

DOI: 10.5281/zenodo.20386755

# THE IMPACT OF CFFOS STRATEGY ON IRAQI EFL LEARNERS IN PREPARATORY SCHOOLS TO IMPROVE THEIR WRITING PROFICIENCY

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Received: 01/03/2026

Accepted: 26/04/2026

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## ABSTRACT

*The study investigated the impact of the content, form, and function outlines strategy on the writing proficiency of Iraqi English foreign language preparatory school learners. A quasi-experimental design was employed, the study consisted of an experimental group which was taught using the content, form and function outlines strategy and control group was taught using the traditional method way in their teaching. The sample of the consisted 60 learners. Their achievements in writing were measured by administrating two tests; a pre-test and post-test to explore their progress. The tests were statistically analysed. The results showed a significant improvement in the writing proficiency of the experimental group compared with the control group. The study emphasizes the importance of including content, planning outlines for main ideas, linguistic accuracy and functional communicative language in teaching writing. Recommendations and suggestion are provided for English language learners instructors and the designer of the curriculum in Iraq.*

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**KEYWORDS:** Content, Form, Function, Outlines, Writing Proficiency, Theories.

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## 1. INTRODUCTION

### 1.1. *The Statement of the Problem and its Significance*

The decline in learners' writing proficiency has become a major concern in English language education in recent years. Even advanced students who have studied English for several years often produce writing that lacks coherence, organization, and grammatical accuracy. Their compositions reveal weak awareness of writing as a process, limited ability to express ideas effectively, and persistent grammatical and structural errors.

Writing is a crucial skill in English language learning, also one of the most complex skill to master since it demands grammar, vocabulary, and coherence (Harmer, 2007). Traditional teaching often isolates grammar drills from real-world communication, leading to poor writing fluency. The content, form, and function (CFFOs) strategy integrates meaningful content with grammatical structures and communicative intent, providing a more holistic approach to writing instruction (Brown, 2007; Doughty & Willis, 1998).

Fourth-grade learners in Iraq face significant difficulties in developing their English writing skills as a foreign language. Weaknesses are particularly evident in organizing ideas (content), the accuracy of grammatical structures (form), and the appropriate functional use of language (function). Writing is one of the most complex skill because it requires the integration of several linguistic and cognitive components simultaneously. This was emphasized by Jeremy Harmer (2004) who said that the capacity to write must be consciously learned rather than naturally obtained through exposure only. Before commencing their writing, learners typically deliberate on their intended subject matter and content. In the note-taking phase, writers must contemplate three primary considerations: the purpose of their writing, which not only influences the genre of text they produce but also the language employed, and the structural organization of the content.

Despite the importance of this skill, English language teaching in many Iraqi schools still relies on traditional methods that focus on grammar (form) in isolation from meaning and function (function), resulting in weak and incoherent written output. Jack C. Richards explained that separating the components of language in teaching reduces learners' ability to use it effectively in real-life situations. Studies in foreign language teaching indicate that weak writing skills among learners are

partly due to the absence of integrated teaching strategies that link content, form, and function, such as those based on combining these elements, he refers that there's the functional view of language, which holds that words have a practical purpose and that language is just a medium for conveying that purpose. There is a school of thought within the communicative movement that holds this perspective of literature. The theory's focus on language's semantic and communicative dimensions, as opposed to its grammatical ones, causes language curricula to be structured and organized according to concepts of meaning and function, rather than grammatical ones. An further perspective on language is the interactional view. It views language as a medium via which people are able to realize their interpersonal ties and carry out social activities with one another. People view language as a means through which they can establish and sustain relationships with one another (Richards & Rodgers, 2001).

In this context, improving writing requires instruction that integrates linguistic accuracy with the expression of meaning within a communicative context. Outside the language class, feedback primarily focuses on evaluating pupils rather than enhancing writing proficiency, writing serves solely as a means through which pupils are evaluated on their understanding of certain topic matter. Teachers, furthermore, do not solely address grammar or topic but possess additional objectives. Educators employ diverse commenting strategies that differ based on the essay style (Hyland & Hyland, 2006).

Although several studies have addressed writing skills in Arab and Iraqi contexts, there is a clear lack of modern strategies, such as the Content, Form, and Function (CTF) strategy, in teaching writing. This highlights a research gap that necessitates experimental studies to investigate the impact of this strategy on improving the writing skills of Iraqi learners. Therefore, this study aims to investigate the effect of using this strategy on developing the writing skills of fourth-grade preparatory school learners.

### 1.2 *Limits*

This study is limited to:

1. The use of CFFOs' strategy in the training of EFL learners.
2. As Sama preparatory school in Kerbala for girls.
3. First term in year 2025-2026.
4. The writing activities in the prescribed textbook, which is "English for Iraq" (learner's book and activity book).

### 1.3. Aims of the study

1. Investigate the impact of CFFOs 'strategy on improving Iraqi EFL 4th preparatory school learners' writing skill.
2. Assess the impact of using the strategy of CFFOs on writing proficiency of EFL learners in 4th preparatory school.
3. To improve the learners 'ability to plan for their coherent, structured and communicative writing by making a draft and revise it.

### 1.4. Hypotheses of the study

The aims of the study can be obtained through verifying the following hypotheses:

1. There is no statistically significant difference between the result of the experimental group which is taught by the CFFOs strategy and control group which is taught by traditional method in post-test.
2. There is no statistically significant difference between the mean scores of experimental group in pre and the mean scores of experimental group in post- test

### 1.5. Content, Form, Function outline

Content, form, and function outlines have learners analyze what (content), how (form), and why (function) of a particular message (e.g., poem, newspaper story, critical essay, advertising, or commercial). The learner writes brief notes that address what, how, and why questions in an outline format that the instructor can quickly review. (Wisc.edu, University Knowledge Base, 2020).

Function refers to the communicative purpose or role of the writing task – i.e., why the learner is writing (e.g., to describe, persuade, inform) and how the chosen form and content serve that purpose (Larsen-Freeman & Celce-Murcia, 2016), form denotes the grammatical structure, sentence/paragraph organization, vocabulary-choice and mechanics by which the learners express their content in writing (Larsen-Freeman & Celce-Murcia, 2015), content refers to the written ideas, information and message that the 4th preparatory EFL learners produce in their writing tasks (Sedita, 2012).

### 1.6. Writing Proficiency

Proficiency refers to a learner's consistent capability to complete writing tasks successfully, showing control over content, form, and function that suits their language level. (Hughes, 2003.) Writing skill denotes the ability to generate well-organized and accurate written texts through

effective use of grammar, vocabulary, punctuation, and structure to communicate ideas clearly. (Fulwiler, 2002)

## 2. THEORETICAL BACKGROUND

### 2.1. learning is a Process

All methods and exercises for teaching writing are included in what has been referred to as the "process approach" or "process writing process approach," which is now a catch-all term for a variety of writing courses. These exercises promote brainstorming, drafting, writing, feedback, revising, and editing in a cyclical manner. These kinds of exercises promote the notion that learning to write is more than just producing a finished work; rather, it is the acquisition of a number of skills that lead to that final product. Giving kids tasks that let them "think on paper" is beneficial. They can refine their ideas in this way before devoting time to write a more formal essay (Nunan, 2003).

### 2.2. Process Knowledge

With the advent of cognitive theories, researchers started to focus on learners' thinking processes during writing and a process model consisting of pre-writing, drafting, revising, and editing was suggested. In the model, the pre-writing stage, which helps learners discover ideas, is considered critical and many techniques have been devised such as brainstorming, free writing, or clustering. Ferris and Hedgcock categorized them into unstructured and structured depending on the primary purpose (Volume 74 Number 4 Winter 2019 - English Teaching, 2019).

### 2.3. Content Outline

Understanding the importance of a content outline: Knowing why a content outline is important. An effective content outline may save time, facilitate clear communication with your writers, and create the framework for an engaging and well-structured piece of writing. Throughout the process, this resource guarantees that the writing is lucid and consistent. A content outline is not a standalone document. Rather, it is a crucial component of the content brief. The outline serves to bring clarity and organization, which fosters effective collaboration between you and your writers, while the brief offers context (Widmer, 2022).

Challenges in writing development frequently arise from the creative processes involved in idea generation. Outlines are frequently advocated as a mechanism for assisting students in organizing their ideas and structuring their writing. Writing is an

essential ability in academic environments, and expository writing specifically necessitates that students articulate concepts clearly and coherently. Effective writing is an essential skill for students, especially in academic contexts. A fundamental strategy for improving writing skills is the utilization of outlines, which function as a framework for organizing ideas and structuring texts. Identifying and employing text structures, such as outlines, improves students' comprehension and retention of material. Nonetheless, despite these advantages, students frequently encounter difficulties in utilizing outlines successfully, which can adversely affect their writing output (Radjaban&Humanika, 2024).

#### 2.4. What is Form?

The term "form" describes the text's format or organization. This encompasses the genre, style, and media used to convey the message. Here are some instances of several text formats: blogs and articles, letters, journals, and advertisements, and reports from the news. The traditions and purposes of each form can influence the way a writer presents their ideas. Considering if the writing is intended for a private or public audience is also beneficial. For example, a news item is meant for the general public and will employ more official and neutral language than a letter, which is typically a private communication between two people (Comparing Texts by Purpose and Form | Revision World, 2025).

Grammar teaching is essential. The fundamental objective is to empower pupils to achieve their communicative aims, both verbally and in writing. effective grammar training commences with students' pre-existing understanding of grammar, facilitating its application in their writing. Consequently, as educators, we must assess the students' existing understanding of grammar and expand upon that foundation. Grammar education must be framed within meaningful settings, incorporating suitable student support and engaging students in learning experiences that include whole class instruction, small group instruction, pair collaboration, and independent work (Stathis & Gotsch, 2013). Grammar education should be incorporated into the reviewing and editing process, since this will enable students to apply concepts immediately, so illustrating the importance of grammar to their writing (Robinson & Feng, 2016).

#### 2.5. CFFOs' Strategy in teaching writing.

This Classroom Assessment Technique is also called "What, How, and Why Outlines." To respond to it, the learner carefully analyzes the "what"

(content), "how" (form), and "why" (function) of a particular message. That message may be a poem, a newspaper story, a critical essay, a billboard, a magazine advertisement, or a television commercial. The learner writes brief notes answering the "what, how, and why" questions in an outline format that can be quickly read and assessed. The content, form, and function outline is useful in courses focusing on written form, such as composition, literature, technical writing, or creative writing (Angelo, 2016).

#### 2.6. Advantages

Advantages of the function, form, and content. By encouraging learners to carefully consider both the content and the aim of messages, an outline helps foster critical thinking.

It helps learners understand why different genres may encode the same information in different forms by encouraging them to consider patterns and common structures.

Instead of providing them with a broad evaluation of learners' abilities, it enables teachers to focus on specific trouble spots in text or communication analysis. It helps teachers better tailor their instruction by revealing what their learners do well and what they struggle with (Angelo, 2016).

#### 2.7. Theories

This study depends on six theories communicative, systemic functional grammar, focus on form, a genre, cognitive and the constructivist theories, which deals with meaning, form and function. Communicative is preferred, competence is the knowledge we have of a language that lets us make sentences in that language. It means knowing the components of speech, tenses, phrases, clauses, sentence patterns, and how to put sentences together.

While communicative competence encompasses the subsequent dimensions of linguistic knowledge to be able to use language for a variety of goals and tasks. Knowing how to change the way we talk based on the situation and the people involved as knowing when to use formal and casual speech or when to use language that is appropriate for writing instead of speaking, able to write different kinds of texts, like stories, reports, interviews, and conversations, English for specific purposes, CLT supporters also knew that a lot of students needed English for certain jobs or school environments (Richards, 2006). Interactive teaching is a direct result of what we call Communicative Language Teaching (CLT). CLT aspires for learner-centered classrooms where the focus is on meaning rather than form in order to help

students become communicatively competent. The communicative approach has several traits, the instructor is the facilitator who helps the students learn how to be independent, it not only teaches you how to utilize the right grammatical structures, but also when to employ them, it demands teachers to make real resources that meet the needs of their students, it focuses on language functions and how to utilize them (Shariq, 2017).

SFL as its foundational linguistic theory to elucidate characteristics of academic language within its sociocultural frameworks. The characteristics can be delineated for various content domains and proficiency levels, with the emphasis of training directed towards what students can do with the language in terms of the right register (Gledhill, 2015) Nguyen Pham Thanh Uyen (2016) explored the role of focus on form in language teaching and discussed how attention to formal language within meaning-based instruction enhances language learning. Attention on form instead of attention on forms. Focus on form is a way for teachers and students to talk about the formal parts of language that are important. A part in the meanings that are worked up. To put it another way, focus-on-form stresses the purpose of communication while the form of language is noted without meaning to. This is different from a concentration on forms, which stresses formal parts instead than meaningful actions. Focus-on-forms emphasizes the structure of the language and encourages learners to memorize numerous rules; concentration on form entails directing students' attention to language features when they emerge inadvertently in courses primarily centered on meaning or communication. At the same time, focusing on forms is the same as teaching grammatical points in separate lessons, as is the case with traditional grammar training.

A genre serves as a framework for language training, utilizing examples from a specific genre. This method came from SFL, which was first created in Australia in the 1980s. SFL says that language is useful and that we use it to get goals. It stresses that language is used and understood in a certain way. The genre-based approach's main goal is to help students compose meaningful passages with the help of a framework (Truong, 2017).

Our cognitive process theory is based on four main ideas, firstly, the act of writing is best understood as a collection of unique thought processes that writers coordinate or arrange while they are composing, secondly, these processes are organized in a hierarchical, deeply embedded way, so that any one process can be part of any other,

thirdly, the act of creating is a goal-directed thought process that is guided by the writer's own evolving network of goals, finally. Writers set their own goals in two main ways: first, they set high-level goals and supporting sub-goals that reflect their growing sense of purpose. Then, sometimes, they change their major goals or even set completely new ones based on what they learn while writing (A Cognitive Process Theory of Writing, 2024).

The constructivist, which focuses on student-centered learning, is very appropriate for this situation. It promotes active involvement, cooperation, and social interaction, facilitating students' construction of knowledge through experiences, teachers help students work together and learn by being facilitators (Firdaus et al., 2025).

### 3. METHODOLOGY

#### 3.1. Research Design

In this study, we have an experimental group that is exposed to CFFOs' strategy to improve writing.

#### 3.2. Population and Sample

A research population is made up of the individuals selected for each given study. The specific sample chosen serves as the foundation for generalizability. We would like our specific participant group to be selected at random from the population which we intend to generalize (Mackey & Gass, 2016).

This study covered schools located in the city center for the academic year 2025–2026. Following the researcher's visit to the Statistics Department of the Kerbala Directorate of Education, facilitated by the official letter of the University of Babylon

The sample for this study was selected at random from nine classes at As-Sama Preparatory School for Girls to guarantee impartial representation. Thirty students have been selected to be the experimental group, and thirty students have been selected to be the control group. In the fourth year of the English preparatory school in Karbala, the researcher rejected repeaters and older learners. The total number of participants in the initial sample is sixty learners.

#### 3.3. Instrument

This study adopted an experimental pre-test/post-test procedure to examine the impact of CFFOs on the writing proficiency of EFL learners. The sample consisted of 60 participants (N=60), chosen from two classes at as Sama preparatory school in Kerbala.

### 3.4. Scoring Scheme for Writing Test Proficiency

The initial three questions comprised five items each, whilst the fourth question contained three items, resulting in a total of 18 items. The items in question were carefully designed to fit in with the subject's learning objectives and to represent different levels of cognitive load. Each item was evaluated using a dichotomous scoring system: two points for a correct response and zero points for an incorrect one, while the fourth question consists of subjective questions that is scored according to Brown's correction criteria, twenty marks are divided for five criteria (content, organization, vocabulary, grammar and mechanics, poor (1); fair (2); good (3) and excellent (4)

### 3.5. Validity

Face validity was established by presenting the test to a panel of EFL experts and college instructors who evaluated the items for clarity, linguistic suitability, and compatibility with the subject matter, the number of experts is thirteen who are specialized in ELT methods and Linguistics, they suggested some changes as follows:

1. The wording of items was changed in Q1, Q2 and Q4
2. Some questions were deleted, unseens passage, timestory, punctuation and spelling
3. The number of items is reduced to five items only
4. The distribution of marks was changed

While achieving content validity is that all items were aligned with the course's learning outcomes, Moreover, expert evaluators affirmed that the items sufficiently encompassed the curriculum and linguistic areas specified by the researcher. The item-total correlations validated the internal relationships among items, with nearly every item indicating important positive correlations with the total score, reinforcing content alignment.

Construct validity was achieved as follows, by determining the ease, difficulty, and discriminatory power indices for the pre-test items using the extreme groups method. It was found that all test items were of moderate ease and difficulty and had acceptable discrimination.

### 3.6. Reliability of the test

The researcher used Cronbach's Alpha coefficient to calculate the test's reliability. The reliability coefficient was (0.90), indicating that the test has a good reliability coefficient. A test is considered good if its reliability coefficient is (0.67) or higher

## 4. THE RESULTS AND DISCUSSION

### 4.1. Result Related to the First Hypothesis

The first null hypothesis states: (There is no statistically significant difference between the result of the experimental group which is taught by the CFFOs strategy and control group which is taught by traditional method in posttest. To verify this hypothesis, the researcher administered the writing proficiency test to learners in both the experimental and control groups. The learners' scores were calculated for both groups (see appendix). The mean score for the experimental group was 41.300 (standard deviation 3.131), and the mean score for the control group was 34.033 (standard deviation 5.301). To determine the difference between the mean scores. The researcher used the independent samples t-test to calculate the scores of the experimental group learners and the average scores of the control group learners. The results are shown in Table (1).

Table 1: Independent sample's T-test.

Group Statistics							
Groups	N	Mean	S. D.	D. F.	T-Value		Level of Sig.
					Calculated	Tabulated	
EG	30	41.300	3.131	58	6.465	2.00	0.05
CG	30	34.033	5.301				

The table above shows that the calculated t-value (6.465) exceeds the critical t-value (2.00) at the significance level of (0.05) and degrees of freedom (58). This indicates a statistically significant difference between the mean scores of the experimental group and the control group in the writing proficiency test, favoring the experimental group. Therefore, the null hypothesis, which states that there is no statistically significant difference between the mean scores of the two groups in the writing proficiency test, is rejected, and the alternative hypothesis, which confirms the existence of a statistically significant difference between the mean scores of the two groups, is accepted, CFFOs strategy led to greater improvement in writing proficiency than the traditional way.

### 4.2. Results That are Related to the Second Hypothesis

The second null hypothesis which states there is no statistically significant difference at the 0.05 level between the mean scores of the experimental group learners in the pre- and post-tests of writing proficiency. To evaluate this hypothesis, the researcher used a paired-samples t-test to detect

differences between the pre- and post-tests regarding the mean scores of the experimental group in the writing proficiency test, the results were analyzed to determine whether there was a significant improvement in their achievement after applying CFFOs in teaching, table (2) shows the results related to this hypothesis.

**Table 2: Learners' Mean Scores in the Pre- and Post-Achievement Test.**

Group Statistics									
EG	N	Mean	S.D	Difference between two means	S.D. of differences	D. F.	T-Value		Level of Seg.
							Calculated	Tabulated	
Pre-test	30	21.133	3.071	20.167	4.503	29	24.527	2.045	0.05
Post-test	30	41.300	3.131						

From observing the table above, it is clear that the calculated t-value for the difference between the pre- and post-applications of the writing proficiency test amounted to (24.527), which is greater than the tabulated t-value of (2.045) at a significance level of (0.05) and degrees of freedom of (29). This means that there is a statistically significant difference between the pre- and post-test of the writing proficiency test, in favor of the post-application, so CFFOs effects positively in proficiency writing.

To measuring Effect Size Using eta-squared ( $\eta^2$ ), the researcher used the eta-squared ( $\eta^2$ ) formula to ensure that the resulting differences are genuine differences attributable to the independent variable. The effect size can be calculated by dividing the squared t-value by (the squared t-value + degrees of freedom). Knowing the effect size helps us determine the magnitude of the effect. After calculating the eta-squared value, we compare it to the criteria established in Table (3).

**Table 3: Criteria Used to Determine Effect Size.**

Effect size			Method
Large effect	Medium effect	Small effect	N <sup>2</sup>
0.14	0.06	0.01	

The eta-squared value ( $\eta^2$ ), which represents the effect size of the strategy on the writing proficiency variable, was calculated. Table (4) shows the value of ( $\eta^2$ ) and the magnitude of the effect.

**Table 4: The Value of  $\eta^2$  and the Magnitude of the Effect of the Strategy in Writing Proficiency.**

Independent variable	Dependent variable	T - Value	N <sup>2</sup> -Value	Magnitude of the effect
CFFOs Strategy	Writing Proficiency	6.465	0.42	Large

The table above shows the impact of the strategy in the writing proficiency of the experimental group learners. The effect size of the strategy in writing proficiency was large, as the eta-squared value was greater than the established standard. This indicates the effectiveness of the CFFOs strategy in improving the writing proficiency of the experimental group learners.

## 5. CONCLUSION AND RECOMMENDATIONS

### 5.1. Conclusion

The experimental group significantly surpassed their peers who were taught using traditional methods in overall writing proficiency. This enhancement was apparent in the three principal aspects of writing: content, form, and function. The findings demonstrated that the CFFOs strategy facilitated learners in producing more pertinent ideas, structuring their written work with greater coherence, and articulating their communicative intentions more effectively. Furthermore, learners exhibited significant enhancement in grammatical precision, sentence construction, and the use of functional language.

These results show that teaching writing that includes meaning, grammatical accuracy, and a communicative aim leads to better learning outcomes. The structured use of outlines in the CFFOs strategy also encourages learners to plan their writing, which make them less anxious and more confident while they are writing. As a result, learners became more engaged and independent. In general, the study finds that the CFFOs strategy is a useful and successful way to teach EFL learners how to write better at the preparatory level.

### 5.2. Recommendations

Based on the study's findings and conclusion, the following recommendations are made: English language teachers should use the content, form, and function outlines strategy when teaching writing. This will help students organize their ideas using the right language forms and reach their communicative goals. Curriculum designers and textbook authors should include CFFOs-based activities and tasks in English language textbooks for preparatory schools to encourage balanced writing instruction.

Teacher training programs ought to incorporate workshops and practical sessions on the effective implementation of the CFFOs strategy in EFL classrooms. Educational supervisors and policymakers are encouraged to endorse instructional strategies that prioritize integrated

writing skills over mere grammatical accuracy. EFL learners should be trained to utilize outlines independently as a pre-writing strategy to improve planning, coherence, and clarity in their written work

**5.3. Suggesting for further studying**

Due to the limitations of the current study, the following recommendations are proposed for future research: subsequent studies may examine the impact of the CFFOs strategy on additional language skills, including reading comprehension, speaking, or listening. Subsequent research could investigate the effects of the CFFOs strategy across various educational levels, including intermediate, secondary, and university EFL learners, according to these ideas I suggest the following titles,

1. The Impact of the Content, Form and Function Outlines Strategy on Developing Reading Comprehension of Iraqi EFL Students in Intermediate School.
2. The Effect of the Content, Form and Function Outlines Strategy on Improving Speaking Skills of EFL in Elementary School.
3. The Effectiveness of the Content, Form and Function Outlines Strategy on Enhancing Listening Comprehension among Learners in Preparatory School.

**Lesson Experimental Plan**

Unit two lesson two (What do you do at school)

Date :4-11-2025

Time: 40 minutes

Class: 4th preparatory

General Aim: Students will learn how to express similarities and differences in what they do at school.

**Behavioral Objectives:**

1. Use some expressions to explain similarities and differences as both, unlike as long as, too, neither ...nor, not as big as... (Applying)
2. Make a comparison between schools and their services (Analyzing)
3. Give judgments and opinions about the school after comparison (Evaluating)

**Materials**

Student Book p.19, Activity Book p.28 - 29

White board, pictures for different schools

Presentation

Warm up: Ask the pupils to show how the things are similar or different, by displaying many things and objects (5 minutes)

**Procedures**

I write the expression on the board and use some sentences as examples to clarify their meanings

**Step (1) Choose a short text.**

I ask them to open their books on page 19, I read the four paragraphs (A, B, C and D) (6 minutes)

**Step (2) Define the structural subsections by subheading or numbers.**

Try to divide each paragraph to parts according to different ideas to make it easily comprehend (3minutes)

**Step (3) Write a Content, Form, and Function Outlines**

I explain the main idea (some interesting things, services, friends, dormitor) and write the sentences and pay their attention to the similarities and differences, then explain the expression and how to use it in the sentences (10 minutes).

**Step (4) Hand out the outlines to the pupils and model the process that I want to use**

I give many examples and outline it on the board; I try to make them distinguish between the expression, and how to use them in sentences to express similarities and differences (5 minutes).

**Step (5) prepares an outline form for students to use (5 minutes).**

Give them an expression; ask them to give a sentence using this expression, why we use this expression

What is similar or different? How is similar or different? Why do we use this expression?

**Step (6) I'm confident that students understand** and give them sufficient time to do the exercise (E) in Activity book, I ask them to write paragraph from three sentences, so can be easily assessed (7 minutes).

**Unit two lesson two page 19**

*Two students.*

Content	Form	Function
The same age and class	Both Abbas and Kamal are 15 years' old Both Kamal and I are in year 10 <b>Both .....and.....+ plural verb</b>	To say something is the same for two
The same or different services in their schools	Like my school, Kamal's school has a self-access centre <b>Like + N, S.</b> Unlike my school, Kamal's school doesn't have swimming pool and a mosque Unlike my school, Kamal's school is only for students in year 10 to 12 <b>Unlike +N, S.</b>	To describe how the schools are similar and different
The same size	His classes are large as mine	To describe that two things are similar

	<b>....as + adjective + as ....</b>	
	He lives close to his school, too <b>S ....., too</b> Kama's school is in the city, and it is not as big as mine <b>.... not as + adjective + as ....</b> Neither kamal nor I have to take the bus to school <b>Neither ..... nor ..... + singular verb</b>	
The same nearness to different school since they are in the city		To say two places are same To say something is not true for two people, places or things

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