clear that teachers do not give them feedback after they had engaged them in formal writing assignments. Students disclosed that they do not receive any feedback from tutors. Some students even alleged that some tutors do not collect the essay scripts from them after they have finished writing, let alone marking them and giving them the feedback. This is contained in the response of ST31 as stated below.

ST31: *Hmmm, Sir, some teachers ee, they forget to collect assignments on essays. So whether what we write is good or bad we do not know. They do not point out our mistakes so some of us think that what we wrote was the right thing so we continue to do the same next time.*

The comment from ST31 is also shared by ST46 in a different shade. The interviewee responded that many teachers give them assignments and tell them to try their hands on them. The interviewee added that mostly it is essay assignments that most teachers tell them to try their hands on them. Here is the comment;

ST46: *Most of the essay exercises we do are not marked so we do not receive any feedback from our teachers. Our teachers eee, when they see it will be very difficult for them to mark they just tell us to try our hands on essay questions. This means they will not collect those exercises and mark. Because of that some of us do not even write those assignments at all. The few who do them do not have any feedback.*

The response of ST46 makes it clear that some the assignments are not collected at all. These 'try-your-hands on them' exercises are mostly essays as the interviewee remarked. The sixth tenet of Genre-Based Approach says that the teacher's role in this approach is viewed as authoritative rather than authoritarian (Swales, 1990; Rothery, 1996). As an expert in the classroom, the teacher provides students with systematic

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guidance and careful support through various activities so that students ultimately gain the control of written genres. From this tenet, lack of teacher's role as an authoritative and giving approach feedback may result in student's use of informal features in formal writing. This leaves the students unaware of their shortfalls and they therefore repeat the same mistakes they have been committing.

4.2.5 Lack of vocabulary

Lastly, five (5) students attributed their use of informal language in formal contexts to lack of vocabulary. They claim that they do not have enough vocabulary so they keep using the few ones they have, which in most cases are informal, in all writing assignments they undertake. This is identified in the comment made by ST2 on the interview item 10 as captured below:

ST2: *English is not our language so we don't have enough words to use. Whatever words we have is what we use. We don't know whether the words we use are even formal or informal.*

From the comments made by ST2, because English is a second language they do not have enough vocabularies that they would use to write formal essays. According to Salem (2007), second/foreign learners face difficulties to write effectively because of the limited number of vocabulary, idioms, cultural knowledge, and less experience with second language rhetorical strategies. When writing, there is the demand for conscious attention to form and this involves choices to do with semantics, syntax and context. The comment of ST2 is supported by that of ST8 which is stated below:

ST8: *I don't know informal and formal English. What I only know is that I am writing English. The few words that I have is what I use; whether it is formal or informal.*

From the response, it is realised that the interviewee does not have adequate vocabulary to express himself well. This finding is in line with Huwari and Al-

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Khasawneh (2013), who identified lack of knowledge and understanding on of the subject matter as one of the reasons of weaknesses in writing. This means that students do not understand the requirement of writing due to lack of vocabulary. The interviewee uses English language without considering whether it is formal or informal.

4.2.6 Summary of Question Two

In summary, it has been established that there are numerous factors contributing to learners' use of informal elements in formal writing. Notable among them are lack of practice, lack of vocabulary, absenteeism, habitual use of informal language in everyday and lack of feedback from tutors when students engage in formal writing.

4.3 Research Question Three (3)

What are the effects of using informal features in formal writings?

There are numerous effects of using informal language in formal contexts. Some of these effects could be inferred from the responses of students to interview item six (6). The item elicited from students' performance in formal writing and their views on effects of mixing informal elements in formal context were used for analysis of question three (3).

4.3.1 Effect on assignment and project work writing

Some of the responses received from students indicate that the use of informal elements in formal texts affect the quality of the text and in turn affects their score. Students normally complain teachers score them low marks for essay writing. It is interesting to note that it is not only formal essays that they score low marks, but all type of essays, including project work. Here comes a response to interview item six (6) by ST9.

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ST9*: Hmmm, Sir, essay is not easy oo. I have never had a mark I like before in essay writing. Whether is a formal essay or not I don't like my marks. I don't know what at all the examiners want me to do before I score good marks in essay writing.*

According to the response from **ST9,** essay writing in general is a very difficult area he/she does not score high marks. The interviewee added that he/she does not know what examiners expect form him. The comment made by the interviewee does not necessarily mean that he is not aware of the characteristics of formal writing. Actually, the student thought all that it takes for one to score good marks has been done; to the extent that he does not know what to do again. Many students share the same concern with ST9. The comments of the three students affirm it as could be seen from ST1, ST16 and ST24.

ST1: *I think it is the cause of low marks in essay writing. So it affects the marks we get when we write formal essays. I think it is the cause of low marks in essay writing. So it affects the marks we get when we use informal elements in formal essays.*

ST16: *It makes teachers use more red ink in the essay. The more red ink you have the less mark you get.*

ST24: *I think if I mix informal elements in formal writing, it affects my marks. That is why most of us score low marks in essay writing*.

As it could be read from the above comments from ST1, ST16 and ST24, it is imperative that the use of informal elements in formal writing negatively affects students' performance.

It is not only students who hold that view but also the tutors. Interview responses by tutors on the effects of mixing informal elements in formal text established that the immediate effect is the scoring of low marks by students. The comments of some tutors who were interviewed affirm this claim, as seen from in T1, T2 and T5.

T1: *It is just annoying seeing such things so you as a tutor form an opinion that the student is not serious. This affects the award of marks.*

T2: *The more errors student commits in writing, the less marks that student is awarded. This means that if students use informal words in formal writing, the lower the marks they get.*

T5: *It is very simple. It affects the awarding of marks. That is why most students don't get good marks in their essays.*

The marks scored from few sampled scripts also buttress the fact that the use of informal elements in formal writing negatively affects the award of marks. This could be seen from the sample scripts in figures 24 - 26 below.

, it goes against them in their wea-
ons but with the extra classes, students
the chance of finishing these topics
will in turn help them pass.
Lastly Students are more open to
ence other method of teaching that will
them. It is likely that a student will
taught by a clever teacher whose metho.
re somehow not suitable for him or
and in the end, the consequence of this
is poor academic performance, The student
request to change the teacher of the
class just because of he or she done,
ng part in the extra classes with a more.
teacher will undoubtedly help them achie-
e best.
Mr. Chairman, Panel Of Judges, fellow
s, Ladies and Gentlemen, I say with
nty that although extra classes has
problems but it goes a long way in hel-
students in the bid of achieving aca-
excellence and should be made to stay.
Thank you.

$C = 6$
$Org = 3$
$Exp = 8$
$M/A = 0$

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Figure 24: Sample score of students in formal essay 1

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~~ready~~ 100% true. It ~~tends~~ to waste ~~hours~~ lots of time in food preparation and another in eating before getton ready for leave for any lectures. How stress~~faer~~ free it is to pause after a lecture and go eat an already prepared and served diet then straight away go continue studies. This saves much time ~~that~~ than joining queues to buy and preparing one for your self. And how sad it will be for persons within consting skills. The come--eat--and-go--free practice can be a factor of effective studies and teaching since students have their food already prepared and ready to serve, they can go continue their studies anytime within is to 20 minutes.

G. = 7
org = $3\frac{1}{2}$
Exp = $9\frac{1}{2}$
M/A = 0

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Figure 25: Sample score of student in formal essay 2

Firstly, Provision of reservoirs for storing water for ~~water in Red~~ ture use. The reservoirs should only be use when the external water supply has stopped and this (will) helps nce the semester examination is approaching.

Secondly, Construction of bore holes or deep wells th (will) serve as a source of water supply. These re holes or deep wells (will) help us ~~at~~ when the water on the external source stops. Although these constructions e expensive but ~~so~~ they (will) be there for the halls thout paying extra money for any external water aply.

Lastly but not the least, the judicious use of water plied to the halls of residence. Water supplied to the b of residence should be used wisely to prevent stage. Even water used for bathing (can) be re-channeled a tank that (will) be further treated and ~~used~~ use for ~~tional~~ irrigational purposes. Also ~~taps~~ taps should closed immediately fetching water to prevent the water ring unused.

I ~~lost~~ would be much grateful if these few estions of mine are taking into consideration to minimise the cases of water being ~~so~~ unstable. ank you.

Yours faithfully

: 7
=3½
: - 0

19½

Figure 26: Sample score of students in formal essay 3

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The responses and the sample score of students' essays attest to the fact that the abysmal performance of students in easy writing could be attributed to their limited knowledge on the appropriate formal language to be used in writing. It could be said that most students in the present study category do not merely commit mistakes but they actually commit errors. Ellis (1997) suggests two ways we could distinguish between an error and a mistake. The first one is to check the consistency of learner's performance. If the learner sometimes uses the correct form and sometimes the wrong one, then, the deviation is a mistake. However, if the learner always uses the incorrect form, then, it is an error. The second way is to ask the learner to try to correct his own deviant utterance/form. If he is unable to do so, then the deviation is an error. If he is successful, then the deviation is a mistake. From the first point of Ellis (1997), the recurring nature of the deviation is an indication that students do not know the correct English form to use in formal writing. The students' use of informal language in formal context has been a recurring process and this makes it an error rather than a mistake; indicating that they are not aware of the correct forms.

4.3.2 Lowering of standard of formality

The use of informal language in formal writings lowers the standard of formality in the written work. Although the topic is formal, readers rate the written work as substandard, below formal and unacceptable. If the work is submitted as an academic assignment, job application, business considerations or application for employment in this competitive world the candidate scores fewer points due to the spot of informal features. The second tenet of genre-based approach highlights the magnitude of the readers and the linguistic conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (Muncie, 2002). According to this approach, any student who wants to be successful in communicating in a particular

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English language discourse community needs to be able to produce texts which fulfill the expectations of their readers in regards to grammar, organization, and content. From the perspective of this approach, texts which are produced as formal yet exhibiting informal features fall below formal threshold. This is in harmony with response from ST27 on the effect of informal elements in formal writing as it could be seen below.

ST27: *In this case, sir, eemm, ...the text produced is not considered as formal writing. It falls in-between formal and informal text. I think it cannot be truly called a full formal text.*

Another tutor added that it lowers the value of the writing piece and that such writing does not fall under formal text neither does it fall under informal text. The excerpt of T4 comments could be seen below:

 T4: *The text misses its purpose. It does not fall here or there. It cannot be termed formal or informal. I just can't name such text in it right category.*

The comments from both the students and the tutor testify that formal writing with informal features reduces its formality and its identity as a formal text is lost.

4.3.3 Disrespect

Again, readers consider formal written works with informal features as disrespect. As already noted, we use informal language when writing to friends, family members and acquaintances. For this reason if an informal element infiltrates formal writing, which, in most cases, are submitted to superiors and people we are not familiar with, the reader might view the writer as lacking respect. The fifth tenet of genre-based approach emphasizes the important role of writer-reader interaction on a piece of writing (Reid, 1995). Firstly, student writer in this approach is requested to specify or think about the intended and/or potential readers when writing in order to be able to

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select or anticipate appropriate content, language and levels of formality. Some students and tutors have these comments to make:

ST44: *I think it does not show respect for the person you are writing to. So the person will think you don't respect him. This may bring about unintended response.*

T4: *As for me, if a student uses informal language informal context I see it as an insult. I think it is not good for a student to do that.*

The comments of ST44 and T4 make it clear that mixing informal elements in formal writing is a sign of disrespect.

4.3.4 Lack of seriousness

Another effect of using informal language in formal writing is that readers might view the writer as not being serious. As opined by Hacker (1998), the tone of formal writing is dignified, and it maintains a certain distance between the writer and the audience. In a case where the writer mixes informal language in formal writing the audience might view the writer as jovial and the writing piece would not be taken serious. During the interview some students expressed their dissatisfaction toward this behaviour. The response of ST31 and ST 33 are samples of such dissatisfaction.

ST31: *For this, if a student uses informal language in formal text, it talks more about the students' very self. Whatever we do or say tells a lot about us. Therefore if a student writes formal text with informal features, it means that the student is not serious*.

ST33: *People judge us by what we say and the way we do our things. So when we write what we are not supposed to write, they don't see us to be serious.*

The comments from the interview respondents and other literature are indications that the use of informal features in formal writing is viewed as the writer lacking seriousness and does not know what he is doing.

4.3.5 Lack of self-respect

Further, the habit of using informal features in formal writings could rob one's self-respect. People who use informal language in formal writing lose their self-respect because using appropriate language in a specific context is an admirable behaviour which is accorded with respect. Many scholars (Jalongo, 2002; Richards & Miller, 2005) would prefer reading academic writing with appropriate formal language to reading those with informal language. This is also made manifest in the comment of elicited form ST12.

ST12: *If I write something in formal text and I am told I mix it with informal elements I feel very bad. It makes me feel I have failed. In fact I am robbed off self-respect.*

The comment made by ST12 is in consonance with what T3 had to say regarding the same question as it could be read below:

T3: *If I read a formal text form a student and realize that there are a lot of informal features in it I lose respect for that student. Any other text that comes from that same student is treated with some form of contempt.*

The response from T3 suggests that such a tutor would have a conceived ideal that any text from such a student is not something worth reading. In fact, it could even affect assessment of such a text just because the writer's identity has been tinted and marked with inferior formal text.

4.3.6 Habit formation

Lastly, frequent use of informal language in formal writing could result in habit formation. This is where the individual does not consider the appropriate diction to use in every writing assignment that the individual undertakes. The comment from a student interviewed on the effect of using informal language in formal context supports this assertion.

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ST37: *It becomes your habit if you continue to use informal elements in formal writing.*

As stated by ST37, when it forms a habit it would also had effect on readers who read such formal writings. Some of them might unconsciously learn this undesirable habit and practice it.

A tutor also commented that informal elements in formal writing become a habit very difficult to stop it. This is what he said to the interview question about his view on the effects of informal features in formal writing:

T5: *They form habit with it. Most of them use informal English and they can't stop it. Once this habit is formed it would be very difficult to change it no matter the effort being made to stop it.*

This comment indicates that students who use informal language would form a longing for its use and the effort to stop the use may not yield corresponding result.

4.3.7 Summary of question three

The analysis and discussion of the effects of using informal elements in formal writing show that it has untold effects on both the writing piece and the writer. If the writing piece is for academic exercise it would affect the marks awarded to the learner. If the writing piece is for application or any official considerations the writer is not taken serious and sometimes the receiver deems the writer as disrespectful. Again, the writer loses self-respect and it could also lead to habit formation.

4.4 Key Findings

The use of informal language in formal writing is the main subject of this current research. The researcher sought to investigate some informal elements commonly found in formal texts of students, why students use informal features in formal texts and the effects of using informal features in formal text.

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4.4.1 Informal features commonly identified in formal context

The researcher used documents – formal writing of students – to address the question. The researcher identified *clipping, high value modal auxiliaries, contractions, abbreviations, sentence-initial conjunctions and other expressions* as informal features that infiltrate students' formal writing.

Some of the clippings identified are *recap, advert, ads, lab,* and *dorm*. High and intermediate value modals which include *must, ought to, need, and have to*, *will, would shall and should* were also identified as in students' formal texts. At the abbreviation level, *etc, ASAP, NGO and SRC* were found in students' formal texts. Students also used contractions such as *don't, can't, let's and hasn't*. Finally, other informal expressions used by students are *appliances that are faulty catches fire…', 'a whole lot of…',' I greet you this evening', 'throw more light…'* and *throw up*. These findings are in harmony with Raheela and Mehvish (2019) that also identified similar informal features in students' academic texts. These findings are in contrast with genre-based approach in which students are expected not only to consider their language structure, but also be concerned about the context of the text (Hammond & Derewianka, 2001; Hyon, 1996; Kay & Dudley-Evans, 1998; Muncie, 2002).

4.4.2 Reasons students use informal language in formal context

The findings reveal that five (5) factors are the cause of students' mixing informal language in formal writing. These factors are lack of practice, absenteeism, habitual use of more informal words in conversation, lack of feedback from teachers and the use of English as a second language.

Lack of practice was identified as one of the factors identified which hinders students to use informal features in formal text. The third tenet of genre-based approach underscores that writing is a social activity (Vygotsky, 1978). According to this

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theory, knowledge is best constructed when learners collaborate together, support one another to encourage new ways to form, construct and reflect on new knowledge. In this case, social interactions and participation of group members play a key role in developing new knowledge. In the writing classes, students are encouraged to participate in the activities of meaning exchange and negotiation with peers and the teacher. Students could only perform better in writing if they practice writing in collaboration with their colleagues and facilitators.

It was also revealed that absenteeism is one of the factors leading to students' use of informal language informal text. Constructionist theory holds Knowledge is constructed, rather than innate, or passively absorbed**.** Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning (Phillips, 1995). As learners absent themselves from class it would not assist them to build upon what they already know; and this would lead to poor performance. In the case of writing, the effect is the mixing of informal language in the formal text. The sixth tenet of the genre-based approach expects teachers to be authoritative rather than authoritarian (Swales, 1990; Paltridge, 2001; Rothery, 1996). This tenet would not work out if students absent themselves from classes on regular basis. Habitual use of informal language in conversation is an attribute to students' mixture informal elements in formal writing. Learning is an active rather than a passive process. Constructivism states that learners construct meaning only through active engagement with the world. This means that as learners actively engage in informal conversation, they form a habit with it which interferes with their formal texts. This is in line with the third tenet of the genre-based approach which underscores that writing is a social activity (Vygotsky (1978).

Again, lack of feedback from teachers was identified as a factor contributing to the problem of mixture of informal language in formal writing. The genre-based approach emphasises the teacher's role as authoritative rather than authoritarian (Swales, 1990; Paltridge, 2001; Kay & Dudley-Evans, 1998; Rothery, 1996). As an expert in the classroom, the teacher provides students with systematic guidance and careful support through various activities so that students ultimately gain the control of written genres. At the same time, the teacher recognizes the importance of students' contributions to the teaching-learning process. It is therefore not surprising that lack of feedback could be a serious setback because giving prompt and appropriate feedback is part of guidance expected from a teacher to assist learners gain control on the writing of various genres.

The use of English as a second language is a contributing factor to students' use of informal elements in their formal writing. The genre-based approach recognizes the explicit teaching of the linguistic conventions of the genre for second language novice student writers (Swales, 1990; Paltridge, 2001; Christie, 1990). It is argued that students cannot produce a particular text-type successfully if they are not taught explicitly about linguistic conventions of that text-type with respect to language features and schematic structure. This implies that teachers teaching English as a second language to students have the additional responsibility to teach them the linguistic conventions which are necessary so that the students could write formal texts successfully.

4.4.3 Effects of mixing informal features in formal writing

Some of the responses received from students indicate that most of them do not get good marks in essay writing. The abysmal performance of students in essay writing could be attributed to their limited knowledge on the appropriate formal language to

be used in writing. Again, the use of informal language in formal writing lowers the standard of formality in the written work. Readers consider formal written works with informal features as disrespect. Further, the habit of using informal features in formal writings could rob one's self-respect. Lastly, frequent use of informal language in formal writing could result in habit formation. Genre-based approach emphasizes the importance of exploring the social and cultural context of language use on a piece of writing (Kay & Dudley-Evans, 1998). Therefore it is paramount for learners to consider formal texts and place them in their formal context to avoid negative effects.

4.5 Summary of the Chapter

The chapter sought to analyse and discuss the data obtained when the instruments were applied. The chapter commenced with textual analysis where formal written texts of students were critically analysed. The researcher considered students' use of informal elements such as clipping, abbreviations, modal auxiliaries, contractions, expressions and sentence-initial junction in formal writing. The researcher then analysed the semi-structured interviews conducted on students and tutors. It came to light from the interview that lack of practice, habitual use of informal language in oral conversations and on social media, absenteeism among others are factors contributing to the students' use of informal language in their formal writing. The chapter climaxed with the effects of using informal language in formal writing. The interview responses, together with the samples of scores from marked scripts indicated that it affects students' performance in academic writing, it does not show respect and the writing piece is not taken serious.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

5.0 Introduction

This is the final chapter of the research work. The chapter includes summary of the work, conclusion, pedagogical implications and suggestion for further research. The summary of the entire research work, which includes the purpose of the study and objective of the study, literature review methodology and data analysis, is given attention. Also, the chapter discusses conclusion of the study by passing judgement on the findings and aligning the findings with existing literature. Lastly, the chapter delves into how the study could direct and affect teaching of writing of formal text.

5.1 Summary

The thesis sought to explore the use of informal language in formal context by students of Komenda College of Education.

In chapter one research emphasized the importance of writing in multi-disciplines and the need to adhere to the various writing genres; especially formal and informal writing. The researcher, however, revealed that most students fail to adhere to writing norms where they are supposed to use formal language in formal context and informal language for its own purpose. It was made known that most students mix the two despite their early exposure to formal and informal writing. This practice, as indicated by the researcher, is of much concern to teachers and language teachers in particular due to the fact that it lowers the standard language and its presence would decrease the level of seriousness and causes disrespectfulness (Dumas & Lighter, 1978).

Again, the researcher pointed out in the statement of the problem that canonically, we do not mix the formal and informal in writing. It is asserted that many international

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students, particularly, those who are not native speakers of English, often find the written demands of their academic writing very challenging (Bailey, 2011). This mixing formal and informal language has some effects on formal writing and it has implications for future literary works. The researcher investigated some informal features that infiltrate students' formal or academic writing, why students mix formal and informal writing and the effects of such.

The second chapter highlighted on framework and related literature review. The researcher built the research on genre-based approach which is concerned with providing students with explicit knowledge about language. The relevance of the framework and the research objectives, questions, and methodology were carefully spelt out. The various tenets of the genre-based approach were discussed and their relevance to the current research was addressed. Other literature review aspect of chapter two discusses topics such as importance of writing which elaborates the usefulness of writing, and most importantly, writing to suit a particular genre is a sure success in student's academic endeavours. It also discusses how implicit knowledge and self-regulated learning affect writing, empirical Study which was conducted by Raheela and Mehvish (2019) on "Formality in Academic Writing: Investigating Stylistic Competence of Undergraduate EFL Learners". Types of writing tasks and context, academic awareness, social class, and information packaging were some topics focused in the literature review part of chapter two.

In chapter three the researcher dealt with methodology which took cognisance of research approach; the qualitative. Research design chosen was case study. The population used for the research was one-thousand five-hundred essays, according the number of students from first year to third year. Out of this number of essays the researcher used three-hundred (300) for the study. The breakdown is as follows: one

hundred (100) essays from first year students, one-hundred (100) essays from second year students and one-hundred (100) essays for the third year students. All the essays selected were formal essays. The researcher also selected 50 students and 5 English Language tutors for interview. Systematic, simple random and purposive sampling techniques were used to select variables for the research and document analysis and interview were used for analysis.

The fourth chapter is the analysis and discussion of data. The researcher identified informal expressions, use of high value modal auxiliaries, clipping, contractions, abbreviations and sentence-initial conjunctions. It also came to light that five (5) factors were identified as the cause of mixing informal language to formal writing. These factors are lack of practice, absenteeism, habitual use of more informal words in conversation, lack of feedback from teachers and the use of English as a second language. Lastly, the researcher discussed the effects of informal elements in formal contexts. The effects are that you get low marks in essay writing. The use of informal language in formal writing lowers the standard of formality in the written work. Again, readers consider formal written works with informal features as disrespect. Further, the habit of using informal features in formal writings could rob one's self-respect. Lastly, frequent use of informal language in formal writing could result in habit formation.

5.2 Conclusion

The study reveals some of the informal elements identified in students' formal writing. Notable among them are clipping, contractions, phrasal verbs and other expressions, use of high value modal auxiliaries, abbreviations and sentence-initial junctions. This is in accordance with Biber's (1988) Dimension 1of formality, which categorises contractions (e.g. *isn't*), possibility modals (*can, may, might, could*), and

independent clause coordination (examples, sentence initial *and, yet* and *but*) as informal features.

It has been established from the findings that there are multiplicity of factors contributing to students' use of informal elements in formal text. Notable among them are lack of practice, absenteeism, habitual use of more informal words in conversation, lack of feedback from teachers and the use of English as a second language. Some of these factors could be attributed to large class size which does not allow tutors to give students individual attention. Therefore the teachers' role as authoritative rather than authoritarian (Kay & Dudley-Evans, 1998) is not realised. There should be enough practice of formal composition writing. Teachers need to engage learners in a lot of formal essay writing. They should assist learners to practice writing the various parts of the formal writing: the introduction, body, the use of contextual language and transition devices and other linguistic conundrums associated with essay writing. Apart from assisting learners to practice writing during class hours, teachers should assign learners with after school work on formal writing. This would go a long way to enhance learners' formal writing.

In addition, students must be regular in school so that they could participate in all activities, including essay writing. Learning is asynchronous. This means it does not occur at a time. It is constructed; that is, learners build new knowledge upon the foundation of previous learning (Phillips, 1995). If learners attend classes on regular basis then, they would be able to acquire appropriate knowledge and understanding of the learnt lessons and make necessary application of them.

The effects of using informal features in formal text should also deter learners from doing that. Learners need to be aware that they should use formal language in conversation when there is the need to do so. Formal language is not limited to written

text. Learners should be encouraged to use formal language when conversing with people in formal contexts. White and McGovern (1994) provide a series of activities which can be used to promote the process approach to writing that can help students acquire adequate academic writing skills: discussion (class, small group, pair), brainstorming/making notes/asking questions, self-evaluation, planning/rough writing, peer evaluation, writing the first draft, self-evaluation, peer-evaluation, revision/rewriting, writing the second draft and teacher evaluation and marking. This approach must be followed for effective teaching of formal text.

As they do so in speaking they would form habit with it and continue to use it in formal writings.

The absence of feedback also came to light as part of cause of students' use of informal features in formal text. This indicates that giving prompt, appropriate and effective feedback to learners anytime they write essays is important in their learning processes. Feedback serves as a remedial teaching. The teacher therefore uses this opportunity to highlight areas learners need to improve and certain things the tutor was not able to teach during the initial teaching. Genre-based approach emphasises that a teacher plays authoritative role (Swales, 1990; Paltridge, 2001; Rothery, 1996). The authoritative role includes providing feedback on essays written and creating opportunity for students to write similar essays again to assist them use linguistic conventions effectively. By providing feedback on formal essay writing, students would be able to identify their mistakes and errors and effect appropriate changes in their formal writings.

For students to use English as a second and foreign language, it is very important learn the linguistic conventions of the native speakers so that they could conveniently

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and effectively apply them to suit various context. In most cases, second language learners have relatively limited vocabulary due to their limited exposure to the language. In order for second language learners to overcome this problem, they are expected to read extensively on various subjects they want to write (Sardi et al, 2017). This is emphasised in genre-based approach in which explicit teaching of the linguistic conventions of the genre for second language novice student writers is encouraged (Kay & Dudley-Evans, 1998; Christie, 1990). This would assist them acquire adequate and appropriate vocabularies needed to write to suit the context they are writing.

5.3 Pedagogical Implications

Writing is an art. It must be learnt, nurtured and maintained. This requires effort by all the stakeholders for the success to be achieved. Teachers should make sure learners attend classes regularly, participate in the teaching learning activities, read extensively to enhance their vocabulary acquisition and engage themselves in enough writing tasks. The fourth tenet of genre-based approach views writing instruction beyond subject content, composing processes, but it also looks at linguistic forms to see a text as attempts to communicate with readers (Swales, 1990).

In accordance with tenet six of genre-based approach (Swales, 1990; Paltridge, 2001; Rothery, 1996), teachers/facilitators are required to assist learners to use appropriate vocabularies, engage them in numerous writing assignments and provide effective feedback. The school systems should be structured so that teachers and learners would have adequate time for interactions that would ensure effective learning and adequate exposure to learnt material and practical application of the newly acquired skills, specifically, in writing. Samples and model essays must be made available for students to read and apply the knowledge in their own texts.

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Language tutors and other tutors who engage students in formal writing have daunting task. They need to teach students the difference between formal and informal language and view the important role of writer-reader interaction on a piece of writing (Kay & Dudley-Evans, 1998; Reid, 1995). Tutors should assist students to acknowledge that most of the words and expressions we use in our daily conversations with our friends and acquaintances are informal elements, thus these elements should not be used in formal writing.

Another pedagogical strategy we need to consider is the class size. The number of students to a class should not exceed the expected size. This would enable the teacher to have individual attention for the students. It would also enable the teacher to mark all the exercises students do and give them effective feedback to fulfill teacher's authoritative role (Swales, 1990; Paltridge, 2001; Rothery, 1996). The small class size would equally enable the classroom teacher to monitor students' regular attendance and assist those who do not attend classes regularly. If the class size is reduced it would assist tutors to engage students in writing more formal essays and provide appropriate feedback.

Language is dynamic. One of the effects of the dynamism of language is the change in functional use of words, expressions, sentence or any aspect of language use over time. As one generation start using informal language in formal contexts, there is likelihood that in the near future the issue of formality would be given less attention.

5.4 Suggestion of Further Research

This thesis focused on formal writing, with special emphasis on learners' use of informal elements in formal writing. There are, however, other areas of writing which had not been explored. Some of the areas in connection with this study is how to

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assist students to be effective writers. In some cases, it becomes extremely difficult to read and decipher what they write. Further action research could also be carried out to investigate what could be done to assist students improve their handwriting.

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APPENDICES

APPENDIX A

Samples of scanned formal essays written by students

100% true. It tends to waste lots of time in food preparation and another eating before getton ready for leave for my lectures. How stress free it is to arise after a lecture and go eat an already prepared and served diet then straight away go continue studies. This saves much time than joining queues to buy nd preparing one for your self. And how ad it will be for persons within consting kills. The come-eat-and-go-free practice an be a factor of effective studies nd teaching since students have their ood already prepared and ready to erve, they can go continue their studies nytime within is to 20 minutes.

served diet then leave to continue your studies. This saves much time than joining longer queues to buy food at the canteen or preparing one yourself. And how stressful t will be for persons without cooking knowledge. The come-eat-and-go-free practice can be a factor of effective studies and teaching since students have their food already prepared and ready to serve, they can go and continue their studies anytime within 15 to 20 minutes of dining.

Moreover, the article emphasizing on students being able to reduce cost is less true in real life. Consider the cost in preparing ones meal per day. How about a week or month. Comparing the individual cost involved to the feeding of the individuals by the college on an average budget, then will be much better to leave it in the expense of the colleges to feed the students. here also is a probability of malnutrition ue to the cost involved in preparing ones liet and balancing it. Although the food

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INDISCIPLINE AMONG THE SECOND CYCLE SCHOOLS IN GHANA

The standard of discipline is declining as years go by in the education. There has been many reforms by the Ghana Education Service concerning discipline. Some years ago, the basic and the second cycle schools were using corporal punishments such as canning, frog jump, kneeling etc to punnish student who go against school rules. The Ghana Education service reviewed the corporal punishment policy since it saw many bad sides of it. Example some teachers out of trivial issues may beat or inflict wounds and which at times may result in a deformity to the student. For this reason the Ghana Education Service banned the use of canes or any form of corporal punnishment that would inflict pains on the student. The banning of corporal punnishment is of good reason but student have taken advantage of it to misbehave. Many students of the second cycle schools dress according to preference of fashion.

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4) Mr. chairman, invited Guest, fellow Colleagues Ladies and Gentlemen. It a pleasure for me to share with you my piece of mind on the motion the double track system has impove on the accessibility and quality of education in Ghana.

The double track system is a newly implemented system of education for the second cycle schools in Ghana. This double track track system is aimed at making second cycle education to be accessible to all Ghanaian student.

This double track system is made up of two groups of students with their respective group of teachers and is been run on a shift basis that is one group of students goes for one semester, and comes on vacation whiles another group of students with their teachers also go to class and learn.

Mr. chairman, there is no doubt that they are many students and teachers in the second cycle schools than before but let us ask ourselves these questions is the

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REJOINDER: TEACHER TRAINEES SHOULD FEED THEMSELVES

I write as a rejoinder to the above mentioned subject matter of interest which has been discussed on air some weeks in this news paper. The issue of "Teacher Training Trainees and their dependancy ranges from accomodation to feeding. The government has been responsible for the feeding of teacher trainees from time memorial to date. You and I know that is the tax payers money that is used for the feeding grant for the teacher trainees. The cost of the feeding grant rans into millions annually. This huge sums of money can be used for developmental projects such as roads, pipe born water, building of schools and hospitals.

Besides the fact that such monies can be used for developmental projects, students of teacher training institutions are not the less previlaged in the society. Government grants and subsidies is meant for the less previllaged

Mr. Chairman, invited Guests, Colleagues. Ladies and Gentlemen. I see it as a opportunity for me to Throw more light on the lapses of the double track system. It's of no argument that since the introduction of this double track system of education in the second cycle schools, the number of enrollment has gone up more than doubled. The free access to second cycle education is a good and laudable approach in achieving mass education but must be done well and in an effective manner. The quality of education must not be compromised for the quantity or the numbers of people who pursue but the purpose and the quality of education must be met.

Mr. Chairman, you would bear with me that the double track system does not encourage serious academic in the sense that the academic or work load in the second cycle school curriculum is such that it needs enough time or contact hours in order to be completed.

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On the other hand we should ask ourselves what is the reason behind the recent hikes in give out-breaks in the country.

As stated earlier the issue of flood and give can be attributed to human behaviour or the indiscipline attitude of human.

The main cause of flooding is the choacked chucked drains. Drains were designed to carry run-off water to the its final destination in to sea

People now use drains as the refuse dump, by so doing the drains get blocked and the run-off water finds its way to peoples homes eventually causing flood.

Another cause of flood is building in water logged and marshy areas. Under normal circumstances marshy areas are left for residual waters to settle and seep a ground with time. People now buy marshy and water logged land and fill to build their homes. by so doing the excess water finds its way on the street and eventually entering into peoples rooms.

It is clearly seen that the two causes

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Many give-out breaks comes as a result of illegal electrical connections, poor management of domestic and industrial fires; Poor handling L.P.G gas and careless usage of electrical appliances The above listed causes are mainly attitudinal and behaviours that may result in fire out break. Issues of illegal connection been spoken of frequently but it seems many are still not aware of the dangers. illegal connection normally do not have any safety gadgets that can guard against fire ot out-break. On the side of poor handling of electrical appliances, is a gross form of negligence and mostly the cause of fires. People still do not have indepth knowledge on the use of L.P.G popularly known as gas as well as the use of other electrical appliances. It takes a combustible material, heat and oxygen to start up a fire. Electric appliances such as the heater, iron, kettle and the likes when faulting can easily catch fire especially when closes to any combustible material.

The main way of solving such issues is

Other hand as in the case of floods proper bye-laws concerning the aquisition and sale of land and building permit should be well checked before one put-up a house of residence.

The NCCE should continue with public education to sensitize the general public from time to time especially during the rainy and the dry seasons which is mostly likely for flooding and give disasters to happen.

Finally, there are rules, laws and regulations guarding all these disasters and those rules must be enforced and failure to do so must led the culprit to face the legal consequencies If would be in the best interest of everyone or our nation to be disaster free. Thanks.

Yours faithfully,

becoming an annual ritual. We have to find an alternative to our source of water supply. The suggestion I would make is to get a deep borehole which (can) serve the whole hall. Borehole drilling is quite expensive and I suggest that we know the price and share the cost amongst each student if the need arises. To see the school management and the SRC executives that would also be a laudable idea.

The benefit of getting regular potable source of water far outways the consequences of not getting regular source of water. As the situation stands now we are prone to diseases like cholera, diarrhoea and even malaria. Students have to buy many bags of p water for own keep and there by draining our pocket money. Many students also get to lectures late for the fact that they have to treck long distances to get water to bath and wash. This water crisis has gone a long way to affect our comfort, health and eve

Mr. chairman, panelist, invited Guest, Colleagu Ladies and Gentlemen. I am happy to deliberate on the issue of weather or not extra classes should be strictly enforced.

We all know that having an extra tutor tution aside normal class hours isn't bad but the issue of making it compulsor would make it a little bit daisy.

Mr. chairman, One would argue that the normal contact hours for the student is not enough and should have extra tuit as I stated earlier, it would not be bed to have extra classes after normal scho

Mr. chairman, you and I know that stude are mostly required to pay for the ent'a classes hours they have with the teache Many children, end up attending the classe but unable to pay which in turn also becomes a financial burden for the guardian.

Mr. Chairmen, the issue of extra

exclusively during extra classes time.
such attitude must not be tolerated by
the head teacher. Regardless the financial
background of a child, he or she must
get equal right and opportunity to
learning.

Mr. chairman, at this point I hope
all would agree with me that extra
classes is a good thing for students up
upper primary and above but must not
be made compulsory for those can't app
but rather teachers should make good
efforts during instructional periods to
give their utmost best to all the children
equally. Thank you.

uestion Two (2)

ite an article for publication in a national newspaper
the recent spate of indiscipline among secondary
dents in the country and suggest how this can be
rbed.

DISCIPLINE AMONG SECONDARY SCHOOL STUDENTS AND
w THEY CAN BE CURBED.

    Indiscipline is the act of not being discipline
accademics, indiscipline can be defined as lack of
trol in the behaviour of a student in a school
ulting in the student portraying a bad behaviour.
e act of indiscipline may include stealing, using of
usive language, dishonesty, reporting to school late,
respecting teachers, fighting among students and
ny more.

    These acts result from many factors which may be
from the home environment (society or the school
lf). Below are some of the causes of indiscipline
d how they can be curbed.

    To begin with, poor parental control is one
the causes of indiscipline among secondary school
dents. The inability of some parents to guid their
rds from onset and inculcate discipline into then.

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are overlooked or given blind eyes by parent which makes the children think its normal. At the end, they exhibit such things in the schools and even against school authorities not fully aware that they are frowned upon. It is not far from fetch to agree with the biblical saying; Train the child in the way he /she should go and when he /she grows, he or she will not depart from it. If parents were to check these behaviours from home, it would not have been exhibited in schools.

Another important cause of indiscipline among Senior High School students in peer group influences. The influence of friends and the desire to make positive impact among colleagues may compel the individual to exhibit behaviours which are not expected of him or her. These behaviours ranging from use of abusive words or language, reporting to school late, rebelling against rules and regulations among others may not just be unexpected behaviours, but deviant, social misfit and gross disrespect to authorities. Even though the pupils students themselves may see it as a way of announcing their presence.

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...se of indiscipline among secondary school students.
...st of these students disobey rules and regulations
...owingly or unknowingly yet there are little or no
...cks and appropriate punishments for offenders by
...authority to serve as deference to other not to
...epeat them. As a result, many other students end up
...eating such behaviours resulting in increase in
...iscipline in schools. These behaviours do not only
...ect the individual but also leads to a community of
...ividuals who do not abide by rules and regulations
...eby resulting in an increase in social vices as well.
...en such behaviours are not properly managed, the
...ividuals (will) grow up to become irresponsible, not
...ng law abiding and growing up to not being able to
...nd for themselves and their families. As such, they
...e to include in all forms of social vices just to be
...e to cater for their needs.

Another worrying effect of these indisciplinary
...aviours among senior high school students is the
...ult of mass failure in exams, because they do not
...y simple rules and regulations; they relate same
...y towards their books and subsequently in exams.
...or even rail to adhere to exams rules (as)

teachers all alike, must be up in matter relating to discipline of students. When properly checked, students conduct will show improvement and ensure discipline in schools and the society at large.

Again, religious organizations, Pastors, teachers and leaders should help inculcate good moral values to children through guidance. Counselling and reproach the menace to help reduce indiscipline among secondary school students. Pupils should, during this period, be made to understand the need for good friends and good lifestyles to reduce indiscipline.

Finally, school authorities should be curb make sure that there are appropriate rules and punishments checking indiscipline in schools. This will ensure that offenders are punished and others refrain from such acts.

My dear reader and students, having read this article on indiscipline in schools, why don't you join the crusade to help check indiscipline? You can make a difference just like I did with this article. Parents, please wake up! For the

Mr. Chairman, mobile phones are used to
~~eck~~ class Schedules or they are used to submit
~~signment~~ through mails. It is the use of mobile
~~ones~~ that ~~the~~ we are able to do our assignment
~~d~~ submit to our lecturers through E-mails. Mobile
~~ones~~ are always used to check class schedules
~~ch~~ as quizes, Course outlines and many more.

    Mr. Chairman, my opponent raised a point that
~~udents~~ have been using mobile phones to do
~~gative~~ things instead of using it to learn but
~~.~~chairman, I want to assure my opponent that to
~~ery~~ technology, there is an advantage and a
~~advantage~~ part. When there exist an emergency,
~~is~~ through this mobile phones that we use to
~~mmunicate~~ to Parents at home. Through mobile
~~ones~~ we are able to send and recieve money
and to
~~m,~~ our Parents, friends and family members to
~~tify~~ our needs in school. ~~Has~~

    They raised another point that the use of
~~bile~~ phones in Schools make students lazy for
~~ich~~ is not true. Its rather helps students
search for information on their own. That is

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Question Ten (10)

rite for or against the motion "The policy of no
tra classes is good and should be strictly
forced".

Mr. chairman, Panel of judges, teachers, ladies and
ntlemen. I stand against the motion "The policy of
extra classes is good and should be strictly
forced".
Mr. chairman, to set the ball rolling, ~~extra~~ in
der for our generation to be smarter, better and
t in general, more inventive and imaginative,
ools should be extended. Yes, extra curricular
tivities (will) be interfered with, but Physical
ucation is usually required in schools. ~~They to~~
ildren only (hang out) after school since that
ry time (can) be used to brighten their future.
tra classes (can) be fixed at the time that the
idents (will) use to do nothing good in order to
mplete uncompleted topics.
Secondly, extra classes is h helpful because
gives students more time to study and also
lp) them not to compromise their other subjects

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at the extra classes time that the student get more chance to ask instructors or facilitator questions about topics and also serve as a training ground for future job.

Mr. Chairman, I know that my opponent will raise a point that extra classes is stressful, especially the one we do after schol They will go on to explain that after the norm school hours in the day, the students become tired and can no longer go an extra mile t do the extra classes for which is not true The fact of it is that as students they nee to sacrifice in order to gain better grades so that they can further their education. So therefore, extra classes should be encourage

Mr. Chairman, ladies and gentlemen, my opponents will also raise a point that extra classes is spensive expensive. Mr. Chairman ca students stay in school alone to complete an uncompleted topic? It is absolutely no. Studen who are able to do extra classes are able to complete the syllabus of a particular subjec and excel in their final examination M.

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organize or engage ~~this~~ the ward in extra classes
d the other decides not to. Even though they all
e money, the students took their examination and
one who was able to do the extra classes came
t with flying colours and ther one failed. Mr.
airman, from this very senario, we (can) voice is out
t if not all most of the students who engage
mselves in extra classes ~~pass~~ perform well that
se who (don't) involve themselves in extra classes so
tra classes should be encouraged and enforced
Schools.

Mr. Chairman, Panel of judges, accurate time
eeper, distinguished guests, co-debators, ladies and
tlemen, with the above metioned points and
e disproval of my opponent's ideas really show
t the policy of extra classes should be
ctly enforced because (its) good.
hank you.

...mmunity based management. In order cases, they choose ...bring in the private sectors knowledge of how to ...t clean water and sanitation services to more people ...re effectively or affordably. Below are some ...ys of improving on water supply to my hall of ...idence.

To begin with, in order to improve the water ...pply to my hall of residence, there should be a ...bilization of domestic financing in the institution. ...velop action plans aimed at the local financial ...titution to help them understand the water supply ...d sanitation sector. The local bonus in the ...mmunity should support the water sector by ...viding debt, equity and various financing instrum- ...ts to the private operators in the community to ...e build new water connections so that we can ...o have access to water supply in our college.

Moreover, to improve water supply to the halls ...y should increase citizen management. Involving ...vil society and other stakeholders in a well- ...signed and properly rescured dialogue process is ...cial to address concerns and raise awareness

detrimental to efforts to improve water services
In contrast, the hall master together with the priv
sectors and local government to create a privat
partnership centre. The private partnership cent
provides various capacity building programs for
institution of understanding the concept of
private partnership, how to structure, develop
and prepare projects and how to implement
and monitor the private partnership projects

  Finally, there should exist an impleme
rainwater harvesting systems to store rainwate
Rainwater system and store water, Also wel
can be builts to extract underground wate
from underground aquifers to curbe the shorte
of water in the halls.

  In conclusion, if the above mentioned
points or factors are being taken into
consideration and worked on, it will improv
the supply of water to my hall of residenc
      Yours faithfully

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uestion Four (4).

ou are the Principal speaker in a debate on the
tion; "The introduction of the double track system.
s improve the quality and accessibility to Secondary
ucation in Ghana." Write your speech for or against
- motion.

Mr. Chairman, panel judges, accurate time keeper,
tinguished guests, Co-debators, ladies and gentlemen.
boldly go for the motion that," The introduction of
double track system has improve the quality and
cessibility to secondary education in Ghana."
Mr- Chairman, my opponents will make a number
assertions that the introduction of the double-
ck system has not improved the quality and
cessibility to secondary education in Ghana for which
se, is false. For instance, they claime that
idents stay in the house for about two months while
ir collegues are in school learning - It is not a
nefit to those who are in the house as because
y do extra classes which help them to understand
re on a particular subject before they resum school.
I think it has done more good to the Secondary
hool students.

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not so. I would like to draw the attention of my opponents that this very double track was introduced at the time of free Senior high School education in Ghana. Mr. Chairman lets take for example, if a Parent is to pay an admission fee of GH¢1,000.00 or even more before the ward will enter the secondary school and through this implementation of the double-track, Parents can use about GH¢200.00 to do extra classes for their wards when they are at home and get a profit of GH¢800.00 or more since S.H.S is free.

Mr. Chairman, the introduction of the double track system has helped to reduce the rate of illiteracy in this very country. The introduction of the double track system has increased the enrolment in Senior high Schools, resulting in more students entering the Secondary School. Increased in the enrolment emanates from the fact that the financial barrier of accessing education have been eliminated and have enab those who will not have gotten the chance t enter secondary school have been able to

press my views to the things we do that causes harm ourselfs.

To begin with, one of the indiscipline acts by Ghanaians is improper disposal of waste, both plastics and non-plastics. Some people in the society taught wise to dump waste substances anywhere and even in drainage areas. When it rains, these solid wastes prevent the water from flowing and hence causing flooding. Since the drainage areas are full of both plastic and non-plastic waste, the water will not be able to flow and the wastes are also heavy to be carried away by the water, hence will result in flooding.

Secondly, sand winning is also an indiscip- line behaviour exhibited by some Ghanaians. A lot of people engage themselves in sand winning which leaves holes on the ground when the sand is being excavated. The holes on the group accumulate water whenever it rains. When the water is much more, then lead to flood which is our own cause. This is just because of indiscipline on behalf of the people in the society.

Another factor is the haphazard building

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A lot of Ghanaians are careless of what the future brings. They do not care of the particular place they are constructing their houses. Some even go to the extent of building their houses at water-logged areas forgeting the fact that there will be no passa place for the water to pass when it rains. So when it rains heavily, since there exist no passage of water hence there be flooding.

To add to improper burning of refuse lead to major fire disasters in this very country. People burn their refuse anyhow forgeting the fact that there can be an outbreak of fire Some do not check whether the refuse is fully burned before leaving, Others even burn their refuse at places near light poles for which is very bad. When these acts continu light poles can caugth fire which can damage a lot of lifes and properties.

The above mentioned indiscipline and lawlessness exhibited by Ghanaians can be reduced by enforcing the laws governing indiscip ine acts, teaching the society on the needs

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Question Eight (8)
Question One (1).
You are the principal speaker in a debate on the motion, "The one year out segment has outlive it usefulness." Write your speech

THE ONE YEAR OUT SEGMENT HAS OUTLIVED ITS USEFULNESS.

Mr. Chairman, Panel of Judges, Invited guest Co-debaters, Accurate time Keeper, Ladies and Gentlemen, the motion before the house this moment is "The one year has outlived it usefulness" I boldly stand for the motion. In the previous days and years ago, the third years who stayed outside campus and did their teaching practice and made a good results out of it due to the support Parents and teachers were giving them. The government also used this very activity to use post them to their station to be a regular teachers but has being seized

To begin with, Mr. Chairman, the one year out segment has outlived it usefulness and it is caused by the nature of the government emraners and its policy. Students

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to ask ~~them~~ him/her that, (can) he or she work
in hunger? A teacher can not teach well
when he or she is hungry. They do not
give attention to the students in class.
Therefore, the students allowance and other
support from the Parents should be given
out to make a good useful of the one
year out segment
    Thank you.

wait and prepare food to be make him or herself satisfied before going for that particular lectures for which will delay and always make them to be late to for lectures and sometimes do not attend the lecture at all.

Moreover, the use of cooking utensil and other electric gargets such as rice cooker, kettle and many more will increase the fees or the tuition of the students. All these electrical appliances consume more current which they will be billed for. Students will suffer paying fees because they have to pay for their handouts as well, and mind you, not all students are being taken care by their parents. Som take care of themselves in terms of financ So if students are to feed themselves, it will be a great burden on such student and even those that are catered for by their parents.

Finally, the students allowance has bee

his makes them suffer a lot and they are now ying students should feed themselves. Trainee achers depend mainly on the allowance to stain life on Compus but here is the case is not coming and even when it comes it is nough to sustain them. This money is used r many purpose so it can not manage to ke their feeding and the same time fees for oks. Some students save money whiles on mpus for the future, others too are the ead winners at home and therefore want to we the little they get And when they are d by themselves, they will short money and ay not take be able to take care of unger ones at home. Therefore, Students should t feed themselves and the allowance should be ven out to the students on time.

      To conclude, I know that the above mentioned ggestions given and reasons make clearer arification for that teacher trainees should ot feed themselves.

the reasons why I stand for ~~against~~ the motion.

Mr. Chairman, to begin with, compromise on ~~qu~~ality of education, increased admissions (may) have a ~~ne~~gative influence on the quality of education to be ~~gi~~ven to students. The absence of a plan to ensure ~~th~~at the students are sufficiently tutored (may) ~~tur~~n the brilliant initiative & into a nightmarish ~~ex~~perience for the government, the Schools and the ~~~~ Students after staying home for longer periods, ~~th~~e students might forget what they were taught ~~in~~ School. Employment of more teachers (will) call ~~for~~ the need for the government to rethink about ~~th~~e decision.

Mr. Chairman, now to my second point, a ~~se~~nior researcher at the University of Education, ~~Wi~~nneba, Dr. Daniel Yielpieri once said that, ~~~~ the disadvantages associated with the double ~~tr~~ack system of the free Senior High Schools (will) ~~ou~~tweigh its advantages." He explained that the ~~ma~~jority of the students stay at home (will) make ~~th~~e devil find job for the idle hands". The long ~~va~~cation that students (will) spend at home (will) ~~~~

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Question eight (8).

Argue for or against the view that SRC week celebrations should be banned in tertiary institutions.

SRC WEEK CELEBRATION SHOULD BE BANNED IN TERTIARY INSTITUTIONS.

Mr. Chairman, accurate time keeper, distinguished guests, co-debators, ladies and gentlemen, I stand strongly against the view "SRC week Celebration should be banned in tertiary institutions".

Mr. Chairman, my opponents will raise an assertion that the SRC week celebration should be banned in tertiary institutions for which is false. They will say that the SRC week celebration is a waste of time. Can we stay in school throughout the year without celebrating SRC week? Mr. Chairman, it is absolutely no It is through the SRC week Celebration th brings the entire students together and crea an avenue of belongingness to the tertiary students.

Mr. Chairman, it will also raise a

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my opponents that they SRC week celebration rather generates income not a loss. Through sponsorship, the SRC is able to generate income as students petronise the goods of the sponsors. So I think that the SRC week celebration brings income but not loss.

Mr. Chairman, the SRC week celebration has over the years ensured that majority, of the students populace and the tertiary institution at large participate in one activity or the other. These activities provide opportunities to enrich the educational needs of students as it (may) not be gained from the lecture halls but outside the lecture halls.

Mr. Chairman, the SRC week celebration also helps to promote solidarity among students, unite Schools' spirit and awaken the conscious consciousness of nationalism and patriotism. Data linked to SRC week celebration recieves high percentage every year.

Mr. Chairman, in conclusion, with all the points raised and discussed above strongly show that the SRC week celebration should not be

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4

THE USE OF MOBILE PHONES BY STUDENT IN COLLEGES OF EDUCATION IN GHANA SHOULD BE ABOLISHED.

Mr. Chairman, Panel of Judges, Honourable Time Keeper, Co-debators, All invited Guest, Ladies and Gentlemen. I am Samuel Otoo by name and a product of Ghana Komenda College of Education. The motion befor the house is "The use of mobile phones in colleges should be abolish and with this I strongly rise to speak against it.

Mr. Chairman, many people including my opponents (May) say as er argue with me that the use of mobile phones should be band not only in Colleges of Education but rather the entire educational system. This is because they believe many students, instead of using the phon for educational purposes like researching and finding information concerning education, they ra use it for things which does not add any value to their life but rather destroys them. Mr. Chairn this arguement raised by my opponent (May) sun obvious to one's understanding but it must be noted that for "every dark clouds, there are silver linning", and this modern world wl

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Mr. Chairman, in this ~~morder~~ modern world of ours where every thing involves the use of IC-T tools, how (can) a student do E-learning without using a mobile phone if he or she happens not to have a computer, or how (can) a student progress in his learning if he happens to be a distance-learner. If he does not have a computer in his or possession? Or (can) a student learn to read without first knowing the alphabet? Since it is also impossible for a newly born baby to survive without oxygen or breast feeding, so it is that a learner cannot study successfully without the help of a mobile phone for research. Recent research shows that tutors and lectures are to do only 20 percent. It is up to him or her to learn extra candle to get the ~~total~~ mark of 100 per-Cent. It is through research which is mostly done with the phone that one (can) achieve that.

Moreover, Mr. Chairman, the use of mobile phones in colleges helps in easy communication to or within students. Through the use of mobile phones, information from the authorities (can) easily

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Often times, informations of these sort requires attention and sometimes not all student can be reached at a moment to be given the informatio through common assembles, but through the use mobile phones, one common whatsapp group can be created for the entire student and any informat will be communicated through it. Also through mobi phones, student share ideals between themsel They discuss problems through whatsapp group discussions and other social media platforms.

SF   Mr. Chairman, not forgetting of the effective use of leisure time renders by the phone. Sometimes student uses the phone gather information and thought during their leis time thereby making them global students an citizens and current students and make th complete learners for a particular job.

      Mr. Chairma, Panel of Judges, Honourabl Time keeper, Co-debaters, Ladies and Gentleme Since every coin has two sides, I believe in fact that some student may negatively use phones, but this cannot overshadow the service it render. I hope with the above convincin points raised, you now see eye to eye or agree with me that the use of moble phone

too take french leave to their various homes just for bad practices. Mr. Chairman, there a be a lost of consequencees of prostitution or sexual immorality. For example most ladies who are intoxicated are usually raped by gu leading to unwanted pregnancies. Those who engage in it acquire Sexually Transmitted Diseases like the Syphilis, Gonorrheea; HIV/AID and the like.

Thirdly, the celebration of SRC week in tertiary institutions also wastes money. Durin the SRC week celebration, huge amount money is spent in making lacoste, preparation of dinner and the rest. Mr. Chairman, this hu amount of money can be used to purchase Story books, textbooks etc which assists students in their Celebration academic wo The money can even be used to purchase exercise and not books, mathematical sets and the like which promote the academic growth of the students. This helps the poor parents who cannot afford exer books and note books and other reading

factor for deliberately causing fire outbreak in government properties. When officials squander or embezzle funds, they set-up in such prope to cover their evil act. This leads to fire outb mostly in cities and other areas in Ghana.

Furthermore, people throw refuse in gutte and streams. This makes them chocked and make it unable to flow when it rains heavily. This results in flooding. Some of the effects of these acts are lost of lives and properties. Several people have lost their lives through flooding in Ghana. For example over hundred people lost their lives in Ghana as a result of fire and floo disaster. Again, it leads to unecessary spendi by the government through providing relieve funds to such victims. It finally affects the development of the nation leading to retrogre These problems can be solved through public education. There should be public edecation to prevent fire outbreak. Again people who build on water ways must be made to face the full rigours of the law.

Con In the nut In a nut shell,

Service.

In addition, about 80% have taught of the one year out segment to be a yearly routine. We have all gathered here to carefully look out routines but it is like starting to chew a gum in which from the starts tastes very good but what do the observe. We observe after it is chewed for a long time. Linking this to the one year out segment and even in general when one starts with a new project, the interest, enthusiasm and all sort of quality and good attitude are inculcated when the same project lasts for a very long time. What do we notice on the attitudes and behaviour we exhibit exhibit is only a few people who try to to keep up with such attitudes and behaviours. Mr. Chairman, Comparing the interest, enthusiasm and all the quality, values etc the old students (teacher trainees) exhibited in the initiation through to the immediate immediate and now to this late years, you can bear me witness that it has reduced drastically. I therefore urge all people gathered here to reflect on this issue "Doing something without your interest".

Schedule of the school and also aid students to be ahead of the topics that need to be treated in class. Mr. Chairman, it is extra extra classes that gives students an environment which is different from their home or school. An extra classes such as one preparing for university entrance exam can consist of students from different schools, different race and ages as well. Such diversity makes it it possible for student to gain experience in dealing with a variety of people, thus effectively improve their social skills.

Mr. Chairman, In School in school, it is likely that we can be taught by a teacher whose methods are somehow not suitable for student. Consequently, the academic performance of one student cannot be as good as it is supposed to be. Of course student can not request to change the teacher of the whole class just because of a student. So, what is the right action to take? it is a high time a student found extra class with a more fitting teacher, who will undoubtedly help student to achieve the best of his her ability.

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Mr. chairman, a Panel of Judges, Head teacher teachers, Invited Guest, Co-debators, fellow student, Ladies and Gentlemen, from what I have said above, I can say with certainly that although extra class has some problems such as the one concerning students health, time and money as well as black mail, it is still offers as a valuable help in educating the younger generations. Accordingly, extra class is here to stay and it will continue to have een influence on our life.

School and even with that, there was nothing like double track system. Mr. Chairman, when students were given ample or insufficient time to stay on campus, they sometimes hardly complete the required syllabus. The time (four years) students used to stay on campus for serious academic work has changed to three. As a result, students are likely to put up abysmal performance because they run shift and therefore may not yet enough time for serious academic work.

Furthermore, the double track system wastes the revenue of the government. Revenue refers to the money government receive from organisation, business, etc. Mr. Chairman, the double track system is very experience to introduce so before its introduction, the governance has to sometimes seek financial assistance from organisations. This money helps the government to put up more structures because of the increase in the number of students admitted. I am not of the view or saying the putting up structures for the double track system is bad but Mr. chairman, what do

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after completion so I suggest that the money should rather be used to create more jobs for the youth. At the hospital, the required medical tools and equipment that help in treatment of diseases such as cancer, heart attack etc are not enough and others are white elephants. Thank you.

1)

You are the principal speaker in a debate on the motion, 'The one year out segment has outlived its usefulness.' Write your speech. This debat was presented by Lord Justice Opuni - Serebour a level 200 student.

Mr. Chairman, the panel of judges, the teaching and non-teaching staff, the SRC executives, fellow students, ladies and gentlemen, all protocols observed. It is a previllege being given this opportunty to speak for or against the motion before the panel, The one year out segment has not lived its usefulnes.

The one year out Segment is a period in a teacher trainees years on campus bring the training when he/she is being posted to a government basic school for classroom training and observation. This is to acquit the individual and prepare him/her well for the teaching course taken. The out segment tart on a teacher trainees last year in training.

Mr. chairman, I stand to speat for the motion but first need to know the m-

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THE USE OF MOBILE PHONES BY STUDENTS IN COLLEGES OF EDUCATION IN GHANA SHOULD BE ABOLISHED.

Mr. Chairman, the panel of judges, Distinguished Guests, Co-Debaters, Ladies and Gentlemen, the motion before the house today is "The Use Of Mobile Phones By Students In Colleges Of Education In Ghana Should Be Abolished" I am Lord Justice Opuni-Serbour and I stand to speak against the motion.

Mr. Chairman, as the word goes, Mobile phones are ICT devices which can be moved from one place to another. Uses of mobile phones may include web surfing, instant communication, Global Positioning System (GPS) for locating persons with devices, enhances privacy, entertains, share files and many more. The use of mobile phones may come with some demerits including interruptions of studies from incoming calls, emails, text or social media related notifications. The notifications, ringing and vibrations may take away concentrations and sometimes victimize individuals in injury or death. Mobile phones make people isolated.

riends and physical relations. Many people end
s loosing lots of money and time with internet
nd bundles with social networks. These can
ffect both teachers and leaners.

Mr. Chairman, think about the good it does
nd the betterment it entails. the carrying of
books around campus and returning to change
r pick new ones for new lectures. But with
mobile phones one can keek soft copies for
everal handouts and note pads which will
educe the need to replace several learning
materials. This saves lots of time for studies. Mr.
chairman, waking up early for lectures and
cheduling reminders are much effective with
mobile phones. Alarms and reminders can be
f good use. Also, during lessons, the mobile
hone when connected to the internet can be
f much benefit to students and the lecturer
case of research or finding informations.

Mr. chairman the mobile phones can be
ood study mates even outside the classroom.
the involvement in studies and the fun in
esearch and finding can still continue outside

APPENDIX B

Semi-Structured Interview Items for Students

1. Which level are you?

2. Have you written an essay since you came to this college?

3. Which type of essay did you write?

4. Do you know the difference between formal and informal essays?

5. Can you give me examples of formal writings and that of informal writing?

6. What are effects of using informal elements in formal texts?

7. Do you sometimes mix informal language in your formal writing? Yes / No.

8. If yes to question (7), why?

9. Do you receive any feedback from your tutors for using informal language in your formal writing?

10. What do you think is/are the cause(s) of this practice?
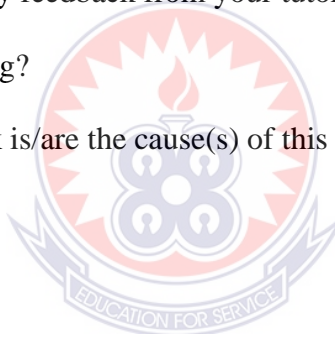
APPENDIX C

Semi-Structured Interview Items Designed for Tutors

1. Do you engage students in essay writing after discussing a particular essay topic with them?

2. Do students voluntarily write essays and submit them to you for marking?

3. Do you give feedback to students after marking their essays?

4. Do you see students using informal elements in their formal writing?

5. How do the use formal elements in formal writing affect students?

6. How do you feel when students mix informal features in formal writing?