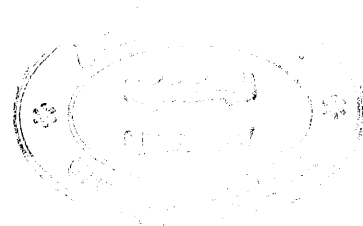


**GRICE'S MAXIMS AS A TOOL OF ASSESSING THE
EFFICIENCY OF ESP WRITING WITH SPECIAL
REFERENCE TO BUSINESS ENGLISH AT
THE UNIVERSITY OF BAHRAIN**



By

Latifa Shamsan Yousif

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To my sweet baby.. Al Anood..

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ABSTRACT

Writing is a means of communication between the writer and the reader. For this communication to be successful, it requires many factors other than the surface-level features such as grammar, punctuation, spelling, etc. There are communicative factors to be considered like the topic, the purpose, the audience, etc. Unfortunately, studies have shown that teachers' comments on students' essays still focus on the surface-level features of the text.

Hence, Grice's Cooperative Principle with its four maxims, which was originally used to define the conditions of successful oral communication, can be applied to written communication as well as oral communication. Grice's maxims address writing from a solid theoretical perspective and they can provide both teachers and students with a way of understanding successful and unsuccessful written correspondence. The study hypothesises that there is a possible positive correlation between Grice's maxims and effective writing. If students' written products do not abide by these maxims, then the products will not be efficient.

The sample of the study consists of 30 business students at the University of Bahrain. Fifteen students were doing ENGL 146 and 15 students were doing ENGL 241, which involve memo writing and report writing respectively. A tool of assessment based on Grice's maxims was designed to test the communicative efficiency of students' products. Then, the study compared the scores students obtained in the Traditional Assessment (hence forth TA) with the scores obtained in the Cooperative Principle Assessment (hence forth CPA).

The findings of the study indicate that teachers of both courses neglected the communicative efficiency of the texts. Consequently, students' written products reflected a lack of understanding of the theoretical conceptual framework of writing involving the audience, the topic, and the aim of writing. ENGL 241 students' texts were more communicatively efficient than ENGL 146 students' texts. Students in the two courses had different problems; for example ENGL 146 students' main problem was being clear, while ENGL 241 students had a problem achieving the aim of writing.

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CHAPTER ONE

INTRODUCTION

1.1 Background

1.1.1 Writing as a process vs. writing as a product

Despite the findings of process-oriented studies and their implications for the teaching of writing, practice lags far behind research and theory and that is especially the case for teachers' responses (Zamel,1995). Zamel states that teachers have been found to apply uniform, inflexible standards to their students' texts and to respond according to the extent to which these texts conform to or deviate from these standards. When teachers appropriate writing in this way, they are obviously viewing texts as products to be judged and evaluated. Thus, the changes and revisions that students incorporate not only fail to clarify what they intended to communicate but have little to do with what was originally intended.

This tendency to view texts as final products, Zamel adds, is corroborated by the evidence that teachers attend to surface-level features in what should otherwise be considered first drafts. They focus on problems of mechanics, usage and style. Responding in this way to local concerns creates in students a rather limited notion of composing and reinforces the understanding that these concerns must be dealt with at the outset. Furthermore, it creates the impression that local errors are either as important as, if not more important than, meaning-related concerns.

Zamel thinks of teachers' responses as being frequently contradictory; while interlinear comments address the text as a finished product to be edited, marginal comments view the text as still developing and evolving. These comments are not text-specific and could be interchanged from text to text. Zamel concludes that instead

of specific strategies, questions, and suggestions that might help students reshape their texts, students are given vague prescriptive advice perhaps because teachers are not capable of doing accurate or creative diagnosis of student writing.

McNamara (1996 qtd in Weigle, 2002:46) provides a useful distinction between a strong and a weak sense of writing as performance assessment in language testing. In the strong sense of the term, the focus of a performance assessment is on the successful completion of a given task that requires language use, and not on the language use itself. For example, if the task is to write a persuasive essay, the writer is successful if the reader is persuaded; or, if the task is to write a letter of apology, the writer is successful if the reader is willing to forgive the writer, regardless of the linguistic accuracy of the writing.

In the weak sense of performance assessment, on the other hand, **the focus of the assessment is on the language used, not on the fulfillment of the task per se.** Tasks used to elicit language may resemble real-world writing tasks, but the purpose is to display language proficiency, not the ability to persuade or apologize. In other words, the readers who assess the writing are interested more in the linguistic aspects of the writing than in whether they feel persuaded or ready to forgive the writer.

Atari (2004) criticizes corrective feedback for two reasons: first, corrective feedback procedures dwell on surface errors in the mechanics and grammar while neglecting text-level issues. Consequently, EFL student writers have been misled to focus almost exclusively on the word and sentence levels rather than on the level of the text as a whole. Second, the majority of EFL students feel that their only sense of security comes from what they have learned about grammar and that grammar is the only tool they can use in writing English essays.

Atari agrees with Zamel in that teachers sometimes approach students' compositions as final drafts to be evaluated and corrected rather than texts developed over time which should be analyzed in terms of the writer's intention, the reader's expectations, the topic and purpose of writing.

The corrective feedback should be replaced by a pedagogical focus on text-level issues such as coherence, textual structuring, and recognition of the distinctive features of written language versus those of spoken language. This can shift students' attention from sentence-level grammar to the discourse features which are crucial to creating meaning in texts (Lee, 2002). On this matter, Burt (1975, qtd in Atari, 2004: 208) states that by limiting correction to communicative errors we increase our students' motivation and self-confidence toward learning the target language.

1.1.2 Holistic vs. analytic scoring

Weigle (2002) defines holistic scoring as the assigning of a single score to a script based on the overall impression of the script. Weigle uses the word *script* to refer to the written text. In holistic scoring, each script is read quickly and then judged against a rating scale or a scoring rubric that outlines the scoring criteria.

A widely-used example of a holistic scoring rubric in ESL is the scale used for the TOEFL Writing Test. It consists of six levels of writing proficiency, each with descriptors of the syntactic and rhetorical qualities expected at each level.

On the one hand, holistic scoring has some advantages. First, it is faster and therefore less expensive to read a script once and assign a single score than to read it several times, each time focusing on a different aspect of the writing. Second, it is intended to focus the reader's attention on the strengths of the writing, rather than on

its deficiencies, so that writers are rewarded for what they do well. Third, it is argued that reading holistically is a more natural process than reading analytically because paying too much attention to the parts might obscure the meaning of the whole.

On the other hand, holistic scoring has some disadvantages. A single score does not provide useful diagnostic information about a person's writing ability, because a single score does not allow raters to distinguish between the different aspects of writing such as syntax, vocabulary, organization, etc. Moreover, holistic scores are not always easy to interpret, as raters do not necessarily use the same criteria to arrive at the same scores. Holistic scores have also been shown to correlate with superficial aspects like length and handwriting. Finally, holistic scoring has been criticized for its focus on achieving high inter-rater reliability at the expense of validity.

When it comes to analytic scoring, scripts are rated on several aspects of writing rather than one whole by assigning a single score. They might be rated on different features, depending on the purpose of assessment, like content, cohesion, organization, vocabulary, grammar, register, or mechanics (Weigle, 2002).

A well-known example of analytic scales used in ESL was created by Jacobs et al (1981, qtd in Weigle, 2002:115). In this scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. Different weight is assigned to every aspect: content (30 points), language use (25 points), organization and grammar weighted equally (20 points each) and mechanics (5 points).

Another example of analytic scoring is a set of scales developed for the Test in English for Educational Purposes (TEEP) by Cyril Weir (1988, qtd in Weigle, 2002:115). Weir's scheme consists of seven scales; each divided into four levels with score points ranging from 0 to 3. The first four scales are related to **communicative**

effectiveness, namely: **relevance** and **adequacy of content**, **compositional organization**, **cohesion**, and **adequacy of vocabulary for purpose**. The other three relate to **accuracy**: **grammar**, **mechanical accuracy I (punctuation)**, and **mechanical accuracy II (spelling)**.

Analytic scoring has a number of advantages: firstly, it provides more detailed information about students' writing abilities in different aspects of writing. Secondly, it is more useful in rater training, as inexperienced raters can understand and apply the criteria in separate scales more easily than in holistic scales. Thirdly, analytic scales are more appropriate for second-language learners as different aspects of writing develop at different rates. Finally, analytic scoring can be more reliable than holistic scoring because reliability tends to increase when additional items are added to a discrete-point test.

Despite all the above advantages, there are still some disadvantages to analytic scoring. It takes longer than holistic scoring and it is more expensive. Furthermore, if scores on the different scales are combined to make a composite score, a good deal of the information provided by the analytic scale is lost. Moreover, experienced raters may read holistically and adjust their analytic scores to match their holistic impression.

1.1.3 Teachers' perception of writing

Schwartz (1984) conducted a survey to get a better college-wide perspective on writing values. The survey aimed at finding whether there is any match between what faculty members want in writing and what students think their faculty want. It also

intended to identify and compare the underlying rhetorical values, both personal and professional, that shape teachers' assessment of students' writing.

For this purpose, she used three paired sets of passages and presented them to 22 faculty members to see their writing preferences. She also gave the same sets to 105 students and asked them to choose which ones they thought their professors would prefer, which ones they preferred, and why in both cases.

Each set had a different rhetorical question. In the first set, the question revolved around formal as opposed to informal style. Passage (A) was formal while passage (B) was informal. The faculty members were divided: 36% chose (A) and 64% chose (B). Students, on the other hand, chose (A) both as the faculty's choice and their own.

In the second set, the conflict invoked the use of academic terminology. Passage (A) used terminology which made it jargonish with a hypothetical tone. Passage (B) used plain English, was more succinct and jargon-free. 55% of the faculty chose (B) for its clarity and conciseness. 83% of students were sure that professors would like (A) better, while 86% of the 83% preferred (B) personally.

In the third set, the issue focused on **correctness** versus **authenticity**. Passage (A) was well written, objective, and had good spelling and punctuation. Passage (B) expressed authentic feelings, but it was full of mechanical errors. 73% of the faculty chose (B) because of the more authentic voice and richer use of specifics. They said they can handle mechanical errors by asking the student to edit the text before the final evaluation. 74% of students thought faculty would prefer (A) and 71% preferred (A) themselves. The reason for that was the use of **accurate mechanics** and the more academic tone of (A).

Schwartz concluded that there was little match between what faculty members want in writing and what students think their faculty want. She suggested that rhetorical values such as:

"Use big words to be impressive"

"Write more to be intelligent"

"Be impersonal to be logical"

"Use correct punctuation to be mature"

should not be taught to students out of context because they consider these injunctions winning formula for academic success. To communicate these values teachers should first acknowledge they exist, not as universally-agreed-upon standards but rather as personal and professional assessments that might vary from context to context.

Atari (1998) studied EFL teachers' perception of writing quality categories that represent the levels of **accuracy** and **communicative efficiency**. The **accuracy level** refers to the **correctness of language forms**, i.e. mechanics elements. It includes spelling, grammaticality of phrases and sentences, punctuation and indentation. The **communicative efficiency level** refers to the meaning-level elements embedded within the cohesion and coherence of texts. It includes **transitional links**, the provision of a **topic sentence**, **logical sequence of ideas**, **relevance of ideas to topic sentence and to other ideas**, **the provision of necessary details to the reader**, and **the effect on the target reader**.

Atari (1998) also studied the correlation between teachers' perception of these categories and their actual holistic evaluation. He points out that it is important to know what teachers think of as significant or insignificant, as a writing category, before they approach the task of evaluation and what they actually do when they evaluate students' written products.

The findings of Atari's study suggest that the most significant elements for teachers who participated in his study are:

- *Sentence structure* in the mechanics category
- *Topic sentence* in the cohesion category
- Both *relevance to the main point* and *logical sequence* in the coherence category.

The results also indicate that there is a **discrepancy between teachers' perception and their actual holistic evaluation**. For example, the categories **spelling, punctuation** and **indentation** were considered insignificant but the teachers rated the text that was full of errors in this area as "poor" and the one which had almost no problems in the mechanics as "good". This means that their actual holistic evaluation is affected by the **correctness of language forms level** and that teachers do not pay attention to **coherence** and **cohesion** in their actual holistic evaluation.

1.1.4 Grice's Co-operative Principle

Grice (1975) proposed the Co-operative Principle (CP) and a set of maxims to account for the way participants in a conversation infer meanings and intentions. The maxims set out are phrased as if they were prescriptive rules, but this is not how they are intended; rather, Grice's point is that people generally interpret utterances on the assumption that the speaker is following these rules (The cooperative principle and Grice's maxims).

The Co-operative Principle states: "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1975:45).

Under this general principle, Grice distinguishes four categories which in turn have more specific maxims or sub-maxims. These categories are:

- a. **The category of Quantity:** under which the following maxims are subsumed:
 - “Make your contribution as informative as is required.”
 - “Do not make your contribution more informative than is required.”
- b. **The category of Quality:** it has a supermaxim; “Try to make your contribution one that is true” and two specific maxims:
 - “Do not say what you believe to be false.”
 - “Do not say that for which you lack adequate evidence.”
- c. **The category of Relation:** it contains a single maxim; “Be relevant.”
- d. **The category of Manner:** it comprises the supermaxim; “Be perspicuous” and the following specific maxims:
 - “Avoid obscurity of expression.”
 - “Avoid ambiguity.”
 - “Be brief.”
 - “Be orderly.”

Grice concludes that any participant in a conversation, who wishes to achieve the goals of such conversation (e.g., giving and receiving information or influencing and being influenced by others), should have an interest in participation in conversations that will be efficient only when they are conducted in conformity with the (CP) and the maxims.

Grice identifies various ways of breaking the rules, and therefore, failing to fulfill the maxims. They include the following:

- i. “Quietly and unostentatiously” violating a maxim; e.g.: when lying.

- ii. Overtly opting out a maxim; e.g.: hiding information for the sake of confidentiality.
- iii. Coping with a clash between maxims; e.g.: not being very informative when someone does not know the exact information.
- iv. Flouting a maxim in order to exploit it; e.g.: when using metaphors.

1.1.5 English for Specific Purposes (ESP) and Business English

Teaching of English for Specific Purposes has been seen as a separate activity within English Language Teaching. Its emphasis has always been on practical outcomes. The main concerns of ESP have been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation (Dudley-Evans and St John, 1998). Teaching ESP may thus raise some important concerns about the role of English in professional communication world-wide and the need to incorporate significant audience, topic, and purpose variation in instructional approaches (Grabe and Kaplan, 1996).

Dudley-Evans and St John (1996) provide a comprehensive definition of ESP where they use absolute and variable characteristics. The definition in terms of absolute characteristics includes the following:

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the disciplines it serves;
- ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

The definition in terms of variable characteristics includes the following:

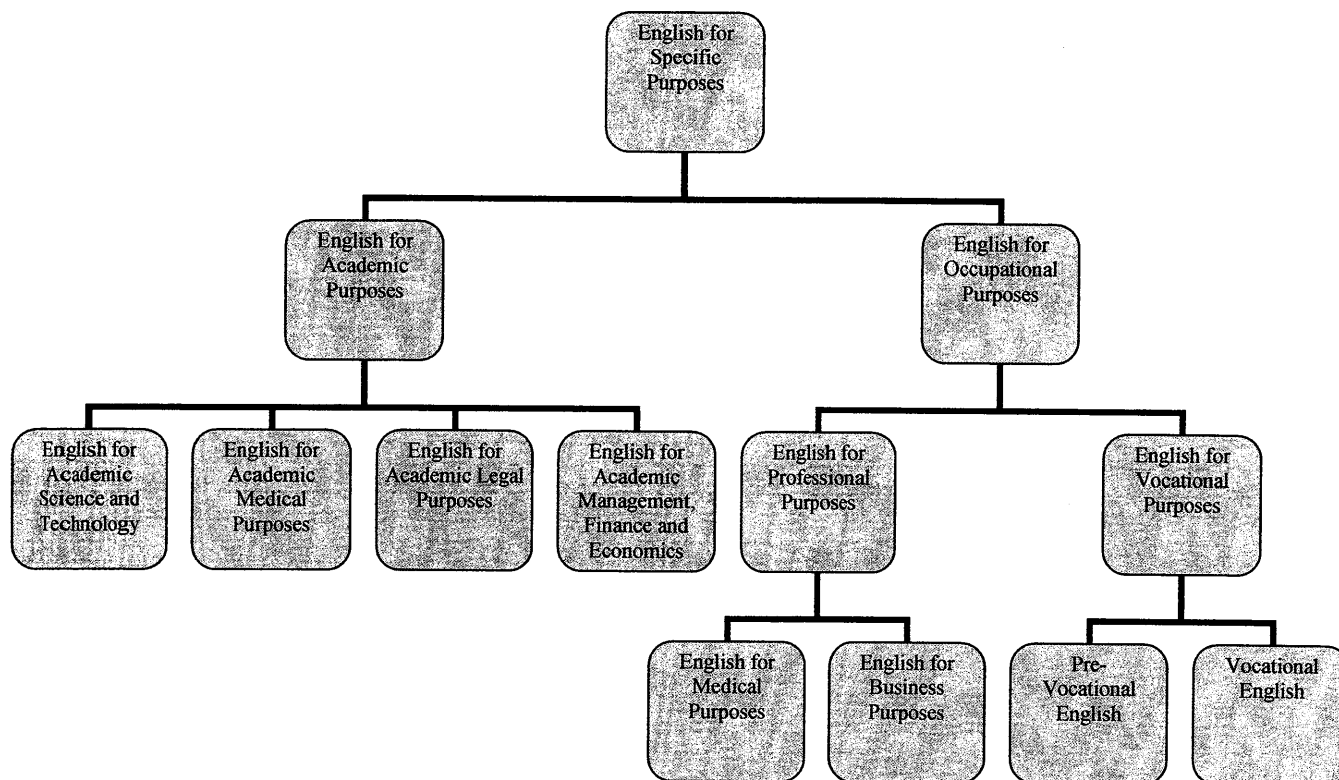
- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Setting up an ESP course has many advantages. Dudley-Evans and St John summarize them in four points:

- ❖ It is focused on the learner's need; therefore, it wastes no time;
- ❖ It is relevant to the learner;
- ❖ It is successful in imparting learning;
- ❖ It is more cost-effective than General English.

The following tree diagram (figure 1.1), adopted from Dudley-Evans and St John (1996: 6) divides ESP into two main areas: English for Academic Purposes and English for Occupational Purposes. These two areas are further divided according to discipline or professional area.

Figure 1.1 ESP classification by professional area



Dudley-Evans and St John argue that this classification places English for Business Purposes as a category within English for Occupational Purposes. English for Business Purposes is sometimes seen as separate from English for Occupational Purposes as it involves a lot of General English as well as Specific Purpose English, and also because it is such a large and important category. A business purpose is, however, an occupational purpose, so it is logical to see it as part of English for Occupational Purposes.

Grabe and Kaplan (1996) state that writing on the job varies to a certain degree across a number of variables, namely: audience, purpose, and topic. Some writing formats predominate: letters, memos, forms, and instructions are frequently recurring genres in workplaces. Less common, though important, genres include: internal

reports, progress reports, and project proposals. Very few employees are requested to publish articles. The standard forms of these genres are seen as important in the workplace because they provide a quick and clear cognitive frame for information transfer, and thus are functionally useful for effective and efficient communication. The importance of audience is also stressed. Writers in the workplace always emphasize that audience selection strongly influences their writing, depending on whether the writing is intended to be read by a subordinate, a colleague, a superior, a customer, or a company-external official.

Alexander (1997) reflects on his experience in teaching Business English at Vienna University of Economics and Business Administration. He says that the Business English courses are primarily designed to equip the students with the content of business English and a familiarization with the use of English in business settings: business skills, mastery of business situations in English, ability to deal with content specific to areas of business such as accounting, insurance, banking, economics, marketing, personnel management and so on. Business English teachers are asked to let the content dictate the selection and sequencing of language items to be taught and not the other way around. The activities of the classes are geared to stimulating students to think and learn through the use of the foreign language.

1.2 Statement of the Problem

Teachers' observations of students' writing and students' exam papers show that University of Bahrain business students' written products do not reflect a process-oriented approach of writing and teachers' comments focus on **the mechanics** only. They forget that they are readers, in the first place, who interact with the text to make sense out of it without worrying much about the surface errors. As a result, students

improve their products according to the teacher's comments to satisfy him/her without considering the crucial dimensions of composing such as: **the audience, the purpose, the topic**, etc.

1.3 Aims of the Study

The aims of the study are the following:

- a) To test students' awareness of the theoretical conceptual framework of writing involving **the audience, the topic and the purpose of writing**.
- b) To identify the criteria teachers use to assess writing.
- c) To assess the **communicative efficiency** of students' written products in terms of **clarity, brevity, sincerity, and relevance** (i.e. Grice's maxims).
- d) To formulate a hierarchy of difficulty for the maxims for each group.
- e) To address the differences (if any) in assessing two business genres, **memos and reports**.

1.4 Hypothesis

In light of the reviewed literature, Grice's maxims originally define the conditions of effective oral communication, and since writing is communication, then Grice's maxims can be applied to written communication as well as oral communication. Moreover, Grice's maxims are closely related to the process-oriented approach which contributes to the efficiency of writing. In this study, the researcher hypothesises that there is a possible positive correlation between Grice's maxims and effective writing. If students' written products do not abide by these maxims, then the products will not be efficient. Also, it is expected that students' scores will be

different in the (TA) and (CPA) for both groups; ENGL 146 students and ENGL 241 students.

1.5 Significance of the Study

Since most studies conducted either focus on the surface-level features of writing or the efficiency of oral communication, this study is expected to:

1. Provide a machinery for standardized writing assessment that can be both holistic and objective.
2. Give some insights into the methodology of teaching and assessing business writing at the UOB.
3. Shift students' and teachers' focus from the surface features of the text to underlying motives and expectations.

1.6 Limitations

- The sample is limited to 30 business students. This number is considered small compared to the large number of business students at the UOB. Therefore, the results can not be generalized to all business students.
- Only two types of texts were investigated, memos and reports. Hence, the results will only be confined to those types of texts and not to others such as letters, surveys, etc.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Studies on using Grice's Cooperative Principle in evaluating writing

This chapter reviews the studies conducted on the use of Grice's Cooperative Principle in evaluating writing. To the researcher's best knowledge, there have been very few studies on the application of Grice's Cooperative Principle with its maxims in evaluating writing although the principle itself is widely known.

Grabe and Kaplan (1996:41) point out that language is assumed to be primarily for communication. Therefore, writing can be considered as an attempt to communicate with the reader. The writer has certain intentions, purposes and information to convey. Consequently, writing is 'structured to communicate information within certain accepted ... principles', including Gricean maxims which define 'the need to be **informative, factually correct, relevant, and clear**; and the systematically interpretable violations of these maxims'.

They add that the application of Gricean maxims to writing provides the means for making inferences as to the **writer's purpose** in much the same way as a listener can infer a speaker's purpose. The writer's awareness and application of Gricean maxims in writing allows him/her to convey purpose beyond that signalled by a genre form. For example, writers of letters of recommendation who violate maxims of quantity or relevance send a message quite apart from the message conveyed by the genre itself. A letter of recommendation implies a recommendation; however, the specific inferences which may be derived from the amount, accuracy, relevance, and clarity of the letter convey much additional information.

Stewart (1993) indicates that since public writing, composed for audience other than the author alone, is goal-directed, it holds that the maxims of the Cooperative Principle work for both writing and for its evaluation as well. Applying the Cooperative Principle and its four maxims to teaching and learning should provide the basis for uniformity in instruction, in evaluations of student work, and in students' learning strategies.

Stewart explains that the maxims of the Cooperative Principle pertain to standard requirements of writing. Writing experts advise writers to state and to support a thesis (**Relation**); to elaborate (**Quantity and Quality**); to write about what they believe in (**Quality**); to stick to the point (**Relation**), and to punctuate, spell, and construct sentences so that a reader is not distracted from the ideas of the composition (**Manner**).

White (2001) states that whereas skilled writers flout, violate or ignore these maxims on purpose, less skilled writers do so by accident. He says that the reader interprets the writer's intentions through implicature. Hence, for unskilled writers, there is a distinct possibility that their intentions will be subverted by their inept or unintentional flouting or violating of the maxims.

He indicates that Grice's maxims have much in common with the C-B-S style of professional communication. Both define communicative efficiency in terms of **clarity, brevity and sincerity**, all being valued attributes of business writing, brevity in particular 'being a much-prized virtue' (Eustace, 1996 qtd. in White, 1997:3).

Atari (1984) did a contrastive study of the stylistic features of Arab and American students' written English. This study addresses the problems that Arab students face when trying to convey a message in writing. The researcher

hypothesizes that these problems are caused by the communicative strategies used by the Arab students.

Atari studied 30 letters of complaints and 30 letters of promising written by two groups of students: Arab students and American students. First, he analyzed the structure of the written text as a communicative event.

Second, he investigated the text in terms of Grice's Cooperative Principle as a basic element of the writer's communicative competence. He designed a form that contained four questions representing Grice's four maxims. Along each question, a scale from 1 to 5 was provided to evaluate numerically the reader's evaluation of the texts. He also provided some space for the reader's comments. He presented the letters with the form to a panel of three native speakers to evaluate them. Then, the total raters' numerical values were calculated and the texts that had high scores were considered communicatively good. In addition, he identified the most difficult maxim for both groups for further analysis.

Third, he elaborated the analysis to characterize the similarities and differences in **topic development** in the texts written by the two groups of students. He investigated the strategies utilized by both groups in getting across the message and the **desired effect to the audience**.

The second stage of the analysis, which is related to Grice's maxims and to this study as well, showed that **quantity** was the most problematic maxim for both samples; Arabs and Americans. However, the hierarchy of difficulty within these two samples was not exactly the same. The Arab students' texts demonstrated the following hierarchy: **quantity**, **manner**, **relation**, and **quality**, going from the most difficult to the least. The hierarchy of the American students' texts was: **quantity**, **relation**, **quality**, and **manner**.

White (1997) notes that business correspondence can be analyzed in terms of Grice's maxims to give both teachers and writers a way of understanding successful and unsuccessful communication. He studied the communicative efficiency of five adjustment letters written by native and non-native speakers of English.

The non-native speakers were a Polish undergraduate and a Hong Kong business man who had been asked to write a reply to a customer's complaint; therefore, their letters were non authentic. The native speakers were business people who had produced authentic letters as they were participating in real events.

The five letters were presented to seven native speaker judges who work in the business field and they were asked to complete a questionnaire to show if the writers conformed to or violated Grice's maxims. They were asked about **the aim of the writer, his success in achieving the aim of writing, the readers' reaction to the letter, and if the amount of information was sufficient or not.**

The results revealed variations in readers' responses, which means there were individual differences in the way the maxims were interpreted. Moreover, among a lay of readers, excluding teachers, there may be comparatively low toleration of features like incorrect grammar, violating the different maxims, etc. Conversely, a readership who is more familiar with corresponding with a non-native English speaking range of writers may develop a higher level of toleration of the kind of grammatical, lexical and stylistic variation exhibited in these two letters. Also, the readers' responses suggested that in business correspondence they expect **clarity, brevity and sincerity**, and that letters that do not meet these expectations will be unfavourably received.

In a later study, White (2001) used only one adjustment letter written by a Polish undergraduate as well. Neither audience nor word length was specified so the

student followed the assumption that it would be better to write as much as possible to demonstrate linguistic skill. The letter was presented to seven native speaker judges as in the previous study and they were asked to complete the same questionnaire.

Various responses were received and they were interpreted in light of Grice's maxims. First, the readers thought that the letter was a failure because the writer's purpose was not achieved. Second, their reactions as readers showed that most of them were either annoyed or not pleased. Finally, the majority of them said that the writer wrote too much which means that she violated the maxim of quantity.

The studies reviewed were all conducted on one type of genre which is letters. However, this study deals with memos and reports, and these two are distinct types of genres. In addition, the studies mentioned earlier assess the communicative efficiency of the written texts, but they do not score these texts or assign grades. This study, on the other hand, presents an assessment of the communicative efficiency of students' written texts in the form of scores and compares them with the scores students obtained in the traditional assessment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Sample population

The sample population of this study consists of students majoring in Business at the University of Bahrain during the spring of the academic year 2004-2005. They are first, second and third year students because the English for Business courses covered in this study are taken during the first three years of university.

It comprises 30 business students at the University of Bahrain. Fifteen students were doing ENGL146, which is English for Business II, and 15 students were doing ENGL241, which is Report Writing for Business. The former is a business writing course focusing on writing memos and the latter offers practice in the conventions and styles of business communication of various types with emphasis on report writing.

Three sections were chosen randomly from each course, making 6 sections all together, each taught by a different teacher. Five students from each section were picked at random to represent that section.

The sample is categorized into two groups; group (A) comprises ENGL146 students and group (B) comprises ENGL241 students.

3.2 Data collection

The final exam papers of the above mentioned sample were used in this study after being marked by the courses' teachers. A record of students' marks was kept aside after converting them into percentages. The exams tested students' writing abilities in writing a memo as part of ENGL146 exam and in writing a report as part of ENGL241 exam.

Then, the researcher designed a tool of assessment in the form of a questionnaire reflecting Grice's maxims. It consists of seven questions; each one with a five-point scale; 1 being the lowest evaluation and 5 being the highest. This scale is adopted from Likert scaling. The questionnaire was shown to two instructors in the Department of English Language and Literature at the University of Bahrain and they approved its validity. (See the questionnaire used in the CPA in Appendix (A))

After that, a copy of the exam papers, with the marks hidden, along with a copy of the scale were given back to the same teachers. Each teacher was asked to re-mark his students' papers according to the designed scale. Teachers were also given a handout that explains what Grice's maxims mean and imply to make sure that all teachers fully understand what they are used for. (See the explanation of Grice's maxims in Appendix (B))

3.3 Data analysis

Step One: The papers were collected after the teachers had re-marked them. The researcher allocated a grade out of 5 for each question. For example, if the student got 3 on the scale of Q1, s/he gets 3 out of 5, and if s/he got 5 on the scale of Q2, s/he gets 5 out of 5. The total grade of the questionnaire was out of 35 and it was converted into a percentage. Tables were drawn up to compare the Traditional Assessment with the Cooperative Principle Assessment. (See Appendix (C) for full details of students' scores in the CPA)

Step Two: The researcher calculated the distribution of students among the scale for each question in the designed tool. These are presented as percentages in separate tables for group (A) and (B).

Step Three: For analysis purposes, the five-point scale or the numerical scale has been converted into a verbal scale. Hence, the researcher, guided by Likert scaling, used the following equivalence:

1	2	3	4	5
Total flouting	Somewhat flouting	Neither flouting nor abiding	Somewhat abiding	Total abiding

Since it is an odd-numbered scale, the middle value is neutral or undecided according to Likert scaling. For the purpose of this research, it is called 'neither flouting nor abiding'.

Step Four: the researcher considered scoring 3 or below as having difficulty with the maxim. After that, a hierarchy of difficulty for the maxims based on the number of students who scored 3 or below was presented. The researcher adopted the idea of the hierarchy from Atari (1984) who used a similar five-point scale and produced a hierarchy of difficulty for the maxims.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results of this study. Then, they are followed by a discussion of these results.

4.1 Results

Table (1) and table (2) compare the scores students obtained in the Traditional Assessment (TA) with those obtained in the Cooperative Principle Assessment (CPA) for group (A) and group (B). Group (A) or ENGL 146 students are called A1, A2, A3, etc. and group (B) or ENGL 241 students are called B1, B2, B3, etc. The tables also show the difference between the (CPA) score and the (TA) score. This is calculated by subtracting the (TA) score from the (CPA) score, i.e. (CPA score – TA score).

Table (1) Group (A)'s or ENGL 146 scores in the (TA) and (CPA)

Students	Traditional Assessment (TA)	Cooperative Principle Assessment (CPA)	Difference
A1	90.00	82.86	-7.14
A2	66.66	65.71	-0.95
A3	60.00	54.29	-5.71
A4	56.66	48.57	-8.09
A5	80.00	82.86	2.86
A6	53.33	54.29	0.96
A7	83.33	80.00	-3.33
A8	80.00	80.00	0.00
A9	63.33	45.71	-17.62
A10	76.66	82.86	6.20
A11	96.66	100.00	3.34
A12	86.66	82.86	-3.80
A13	76.66	62.86	-13.80
A14	80.00	71.43	-8.57
A15	66.66	42.86	-23.80
TOTAL			-79.47
MEAN	74.44	69.14	-9.93
MAXIMUM	96.66	100.00	
MINIMUM	53.33	42.86	

Table (2) Group (B)'s or ENGL 241 scores in the (TA) and (CPA)

Students	Traditional Assessment (TA)	Cooperative Principle Assessment (CPA)	Difference
B1	82.85	91.43	8.58
B2	80.00	97.14	17.14
B3	94.28	97.14	2.86
B4	67.14	88.57	21.43
B5	71.42	88.57	17.15
B6	88.97	62.86	-26.11
B7	74.28	54.29	-19.99
B8	81.42	54.29	-27.13
B9	90.00	60.00	-30.00
B10	72.85	74.29	1.44
B11	91.42	97.14	5.72
B12	57.14	68.57	11.43
B13	48.57	54.29	5.72
B14	62.85	80.00	17.15
B15	65.71	74.29	8.58
TOTAL			13.96
MEAN	75.26	76.19	1.74
MAXIMUM	94.28	97.14	
MINIMUM	48.57	54.29	

The statistics in table (1) and (2) show that there is a difference in the mean between the (TA) and the (CPA). In group (A) (ENGL 146), the mean is lower in the (CPA) than in the (TA). However, in group (B) (ENGL 241), the mean is higher in the (CPA) than in the (TA).

It can be observed from table (1) that there is a negative difference between the scores obtained in the (CPA) and the scores obtained in the (TA), i.e. most of ENGL 146 students got lower scores in the (CPA) than in the (TA) with an average difference of -9.93. Ten students in group (A) (66.7%) got lower scores in the (CPA)

than in the (TA), while 5 students (26.7%) got higher scores in the (CPA) than in the (TA). Only one student had no change in his/her scores.

Table (2) reports that there is a positive difference between the scores obtained in the (CPA) and in the (TA) with a mean of 1.74. 73.3% of ENGL 241 students scored better in the (CPA) than in the (TA) while 26.7% scored lower in the (CPA) than in the (TA).

The data in tables (1) and (2) can be represented in graphs to give a clearer view of the differences in each individual student's scores as in figure 4.2 and figure 4.3:

Figure 4.2 Group (A)'s scores in the (TA) and (CPA)

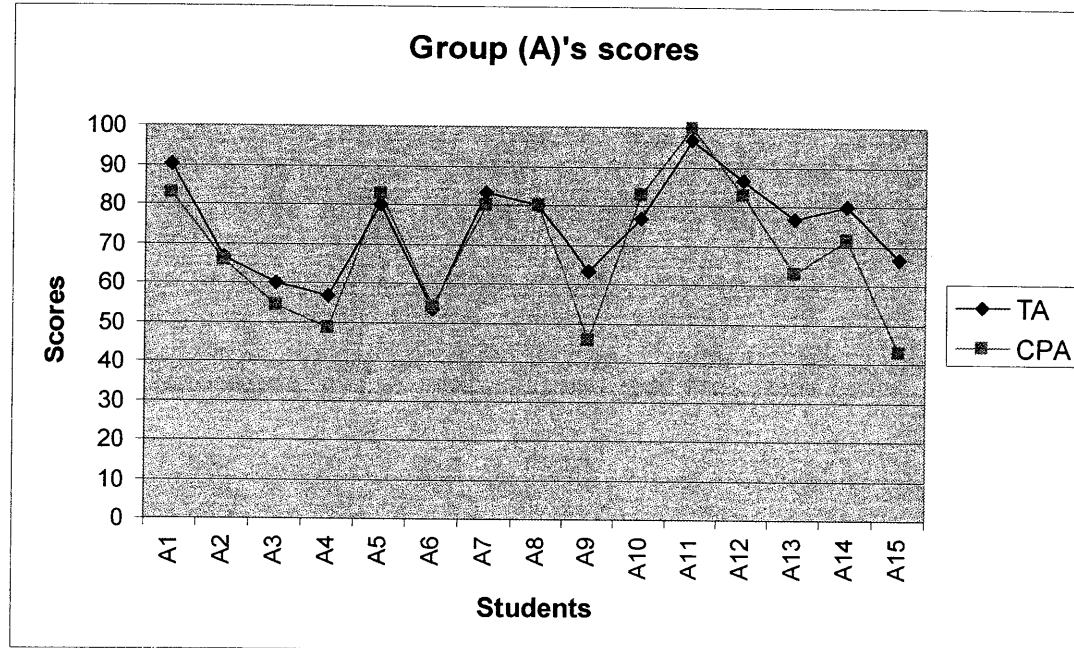
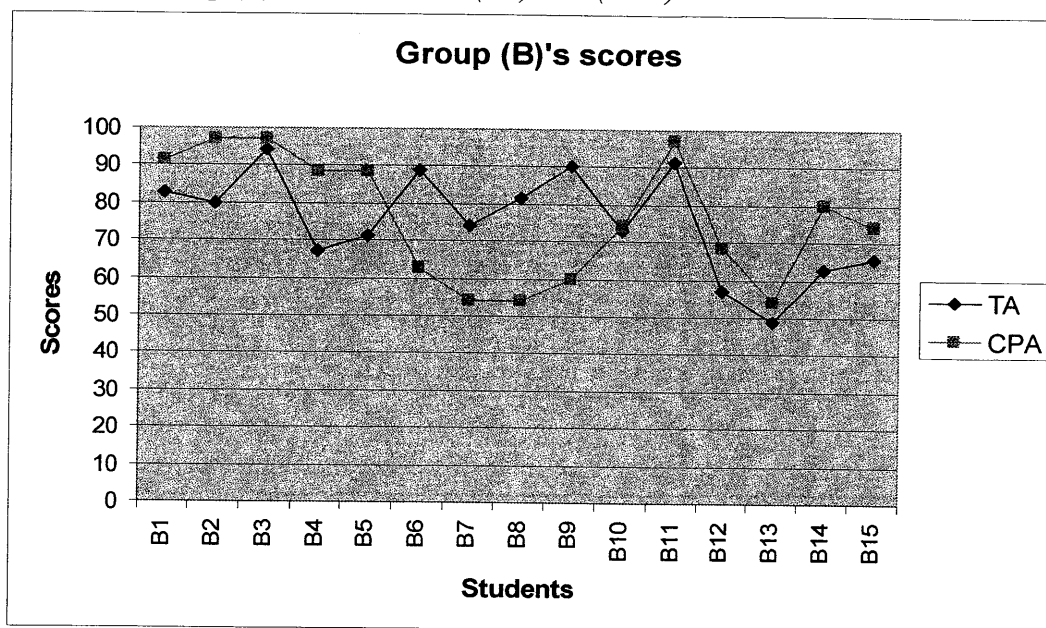


Figure 4.3 Group (B)'s scores in the (TA) and (CPA)



The following graphs show the differences in scores within each group. The aim of figure 4.4 and figure 4.5 is to give an overview of scores' variation within each group. Notice that the scores dotted in the graph are in a descending order. Also, the numbers on axis (x) do not refer to particular students.

Figure 4.4 Range of scores (Group A)

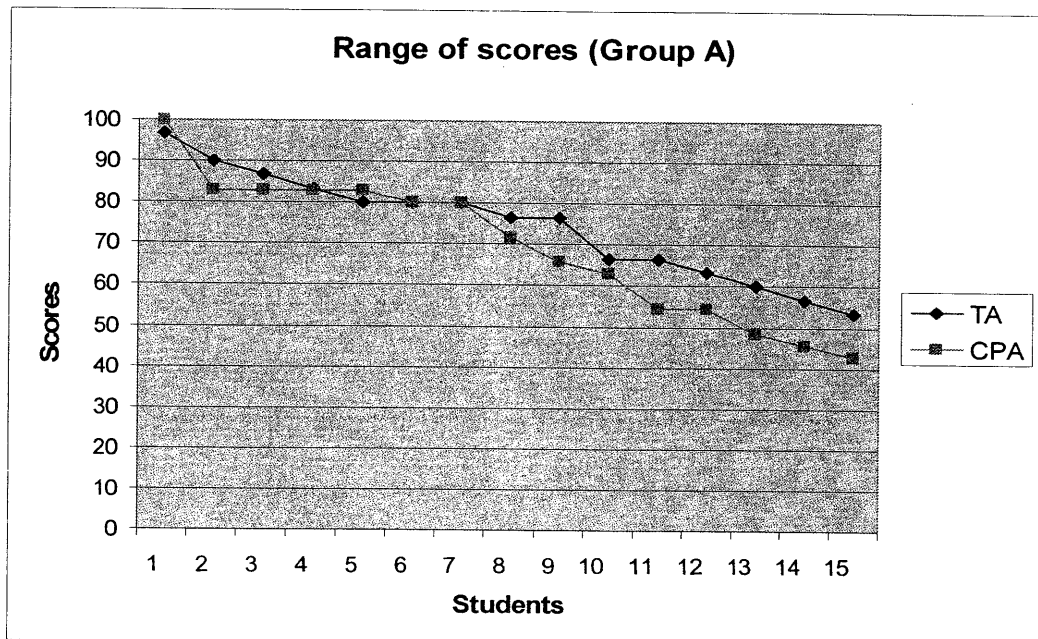


Figure 4.4 shows that group (A)'s scores in the (TA) vary from 53.33 to 96.66 and in the (CPA) they vary from 42.86 to 100. It is clear that the (TA)'s scores are higher than the (CPA)'s.

Figure 4.5 Range of scores (Group B)

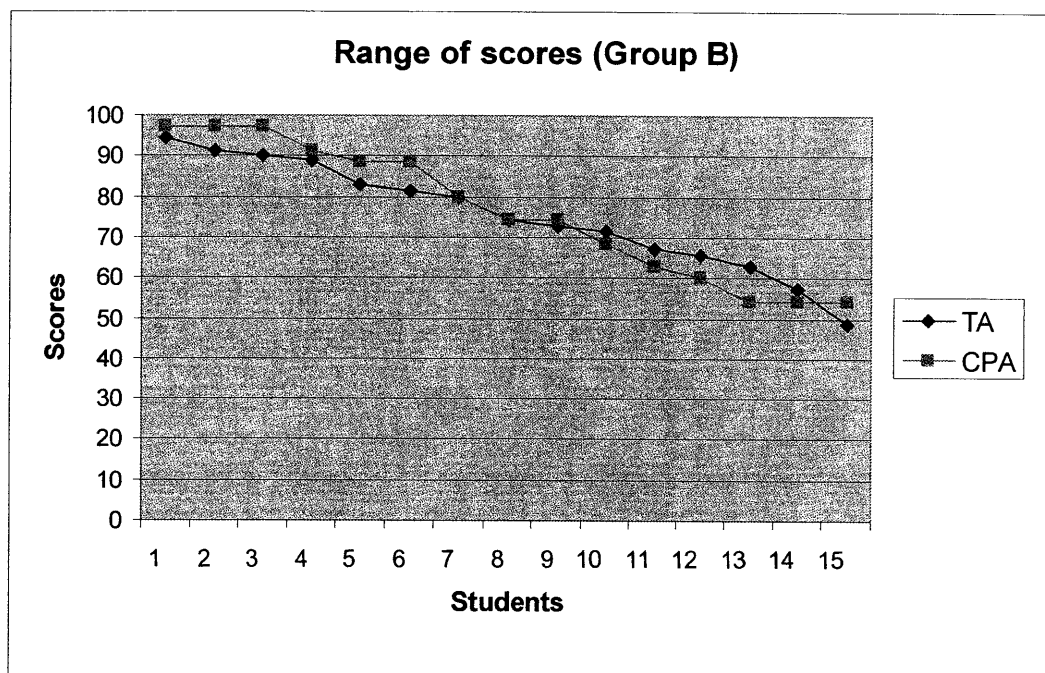


Figure 4.5 demonstrates that group (B)'s scores in the (TA) vary from 48.57 to 94.28 and in the (CPA) they vary from 54.29 to 97.14. Most of the (CPA)'s scores are higher than the (TA)'s.

The differences between group (A)'s and group (B)'s scores within each type of assessment, (TA) and (CPA), are reported in figures 4.6 and 4.7:

Figure 4.6 (TA)'s range of scores

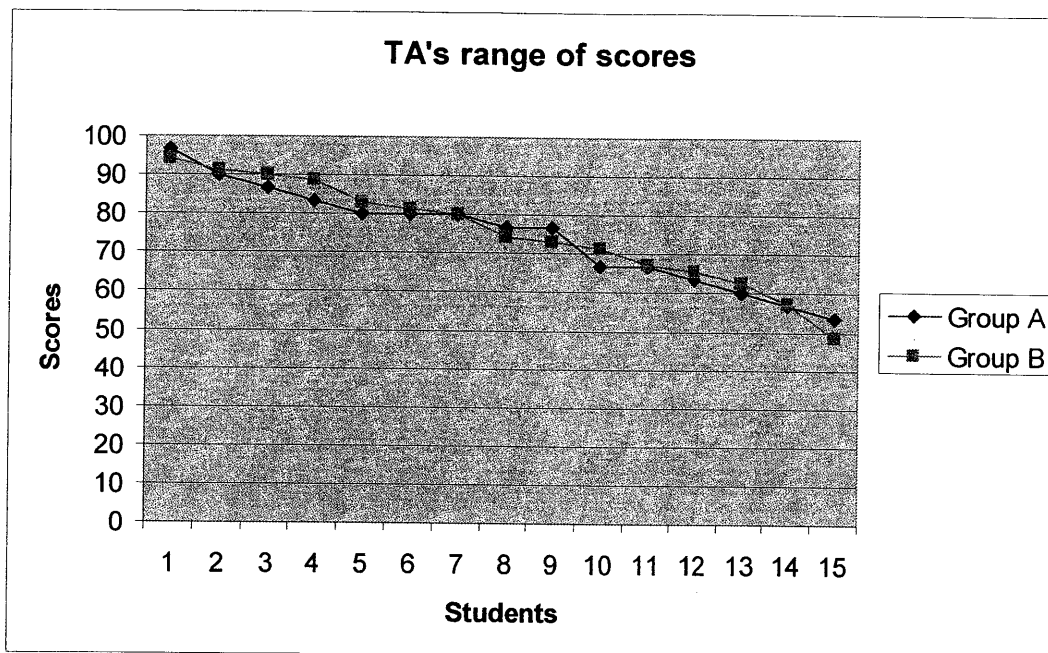
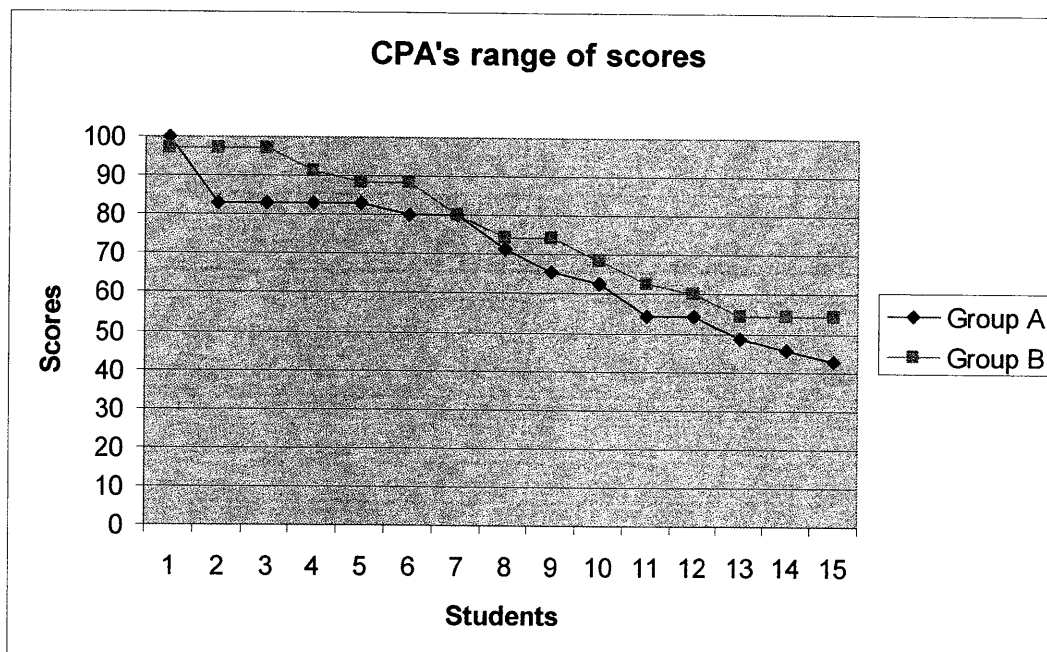


Figure 4.6 shows that the scores of both groups are close in the (TA).

Figure 4.7 (CPA)'s range of scores



In the (CPA), however, group (B)'s scores are higher than group (A)'s as presented in figure 4.7.

The distribution of students' scores on the scale in each question in the (CPA) is presented in tables (3) and (4) below. The highlighted numbers represent the highest percentage of students and their score in each particular question:

Table (3) The distribution of group (A)'s scores on the scale in each question in the (CPA)

Scale Questions	1	2	3	4	5
Q1	0	13.33	33.33	26.67	26.67
Q2	0	0	46.67	40	13.33
Q3	0	26.67	20	40	13.33
Q4	0	13.33	13.33	60	13.33
Q5	6.67	20	13.33	46.67	13.33
Q6	6.67	13.33	40	33.33	6.67
Q7	6.67	26.67	20	40	6.67

Table (3) demonstrates group (A)'s scores, i.e. ENGL146 students' scores. Students who obtained 3 and 4 on the scale represented the highest percentage. This percentage means:

Q1: Neither flouting nor abiding by the maxim of quantity, i.e. providing adequate amount of information.

Q2: Neither flouting nor abiding by the sub-maxim of truthfulness.

Q3: Somewhat abiding by the sub-maxim of the success in achieving the aim.

Q4: Somewhat abiding by the sub-maxim of the awareness of the target reader.

Q5: Somewhat abiding by the sub-maxim of brevity.

Q6: Neither flouting nor abiding by the sub-maxim of clarity.

Q7: Somewhat abiding by the sub-maxim of order.

Table (4) The distribution of group (B)'s scores on the scale in each question in the (CPA)

Scale Questions	1	2	3	4	5
Q1	6.67	13.33	20	40	20
Q2	0	6.67	40	13.33	40
Q3	6.67	20	40	13.33	20
Q4	0	6.67	26.67	20	46.67
Q5	0	0	33.33	13.33	53.33
Q6	0	6.67	53.33	33.33	6.67
Q7	0	0	6.67	46.67	46.67

Table (4) presents group (B)'s scores which are ENGL241 students' scores. The majority of students scored 5 on the scale in Q4 and Q5. In addition, the majority was divided between two scores in Q2 and Q7. In the former, 40% scored 3 and another 40% scored 5. In the latter, 46.67% scored 4 and the same percentage scored 5. The highest percentages are interpreted as follows:

Q1: Somewhat abiding by the maxim of quantity, i.e. providing adequate amount of information.

Q2: Divided between: neither flouting nor abiding by the sub-maxim of truthfulness, and total abiding by the sub-maxim of truthfulness.

Q3: Neither flouting nor abiding by the sub-maxim of the success in achieving the aim.

Q4: Total abiding by the sub-maxim of the awareness of the target reader.

Q5: Total abiding by the sub-maxim of brevity.

Q6: Neither flouting nor abiding by the sub-maxim of clarity.

Q7: Divided between: somewhat abiding by the sub-maxim of order, and Total abiding by the sub-maxim of order.

In an attempt to see which maxims were more difficult for students than the others, the researcher considered scoring 3 or below in any given item/question as having difficulty in the maxim concerned. Tables (5) and (6) illustrate the number of students who found difficulty in the given questions.

Table (5) Group (A)'s students who found difficulty in each question

Questions	NO. of students who flouted the maxim	%
Q1	7	46.67%
Q2	7	46.67%
Q3	7	46.67%
Q4	4	26.67%
Q5	6	40%
Q6	9	60%
Q7	8	53.33%

Table (6) Group (B)'s students who found difficulty in each question

Questions	NO. of students who flouted the maxim	%
Q1	6	40%
Q2	7	46.67%
Q3	10	66.67%
Q4	5	33.33%
Q5	5	33.33%
Q6	9	60%
Q7	1	6.67%

A hierarchy of difficulty for the maxims is presented below going from the most to the least difficult:

Table (7) A hierarchy of difficulty for the maxims

Position in the hierarchy	Group (A): ENGL 146	Position in the hierarchy	Group (B): ENGL 241
1	Clarity	1	Success in achieving the aim
2	Order	2	Clarity
3	Adequacy of the amount of information	3	Truthfulness
3	Truthfulness	4	Adequacy of the amount of information
3	Success in achieving the aim	5	Awareness of the target reader
6	Brevity	5	Brevity
7	Awareness of the target reader	7	Order

The hierarchy shows that the most difficult sub-maxim for group (A) is **clarity** and the second most difficult one is **order**. However, for group (B), the most difficult sub-maxim is the **success in achieving the aim** followed by **clarity**.

It can be noticed that three sub-maxims share the third most difficult place in group (A): **adequacy of the amount of information**, **truthfulness** and **success in achieving the aim**. Furthermore, two sub-maxims come in the fifth place in group (B): **awareness of the target reader** and **brevity**.

The least difficult sub-maxim for group (A) is the one which concerns the **awareness of the target reader**. On the other hand, the sub-maxim of **order** was the least difficult for group (B).

4.2 Discussion

It has been found in the analysis that there are differences between students' scores in the (TA) and (CPA) in both groups and this validates the original hypothesis.

In group (A) or ENGL 146, the (CPA) scores were lower than the (TA) scores. This means that teachers do not take into account the factors that contribute to efficient communication when they assess students' essays. In addition, the maxims reflected in the (CPA) are not of primary importance to the teachers who seem to be more concerned with **surface-level features** and **the mechanics** of writing. Zamel (1995) also found that teachers tend to focus on problems of mechanics, usage and style in students' texts. This is what McNamara (1996 qtd in Weigle, 2002) refers to as the weak sense of performance assessment in which the focus is on the language used rather than on the fulfillment of the writing task. In addition, Atari (2004) criticized the corrective feedback which is concerned with the surface errors in mechanics and grammar and neglects the text-level issues.

ENGL 146 students were asked to write a **memo** from the Managing Director of a company to the Head of Research and Development Department regarding budget allocation. Students had to come up with reasons for not being able to give the required budget. A **memo** is short by definition. As a result, students made fewer mistakes at **the mechanics level** and when they were assessed according to the (TA)

they got good scores which might be inflated because these scores reflect how error-free these texts are regardless of the **content**.

On the other hand, when these same memos were assessed according to the (CPA) which addresses **the communicative efficiency**, they were given lower scores. One reason for that can be attributed to the fact that students were asked to come up with reasons for not being able to give the required budget. This means that the full information or specification was not provided in the question prompt. Consequently, if students do not come up with suitable reasons, they might fail to communicate efficiently and they will get low scores in the (CPA).

In group (B) or ENGL 241, the (CPA) scores were higher than the (TA) scores. This means that the essays are **communicatively efficient** but the teachers do not take this into account in the (TA).

ENGL 241 students were asked to write a detailed formal **report** on different sales issues in a company. They were provided with the parts of the report and the data in the form of graphs and charts. The task was very factual, i.e. full information was supplied in the question prompt and through the charts.

In the (CPA), students' essays were considered **communicatively efficient** because they included sufficient information, which was already given to them and in order. However, in the (TA), students got lower scores because **reports** are usually long so students made more mistakes at **the mechanics level**.

4.2.1 Abidance by/ flouting of the maxims

The degree of abidance or flouting varies from one maxim to another. The researcher found that total flouting of the maxims was insignificant. In group (A), the

majority of students scored either 3 or 4 which indicate neither flouting nor abiding by the maxim and somewhat abiding by the maxim respectively.

Nevertheless, group (B) was more focused on the higher end of the scale. In 4 out of the 7 questions, the highest percentage of students scored 5 which justifies that ENGL 241 students are more abiding by the Cooperative Principle than ENGL 146 students.

4.2.2 The hierarchy of difficulty for the maxims for ENGL 146

The hierarchy of difficulty explains plainly the communicative problems students have. **The maxim of manner** is the most difficult maxim for group (A). The sub-maxims; **clarity** and **order** come in the first and second place. As mentioned earlier, in ENGL 146 or **memo** writing, students were not given full information in the prompt. Thus, the information students provided were neither very clear nor in the proper order.

On the other hand, students did not have any problem with being **aware of the target reader**. This is expected since it was stated clearly in the prompt that they had to address the **memo** to the Head of Research and Development Department. The case of the four students who were considered as having a problem with being **aware of the target reader** might be due to teachers' perception of what "**target reader**" means. Some of them might think it should be the "course teacher" who is doing the marking. Weigle (2002) states that **the audience** for most academic writing is the students' instructor. Therefore, the students know what the reader is likely to expect in terms of task demands, level of formality, content, etc. and they shape their text to meet these expectations. This idea, however, does not apply to **memo** writing where the receiver of the **memo** is clearly indicated at the head of the **memo**.

4.2.3 The hierarchy of difficulty for the maxims for ENGL 241

In group (B), **success in achieving the aim** which falls under the maxim of **relevance** is the most difficult one for students. They failed to achieve the aim of writing a detailed formal report which is to inform the reader about different sales issues in a detailed way.

Clarity is the second most difficult. Students might not have been perspicuous; they might have been ambiguous or used obscure expressions. This might have led to flouting **the maxim of manner**, which is the super-maxim of **clarity**.

The least difficult sub-maxim for group (B) is **order**, a sub-maxim of **manner**. This is expected because the question prompt was presented to students in order and they had to write their answer in the provided spaces in that given order. This can be a drawback of that type of exam question because it does not test students' ability to organize information. Furthermore, it is a superficial way of teaching writing because writing should involve generating ideas and organizing them in a certain way to form a comprehensible text produced by the student himself/herself

Consequently, students' essays have the form of a report, but they fail to achieve the aim of that report and they do not give clear information. In other words, the essays look more like reports in form though they do not sound so in content.

The findings of this study do not seem to be in line with those of Atari's (1984). He found that **the maxim of quantity** seems to override the other maxims in terms of difficulty. When studying the **communicative efficiency** of two types of texts; complaint and promise, written by Arab and American students, he found that **quantity** was the most problematic maxim for both samples; Arabs and Americans. However, the hierarchy of difficulty within these two samples was not exactly the same. The Arab students' texts demonstrated the following hierarchy: **quantity**,

manner, relation, and quality, going from the most difficult to the least. The hierarchy of the American students' texts was: **quantity, relation, quality**, and **manner**.

4.2.4 The quantity of information in the question prompt

The preceding discussion raises the question of whether a question prompt with full information as in ENGL 241 is better than a question prompt with medium or little information as in ENGL 146. Weigle (2002) calls it 'rhetorical specification'. He adds that it concerns the extent to which the writing prompt specifies for the writer the purpose, audience, speaker, and subject of a writing task. Brossell (1983 qtd in Weigle, 2002:68) tested the hypothesis that writing prompts with full rhetorical specification would elicit higher quality essays than writing prompts with less specification. He found that prompts that had a medium level of information load produced higher quality compositions than those with either full specification or no specification. He suggests that high-load prompts repeats unnecessary information and may thus waste students' time that could be spent writing. The findings of this study do not agree with Brossell's findings. It was mentioned in the analysis that ENGL 241 students scored better in the (CPA) because they were provided with full specification. On the other hand, ENGL 146 students did not do very well in the (CPA) because they were provided with medium or little specification.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions based on the findings of the present study and also some recommendations for improving the teaching and assessment of writing.

5.1 Conclusions

The study examined writing assessment from a communicative perspective (as represented by the Cooperative Principle Assessment) rather than dealing with surface-level features as in the Traditional Assessment. The study drew a comparison between two Business English writing courses, ENGL 146 and ENGL 241, in respect of the communicative efficiency of students' written texts. The texts were assessed using a tool based on Grice's maxims.

The teachers' assessment of students' written texts in both courses showed a negligence of the communicative efficiency of the texts. The factors that contribute to efficient communication such as clarity, brevity, sincerity and relevance were not addressed by the teachers.

Students' written texts reflected, to some extent, a lack of understanding of the theoretical conceptual framework of writing, involving the audience, the topic and the aim of writing. ENGL 241 students had a problem achieving the aim of writing, while ENGL 146 students' main problem was being clear.

In general, ENGL 241 students' written texts were more communicatively efficient than ENGL 146 students' texts. One reason for that is the amount of information provided in the question prompt. The question prompt provided too much

information in ENGL 241 and too little information in ENGL 146. A question prompt with full information makes the task communicatively easier for students since it provides them with the content and, as a result, they do not have to think about it or come up with any original ideas.

5.2 Recommendations

In the light of the current findings of this study, the following recommendations can be made:

1. Students of Business English should be taught at the beginning of the semester how to make their writing effective by explaining Grice's Cooperative Principle for them. The teacher may draw a tree diagram on the board demonstrating the four maxims then applying them to a hypothetical composition to see if it meets these maxims (Stewart, 1993). Students should also be familiarized with the communicative effect of flouting any maxim and how that might divert the intended meaning.
2. Students should be sensitized to the differences between genres such as those of letters, memos, reports, etc. Each of these genres has a special conceptual framework that entails the target reader or audience, the topic, and the register associated with it.
3. When teaching and assessing writing there is a useful set of questions, suggested by White (1996 and 2001), that Business English teachers might use to draw students' attention to the underlying motives and expectations of the text rather than the surface features only. In addition,

the maxim related to each question is mentioned where possible as in the following examples:

- Why does the reader communicate with us? Is s/he expecting to receive apology, compensation, solution to a problem, etc.?
(Relation)
 - How much information about the topic does the reader probably expect from us? (Quantity, Relation)
 - What form of compensation might the reader expect? (Quality, Relation)
4. ENGL 241 students should not be provided with the information in order in the question prompt so that students' organizational skills can be developed.
5. A question prompt with a medium amount of information, i.e. neither full information nor little information, is useful for ENGL 146 and ENGL 241. A question prompt may provide some description of what students will encounter. The description may include some of the following:
- A. Description of the writing task in terms of audience, purpose or communicative function, genre or form, and source of informational content;
 - B. Specific information or charts that serves as the source of informational content;
 - C. The linguistic characteristics of the text;
 - D. A description of the space provided for the response.

6. Examinations in Business English should comprise contextualized writing tasks modeled on real world genres in order to meet the vocational needs of candidates and stakeholders. This is justified since "content-based second language instruction is based on the assumption that language can be effectively taught through the medium of subject matter content, this must be validly dealt with and considered when examining students." (Alexander, 1997)
7. The study was conducted on memo and report writing in Business English but its findings can have wider implications for the teaching and assessment of writing in general English courses.
8. This study should be replicated with a more representative sample in order to generalize the results to all business students at the University of Bahrain. It should also cover a wider variety of genres other than those of memos and reports.

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APPENDIX (A)

The questionnaire used in the Cooperative Principle Assessment

Kindly assess your students' essays according to the following questionnaire which reflects Grice's maxims, (5) being the highest or maximum evaluation and (1) being the least or minimum evaluation.

1. Does the writer give adequate amount of information? 1 2 3 4 5
2. How truthful is the writer? 1 2 3 4 5
3. Was the writer successful in achieving his aim? 1 2 3 4 5
4. Is the writer aware of his target reader? 1 2 3 4 5
5. How brief is the writer? 1 2 3 4 5
6. How clear is the writer? 1 2 3 4 5
7. How orderly is the writer? 1 2 3 4 5

APPENDIX (B)

A brief explanation of Grice's Maxims

Grice's maxims were originally used to define the conditions of successful oral communication. In my thesis I intend to use them as a tool of testing the efficiency of written communication.

In brief, Grice's Cooperative Principle consists of four broad maxims:

1. Quantity, i.e. provide sufficient information, neither more nor less than is required.
2. Quality, i.e. be truthful and sincere.
3. Relation, i.e. be relevant. It means that the writer should be relevant to the topic and the aim of writing. S/he should also bear in mind his/her target reader.
4. Manner, i.e. be brief, clear, orderly, and avoid ambiguity. Being brief means avoiding unnecessary prolixity and using only the necessary number of words to get the message across. Being clear or perspicuous is when the expression is easy to perceive or understand.

These four maxims are reflected in the scale designed to assess the efficiency of students' writing.

APPENDIX (C)

Students' scores in the questionnaire used in the (CPA)

Group A

Students	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Total/ 35	%
A1	5	4	4	4	4	4	4	29	82.86
A2	4	3	3	4	3	3	3	23	65.71
A3	3	3	3	3	2	3	2	19	54.29
A4	3	3	2	2	2	3	2	17	48.57
A5	5	4	4	4	4	4	4	29	82.86
A6	2	3	3	2	4	2	3	19	54.29
A7	5	4	4	4	4	3	4	28	80.00
A8	4	4	4	4	4	4	4	28	80.00
A9	2	3	2	3	2	2	2	16	45.71
A10	4	3	5	4	5	4	4	29	82.86
A11	5	5	5	5	5	5	5	35	100.00
A12	4	5	4	5	3	4	4	29	82.86
A13	3	4	2	4	4	3	2	22	62.86
A14	3	4	4	4	4	3	3	25	71.43
A15	3	3	2	4	1	1	1	15	42.86

Group B

Students	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Total/ 35	%
B1	4	5	4	5	5	4	5	32	91.43
B2	5	5	5	5	5	4	5	34	97.14
B3	5	5	5	5	5	4	5	34	97.14
B4	5	5	3	5	5	3	5	31	88.57
B5	4	5	4	5	5	3	5	31	88.57
B6	3	3	3	3	3	3	4	22	62.86
B7	2	2	2	3	3	3	4	19	54.29
B8	2	3	2	2	3	3	4	19	54.29
B9	3	3	2	3	3	3	4	21	60.00
B10	4	4	3	4	3	3	5	26	74.29
B11	4	5	5	5	5	5	5	34	97.14
B12	3	3	3	5	4	3	3	24	68.57
B13	1	3	1	4	4	2	4	19	54.29
B14	4	4	3	4	5	4	4	28	80.00
B15	4	3	3	3	5	4	4	26	74.29

APPENDIX (D)

A copy of the memo writing in ENGL 146 exam

C Writing I (15 marks each = 30 marks)

Situation: You are Managing Director of a company. You have just received this memo from the Head of Research and Development (R & D). The person in question has been with the company for a long time, and is a reliable, hard working member of the company.

To: Managing Director
From: Head of Research & Development
Date: 10.6.20____
Subject: Budget Allocation

I should like to bring to your attention the fact that the budget for my department has not been increased over the last year. As you know, we are currently developing a new range of semiconductors, which go onto the market next year.

I believe that the successful development and marketing of these products will bring a lot of positive results for this company, and will eventually turn last year's loss into a considerable profit. However, to complete the research successfully my department will need a budget increase of 500,000 euros. This is in addition to the 400,000 euros we currently receive.

I look forward to hearing from you.

Unfortunately, this amount of money cannot be given from this year's budget: only 200,000 euros extra can be spared. As Managing Director, write a memo to inform the Head of R & D of this decision, and you should include reasons for this.

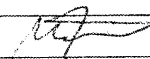
To: Head of Research and Development
From: Managing Director ✓
Date: 12.6.2005 ✓
Subject: Budget Allocation

This is to inform you of my decision, about your request to increase your Department budget.

As you know, we are in the middle of international Campaign to promote our new product line, which it had a huge cost. In addition, we have increased the number of staff in our company to assist our

Campaign. Moreover, last year's loss has affected our budget for few months, and took a lot of effort to retain our budget.

Therefore, we could increase your budget by the amount of 200,000 euros. I hope that you could manage with amount efficiently.



12
15

APPENDIX (E)

A copy of the report writing in ENGL 241 exam

QUESTION 1

(Total=40 marks)

REPORT WRITING

You have been hired as a research assistant by the Sales Manager of One-Stop Department Store. He has asked you to conduct a survey and prepare a report on the following issues.

- Reasons for the decrease in sales
- Departments in which sales have declined
- Improvements necessary

Following are the results you have obtained from your survey of customers. Now write a detailed formal report (**Terms of Reference, Procedure, Findings, Conclusions and Recommendations**) after analyzing all the data and also provide recommendations for improving sales.

(2.5 marks)

1. Terms of Reference:

The purpose of this report is to investigate the sales of One-Stop Department Store. The following factors were taken into consideration:

1. Reasons for the decrease in sales
2. Departments in which sales have declined
3. Improvements necessary

in order to conduct a survey and improve the sales. This report was requested by the Sales Manager. submitted (2.5 marks)

2. Procedure:

In order to acquire information about the sales, the following investigatory methods were adopted:

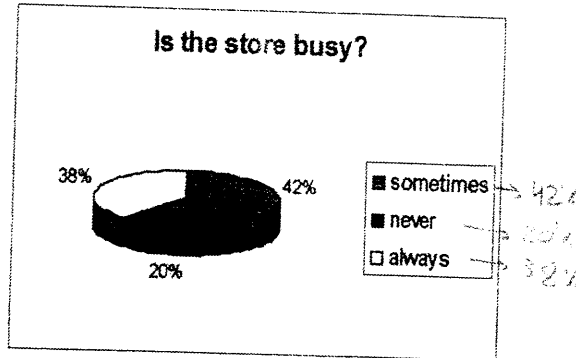
1. Interviews were held with employees
2. A questionnaire was distributed to a random sample of customers
3. Information was collected from a variety of resources.

3. Findings

Questionnaire results

Describe each of the following graphs in two or three sentences. Remember to write a title for each. Use noun phrases. (2.5marks)

3.1

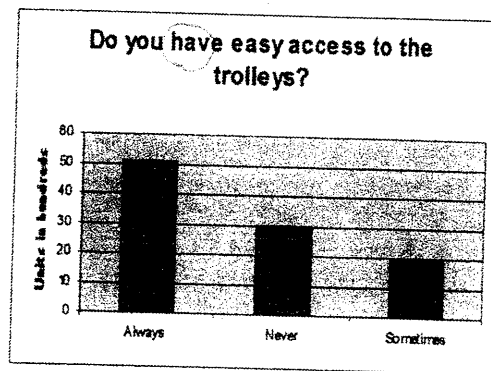


3.1 Busy of the store

2.25
2.50
From the survey 42% of the customers found that the store is busy sometimes, while 38% of them observed that it was always busy.

3.2

(2.5marks)



2.25
2.5
3.2 Accesses to the trolleys

It was observed that about 51 hundred units had easy access to the trolleys, while 30 hundred units never had easy access to the trolleys.

3.3

(2.5marks)

Do you think the service has improved?

NO	CAN'T SAY	YES
68%	12%	20%

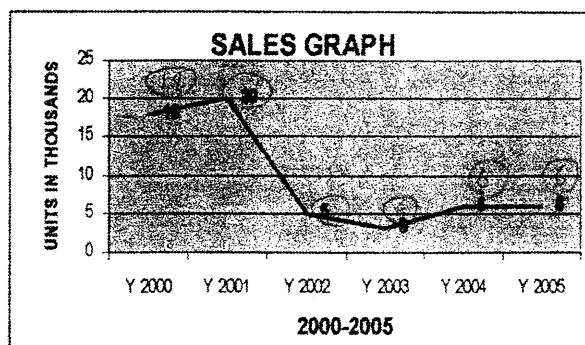
3.3 Improved service

It was found that most of the customers did not think the service had improved, while only about 20% of the customers thought that the service had improved.

3.4 Describe the following graph, which was taken from the sales report, in detail.

Remember to use appropriate adjectives, adverbs and connectors.

(5 marks)



As you can see from the graph, the sales reached a peak in year 2001 and then slumped to 5 thousands units in year 2002. The sales had a slight decrease in year 2003, but they increased in year 2004 to 6 thousands units and stable at the same rate in 2005.