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The Impact of a Suggested Programme on Developing Writing Skills and Attitudes of Eleventh Graders

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A Thesis Submitted to the Faculty of Education in Partial Fulfillment of

the Requirements for the Master Degree in Education

2012

{يرفع الله الذين آمنوا منكم و الذين أوتوا العلم درجات والله بما تعملون خبير} (سورة المجادلة.. آية 10)

صدق الله العظيم

In the Name of Allah, the Most Gracious, the Most Merciful

Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is well-Acquainted with what you do (10).

Dedication

To my great parents who encourage and support me all the time …

To my dearest husband, brothers and sisters…

To my teachers, doctors and professors who offered me their endless guidance till I reached this great step…

To all my friends and colleagues who gave me a hand in many times and many ways …

I dedicate this dissertation

Acknowledgements

In the Name of Allah the Most Gracious, the Most Merciful

All praises and thanks are due to Allah, who abundantly offered me health, strength, and knowledge to complete this work.

I would like to express my sincere gratitude and thanks to those who helped me a lot to complete this work. I would like first to thank my supervisor Dr. Awad Keshta who helped greatly. Special thanks go to Mrs. Zulfa Bader El-Dein who guided me with her expert advice concerning the experimental design as well as her feedback on the first draft helped to bring the final draft to the light.

Special thanks go to the jury members for their valuable suggestions and comments that led to a much better production.

I am also greatly indebted to all my professors at the Islamic University for their valuable efforts, especially Dr. Nazmi Al-Masri who inspired me to get involved in the field of second Language academic writing skills.

Additional thanks go to my family members, mother, father brothers, sisters, my faithful husband and my friends for their support to accomplish this work.

I also would like to thank the students who actively participated in this study, Al-Faloja Secondary School Eleventh Graders.

Finally, I am really indebted to all of them for providing so much support, encouragement and advice during the stages of writing down this study.

ABSTRACT IN ENGLISH

The Impact of a Suggested Programme on Developing Writing Skills and Attitudes of Eleventh Graders

The present study investigated the impact of a suggested programme based on process writing approach on developing paragraph writing skills and students' attitudes towards writing in general and writing as a process in particular. The target paragraph writing skills were brainstorming, outlining, constructing a topic sentence and its controlling idea, providing supporting sentences, writing a conclusion and writing a unified and a coherent paragraph.

The researcher purposively chose a sample of (87) eleventh graders from Al-Faloja Secondary Girls School in the Northern Governorate. The members of the sample were two classes that the researcher taught. One of them was assigned as an experimental group and the other was assigned as the control one. The two groups were equivalent since the experimental consisted of (43) participants and the control consisted of (44) participants.

Three tools were used to serve the purpose of the study. The first was an attitude scale for students to determine their attitudes towards writing before and after the intervention. The second tool was an achievement test to measure the participants' paragraph writing skills before and after implementing the programme to see the difference. The third tool was the writing process based suggested programme. The results were collected and statistically analyzed, using (SPSS).

The findings of the study revealed that there were significant differences between the score achieved by the control group and the experimental group after applying the suggested programme and in the participants' attitudes towards academic writing after the programme positively changed in favor of the experimental group.

In the light of these findings, the researcher recommends EFL teachers to use process writing approach as a valuable approach of improving students' paragraph writing skills and developing their attitudes towards it.

ملخص الدراسة بالعربية

"أثر برنامج مقترح على تحسين مهارات طالبات الصف الحادي عشر الكتابية في مبحث اللغة الإنجليزية واتجاهاتهم نحوها"

هدفت هذه الدراسة إلى الكشف عن أثر برنامج مقترح مبني على نظرية الكتابة كعملية على تحسين مهارات كتابة الفقرة لدى طالبات الصف الحادي عشر و اتجاهاتهم نحو الكتابة الأكاديمية بشكل عام و نحو الكتابة كعملية بشكل خاص. و قد شملت الدراسة على مهارات الكتابة الأكاديمية التالية: العصف الذهني و التخطيط و تكوين فكرة رئيسية و إنشاء أفكار فرعية داعمة لها و كتابة خاتمة و كتابة فقرة كاملة مترابطة متناسقة.

لقد أجريت الدراسة على عينة قصدية مكونة من سبع و ثمانون طالبة من طالبات الصف الحادي عشر من مدرسة الفالوجا الثانوية التابعة لمديرية الشمال. لقد كان أفراد العينة عبارة عن صفين درستهما الباحثة ، حيث عين أحدهما كعينة تجريبية و الآخر كعينة ضابطة. كلا المجموعتان كانتا متساويتان حيث احتوت التجريبية على ثلاث و أربعين طالبة و احتوت العينة الضابطة على أربع و أربعين طالبة أخرى.

لقد تم استخدام ثلاث أدوات لتحقيق أهداف هذه الدراسة. كانت الأداة الأولى عبارة عن مقياس اتجاه قبلي بعدي للطلبة من أجل تحديد اتجاهات الطالبات نحو الكتابة قبل و بعد التدخل عن طريق البرنامج المقترح. و الأداة الثانية كانت اختبار قبلي بعدي تحصيلي لقياس مهارات الطلبة قبل و بعد تطبيق البرنامج المقترح المبني على نظرية تدريس الكتابة كعملية. لقد تم رصد البيانات و تحليلها احصائيا بواسطة برنامج (SPSS).

أظهرت نتائج الدراسة أنه كان هناك اختلاف ملحوظ بين تحصيل المجموعة الضابطة و تحصيل المجموعة التجريبية بعد تطبيق البرنامج المقترح. و كذلك بينت الدراسة أن اتجاهات الطالبات نحو الكتابة الأكاديمية بشكل عام و نحو تدريس الكتابة كعملية قد تغيرت تغيراً إيجابياً لصالح المجموعة التجريبية.

في ضوء هذه النتائج، توصي الباحثة مدرسي اللغة الانجليزية بأهمية استخدام و تطبيق نظرية تدريس الكتابة كعملية كوسيلة قيّمة لتطوير و تحسين مهارات كتابة الفقرة لدى الطلاب و تطوير اتجاهاتهم ايجابيا نحو الكتابة باللغة الانجليزية.

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Chapter I

Introduction

Chapter I

Problem Statement and Background

1- Study Background:

Writing is not a separate skills that stands alone. It is a goal in self and a method to other purposes, too. Saussure (1959, p.23) says that "Language and writing are two distinct systems of signs; the second exists for the sole purpose of representing the first". This means that writing is the way in which language is delivered to others. According to Grabowsk (1996, p.75) "writing is a standardized system which must be acquired through special instruction". These words confirm that writing is a skill that needs clear instructions and a great guidance from teachers to help students master it, or at least improve their abilities.

Orwig (1999, p.2) states that writing is more complicated than it seems right from the first sight because it has many other micro skills such as spelling, punctuation conventions, using orthography correctly and using vocabulary appropriately in an appropriate style. These words confirm that writing is the most complex language skill that language learners have to develop. In that, it is a productive skill that for which writers need to possess other skills such as generating ideas, sentence building, cohesion and coherence. Moreover, a writer has to synthesize his previous knowledge with new items to produce a new piece of writing. However, this is not an easy job. Brown (2001, p.336) states that writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process. In other words, writing is a long process which starts at tracing letter in early stages of learning language, passing through advancing steps of paragraph writing

including the pre-writing stage; brain storming, clustering, then drafting and finally, editing. As cited in (Abu Ghazala, p.3), Applebee (1984, p.1) points out that:

Learning to write is a complex and ongoing process. It begins early, with a child's first scribbles on the nearest table or wall, and continues (at least for the academically inclined) through the dissertation and beyond. For most of us, writing remains a difficult process, avoided at some length, and enjoyed most (if at all) only in the completion.

In any English Language class room, teachers mainly aim to develop the four skills of English that are: listening, speaking, reading and writing. Precisely, to be able to write is not an easy task. Such a skill needs a smooth combination of implicit and explicit process of putting our thoughts and needs onto papers in order to convey a clear and a comprehensive message to others. One way to help developing that complex skill can be applying writing-process to teach academic writing. Harmer (2004, p.5) suggests four elements of writing process (planning, drafting, editing and final version) in teaching writing. Greenwald etal (1998, p.9) as cited by Salah (2010, p.5) states that "To become good writers students need expert instruction, frequent practice, and constructive feedback."

There are two theories concerning writing; process and product. Mandal, (2009) points out that "When we look at writing as a product we are mainly interested in outcomes that is, we identify what the students have produced, for example, grammatical accuracy, mechanics of writing, proper format, good organization". These lines clearly show the nature of product-writing theory. While the process-writing theory, which the researcher is concerned with, goes beyond the outcome. (Hedge, 1988) states that "learners start off with an overall plan in their heads. They think about what they want

to say and to whom. Then they draft out sections of writing, along with constant reviewing, revising, and editing".

Paragraph writing is the basic brick in building any other writing genres. To illustrate, a writer should be cognizant of the main elements of any paragraph including topic sentence, controlling idea, supporting ideas and conclusion.

English is taught in Palestine as a foreign language. It is taught to be used for academic purposes, business, employment and travelling. Learners do not have the opportunity to contact the native speakers community. This is one of the reasons that weakens students' ability to use language properly at the four levels of language skills especially the two productive skills, which are speaking and writing.

It is worth mentioning that English Language teachers in Palestine are in shortage of the writing skill. This is already announced in Mourtaga's study (2009) and Salah's study (2010).

Adding to that, the researcher who is a teacher in the secondary level had the chance to mark the national exam of Eleventh Graders and noticed that students got poor marks in paragraph composition. What confirmed that observation was interviewing some supervisors, teachers and students of English language. Those interviews led the researcher to conclude that teachers skip teaching paragraph writing activity in the text book.

The above supports the idea of teaching writing as a process. That’s why the researcher decided to carry out this research.

2- Statement of the Problem:

As a teacher working in the field of teaching at Al-Faloja High School in Gaza Strip, the researcher noticed the students' low achievement level in academic writing skill. Precisely speaking, paragraph writing as the base of writing skill. To be sure and more accurate of this notion, the researcher interviewed some English language teachers and supervisors and collected data from students' Exam papers. This helped the researcher to come to the conclusion that students' performance in writing is the weakest of all language skills. This study is designed to declare to what extent a deliberate writing-process training programme may develop the paragraph writing skill of Eleventh Graders' and their attitudes towards it.

3- Justification of the Study:

As the researcher is aware of the severe weakness the Palestinian students and teachers suffer from, she was motivated to search for means of improving their performance in academic writing. The researcher can tell that depending on Mourtaga's study (2009) and Salah's study (2010).

Adding to that, the literature review in the field highlighted the effectiveness of writing-process training on improving students' performance. So, the researcher is trying to explore whether this strategy is effective or not in the Palestinian Grade 11 students environment.

4- Research Questions:

The research questions being addressed in this research are:

1. What are the writing skills that eleventh graders should develop?

2. What is the programme to be utilized for teaching the writing skills assigned in the current research?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of paragraph writing skills between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group"?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of brainstorming skill between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group"?
5. Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of outlining skill between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group"?
6. Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of constructing a topic sentence and its controlling ideas skill between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group"?
7. Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of providing supporting ideas skill between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group"?
8. Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of summing up conclusions skill between the students who will receive writing-

process training programme "experimental group" and those who learn writing in the traditional method "control group"?

9. Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of unity and coherence (using transitional signals) skill between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group"?
10. Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of attitudes between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group"?

5- Research Hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of paragraph writing skills between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group".
2. There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of brainstorming skill between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group".
3. There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of outlining skill between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group".
4. There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of constructing a topic sentence and its controlling ideas skill between the students

who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group".

5. There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of providing supporting ideas skill between the students who will receive writing–process training programme "experimental group" and those who learn writing in the traditional method "control group" .
6. There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of summing up conclusions skill between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group".
7. There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of unity and coherence (using transitional signals) skill between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group".
8. There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of attitudes between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group".

6 - Purpose of the Study:

This study aims at achieving the following objective :

The major purpose of the current study is to investigate the impact of a suggested writing- process training programme on developing paragraph writing skill of eleventh graders' and their attitudes towards it.

7- Significance of the Study:

To start with, this study is one of a few researches in Palestine to take the challenge of applying writing-process strategy in teaching short paragraph writing skills.
Furthermore, this study may benefit:

1. Teachers: this study may help English language teachers organize effective teaching-learning situations in the light of using deliberate writing- process training.
2. Supervisors: this study may stimulate officials, specialists and supervisors' interest in conducting training courses for teachers to enhance the use of deliberate training of writing- process in English language classes.
3. Syllabus designers: they may benefit from this study to modify and organize English language curricula to appeal the strategy of using deliberate writing-process training.
4. Students: it may help secondary school students improve their writing skill and develop a positive attitude towards it.

8- Limitations of the Study:

1. Place: this study was carried out in the Northern Governorate of Gaza.
2. Time: this study was conducted in the second semester of the academic year (2011-2012).
3. Population limit: this study was applied on all of the eleventh graders in governmental school.
4. The text book: English for Palestine, 11th grade .
5. Skills: Paragraph writing skills.

9- Definitions of Operational Terms:

9.1 Writing Skill:

Brame (2011, p.42) says that writing is a cognitive process in which the skilled writer uses skills and strategies to create a meaningful text for the reader.

In this study, writing skills is meant as the ability of an individual to organize certain information related to a specific topic clearly on the purpose of communicating a message to an audience.

9.2 Writing- Process:

Capretz, Ricker and Sasak (2003) state that the writing process involves several stages: pre-writing, drafting, revising, editing, publish and sharing.

The researcher sees that it refers to the steps used by students that enable them to organize certain information related to a specific topic clearly on the purpose of communicating a message to an audience. Those steps are represented in being motivated to write, brain storming, classifying, choosing a specific topic, constructing topic sentences with controlling ideas, supporting sentences and conclusions taking into consideration the rules of cohesion, coherence and unity.

9.3 Writing Process Approach:

Leki (1991) says that the process writing approach is a way to teach writing which focuses mainly on the writing process itself than on the final product.

The researcher is willing to adopt this definition in the context of her study.

9.4 A Paragraph:

Oshima and Hogue (1991, p.16) say that a paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea clearly, as well as, Maclin (1996, p.227) notes that a paragraph is a unit of thoughts with several sentences. The researcher refers to it in this study as a piece of writing that contains one specific idea and is composed of a topic sentence with its controlling ideas, supporting sentences and a conclusion that is related to the same idea. It should be characterized with cohesion, coherence and unity.

9.5 A Topic Sentences:

According to Hall and Plotnick (2003), "A topic sentence states the main point of a paragraph that help readers not to get confused". Such topic sentence states the subject (topic) and the main idea you want to introduce to your readers.

The researcher adopts this definition adding to it that this topic sentence is mainly located in the first lines of a paragraph. Sometimes, it is located in the last lines of a paragraph too.

9.6 Supporting Sentences:

Oshima and Hogue (1991, p.17) suggest that supporting sentences are those that develop the topic sentence by giving reasons, facts, examples, statistics and quotations. The researcher suggests that they are those sentences that detail and explain the main idea of the paragraph, making it more convincing and easily comprehended.

9.7 A Conclusion:

Oshima and Hogue (1991, p.17) declare that a concluding sentences signals the end of the paragraph and leaves the reader with important points to remember. In this study, it is suggested that a conclusion is a sentence that is generally located at the end of the paragraph. It's function is to summarize the paragraph in other specific words.

9.8 Coherence:

Harmer (2001, p.25) states that the text needs some kind of internal logic that the reader can follow, if it has, then it is coherent. Gebhardt and Rodrigues(1989, p.82) say that a coherent paragraph is that paragraph in which sentences and words stick together. This can be achieved through repetition of key ideas, synonyms, pronouns and transitional markers. Bex (1996, p.93) states that coherence is not a property of the text itself, but jointly can be constructed by writers and readers.

The researcher defines coherence as using transitional words, phrases and punctuation marks properly to facilitate organizing and understanding the written material.

9.9 Unity:

Oshima and Hogue(1991, p.17) refer to unity by saying that you discuss only one idea in a paragraph. The definition which serves the current study is that unity means having the supporting sentences and the conclusion relevant to the topic sentence and controlling ideas.

9.10 Target Students:

They are the eleventh graders in Al-Faloja Secondary School who have been learning English as a Foreign Language for eleven years in Palestine. According to the international levels, they are classified as intermediates.

9.11 Traditional way:

In Al-Farrah (1997, p.7) "traditional way" is defined as a method of learning depending on memorizing where learners have to repeat and follow rote learning only. So, students cannot share in various school activities and consequently acquire negative attitudes towards school.

According to this study, the traditional method refers to the conventional method used by English language teachers in Gaza , especially the product-based theory used in English Language Classes.

9.12 Writing attitude:

According to Collins English Dictionary (2000, p.252), attitudes are "the way a person views something or tends to behave towards it in an evaluative way."

Sturm and Rankin-Erickson (2002, p.128) define writing attitude as "the feeling and beliefs students have about their writing ability and about written language tasks".

For the purpose of the present study, the researcher adopts Sturm and Rankin-Erickson definition.

10- Summary:

In short, this chapter is about the main issue of the study that is writing skill, why it is difficult and the way it is taught. Then it handled the statement of the problem, justification of the current intervention, research questions and hypotheses, the ultimate goal of the study and its importance, a brief description of the study tools, limitations and finally definitions of terms. The next chapter will be about the review of literature and a number of related studies.

Chapter II

Literature Review

Chapter II

Review of Literature

(A) Theoretical Framework

1- Introduction:

This chapter is divided into two parts; a theoretical frame work and literature review. The theoretical frame work handles language skills in general, writing skill in general the importance of teaching writing, the relationship between writing and other skills, if a first language writing proficiency can affect second language writing, criteria of good and acceptable writing, writing problems and difficulties, strategies and types of writing, how writing is taught, orientations to teaching writing to second language learners, approaches to teaching writing in English Language classes, benefits of process writing approach, properties of the process writing approach, criticism of Process Writing Approach, teaching writing according to writing process approach, techniques to respond to students' writing, correcting students writing, writing skills that 11^{th} graders should develop, the goal of teaching writing skills as a part of the Palestinian English Curriculum, objectives of teaching writing in Palestine, and students' attitudes towards writing. The literature review part tackles eighteen related previous studies.

2- Language Skills in General:

Any language is definitely structured of four main skills. Two of them are receptive that are reading and listening, and the other two skills are productive represented in speaking and writing. Supporting this point of view, Oxford (1999, p.5-6) expresses these four skills in the following caption: "Gaining a new language necessarily involves

developing four modalities in varying degrees and combination: listening, reading, speaking and writing". Her words suggest that learning and mastering any language skills, either a first or a second/foreign language, differs from one skill to another and from a person to another.

It is known that when people learn a language, they usually learn to listen first, then to speak, then to read and to write at last. These four skills are called "macro-skills". There are other "micro-skills" including grammar, pronunciation, spelling and vocabulary.

3- Writing in General:

Being able to read and write is a gift from Allah. It helps us to work out our business in all fields of life. Harmer (2004, p.3) reveals that many thousands of years ago, the ability to read and write was only available and used by rulers of church and state, but later on it became important for all members of the society and for the growing and development of the community and literacy became available for all individuals .

Weigle (2002, p.1) agrees with Harmer's (2004) about the importance of writing and says: "The ability to write effectively is becoming increasingly important in over global community in both second-and-foreign language education", adding that writing these days is worthy to learn not only to support oral language use, grammar and vocabulary, but also of itself.

Writing is a way to express thinking and knowledge in a clear way in English as well as in all languages. Writing touch differs from one person to another, but still it is generally agreed that writing is a deliberate process of pre-writing, drafting, revising, editing and publishing. Langan (2000) also reveals that writing can be seen as a discovery process of many steps, starting with discovery of a thesis trough pre-writing, supporting the thesis with relevant details, having and organized thesis by making drafts

and then revising and editing to have an effective paper without errors. Heskew's (1995) point of view meets Langan's since he shows writing as a recursive process involving choosing topics, defining the purpose of writing, drafting more than once depending on the continuous feedback students get from others and finally publishing their pieces of writing in a final copy. According to Harmer (2004, p. 44), mechanics of writing are handwriting, spelling, punctuation and the construction of well-formed sentence, paragraphs and texts. Similarly, Sun (2003) mentions that writing mechanics include contractions, gerunds, participles, numbers, numerals, pronouns, technical abbreviations, acronyms, units of measurement and punctuation marks. Further more, Heaten (1978, p. 138) states that writing is divided into four major skills which are:

a- Grammatical skills which involves being able to write correct sentences.
b- Stylistic skills that is represented in manipulating sentences and using language effectively.
c- Mechanical skills which mean the ability to use writing sub-skills correctly. These sub-skills are getting words into print-handwriting or typing, spelling, grammar and formatting as Smith (2003, p. 2) mentions.

4- The Importance of Teaching Writing:

Writing is used in many areas of our lives. It is essential as it is a primary basis upon which one's works and learning will be judged in any place at community. Crops (1989, p.114) affirms that writing serves various purposes as it helps learners master personal, academic and professional writing that can be definitely used in their daily life. Also, writing provides us with thinking and communication skills. Moreover, it is crucial to become good readers. Harmer (2004, p.3) notes "mostly, exams mainly depend on students' writing proficiency to measure their knowledge, so it is vital for speakers of a

foreign language as well as for speakers using their first language". Moreover, Bello (1997) states that writing is essential for language acquisition because learners have to deal with words, sentences and paragraphs to deliver their own ideas effectively and appropriately and to reinforce vocabulary and the grammar they are taught in their classes. Raimes (1983, p.3) also lists reasons to include writing as a part of second language curriculum. These reasons are:

1- Writing reinforces the grammatical structures, idioms and vocabulary.

2- Writing gives students a chance to be adventurous and taking risks to go over just what they have learned to say orally.

3- It is a great chance to make students take part in a valuable thinking process in the new language leading them to reinforce their learning.

Gebhardt and Rodrigues (1989, p.1-2) back up Raimes' reasons for teaching writing as they say that:

1- Writing skills are essential to your success, whether you are writing reports on readings or at work, preparing research papers or taking essay tests.

2- Writing makes one brain and senses work together all at the same time.

3- Writing helps learners see connections between classes, readings and personal experiences.

Axelord and Cooper (1991, p.2-3) agree with the previous points mentioned above concerning the importance of writing.

1- Axelord and Cooper (1991, p.2-3) believe that writing affects how people think: when writing something, then people are joining ideas together in a logical way by finding special relationships between sentences. This happens depending on logical and sensible maps in our minds.

2- Axelord and Cooper (1991, p.2-3) point out that writing also affects the way people learn: when learning, people take notes, summarize and highlight things. This helps remember and deepen the understanding of something. This belief is also noted by Risinger (1987) as he say that writing has a major role in enhancing and facilitating learning in many ways. Writing needs knowledge and focuses thought, shifts the responsibility for learning from teachers to students and it enhances critical thinking.

3- Axelord and Cooper (1991, p.2-3) suggest that writing affects our personal development: when people practice writing, they think and learn actively. In addition, they understand themselves via recording, exploring and telling others about their thoughts and personal experiences they have lived. Moreover, it helps people communicate with others which means a social development.

4- Axelord and Cooper (1991, p.2-3) mention that teaching writing leads to success in college and on the job: when writing in a good way, you will learn better and earn more grades as students mainly judged through written exams. At work, you also need to write letters, reports and proposals.

5- The Relationship between Writing and Other Skills:

There is no cutline separating between the four main skills and they are certainly related to each other in a way or another; mainly in two ways:

a- The direction of communication (in or out). It means skills that come from outside the learners to them. In other words it means receptive ones while out means skills go from inside the learners to outside as productive skills.

b- The method of communication (spoken or written).

Approving the integrated relationship between writing and other skills can be seen through Krashen (1993) words when saying that students cannot successfully acquire writing skills without combining them with extensive reading.

This point of view is strongly supported by the findings of El-Koumy's study (1997). 150 native-English speakers from Egypt and 150 native-English speakers from four American universities were the participants of this study which aimed to explore the relationship between reading and writing. Results gathered and analyzed showed that there is a strong relationship between writing and reading in native-English speakers but there was no relation between these two skills in non-native- English speakers.

In addition to the clear relation between reading and writing, there is also a relation between speaking and writing. Relying on some theories that is concerned with the functional relations and links between speaking and writing, Negm (1996) sought for answers to such questioning in order to reveal the relation between these two productive skills. The study's results declared that both of speaking and writing are a means of

communicating with others and expressing oneself. This means that one can realize the same discourse function in both of speaking and writing.

6- The Effect of a First Language Writing Proficiency on a Second Language Writing:

First language subconsciously affect second language in all skills. It is something expected that students may transfer things from their first language to the second language they are learning. This transformation can be either positive or negative. According to Ellis (1986), similarities and differences in the linguistic system may cause positive or negative transfer between the first language and the second language. In the same context, Dweik (1986) declares that there is some kind of negative transfer from Arabic like repetition and alliteration, but in English they write economically and directly to the core. Akyel and Kamish (1997), among many purposes of their study, tried to see the relation between the first language and the second language and how the first language may affect the second language either positively or negatively, too. They wanted to see if the Turkish language and English are similar or different in terms of writing process. Eight participants from Odense University in Denmark were involved in the study. A questionnaire and interviews were used to gather data related to the researchers' purpose of the study. Results of the research showed that the participants' writing processes in both languages, English and Turkish are similar to each other more than being completely different. So, with a clear conscious, it can be said that writing proficiency in any first language affects writing in a second language.

7- Criteria of Good and Acceptable Writing:

Gebhard and Rodrigues (1989, p.1-2) state that good writing is supposed to be:

1- Clear, persuasive and original.

2- Communicative, means to communicates the writer's message to the reader.

3- Appropriate to the occasion.

4- Direct and honest.

Cowell (2001) also suggests seven criteria that must be available in a paragraph to be judged as a good one:

1- Adherence to the topic.

2- A reasonable flow if ideas.

3- Development of the topic in a logical and convincing manner.

4- Support of main ideas with logical and appropriate detail.

5- Validity of the ideas conveyed and expressed.

6- Clarity, unity and good spelling and grammar, and Khailani and Muqattash (1996, p.164) adds that it should be related to the whole as being a part of a composition.

8- Writing Problems and Difficulties:

Wherever you go, it is almost agreed that writing is complex and tough. This brings us to look for writing problems and difficulties. As mentioned in Mojica (2010, p.30) problems facing English as a foreign language (EFL) learners can be one or two more or a mixture of five. Some problems are related to vocabulary (word choice) when students feel confused about what words to use or even they do not have that much of vocabulary in their minds to use. Others are related to grammar when students do not

know how to apply the grammatical rules they learned. Another set of problems are related to organization and lack of sufficient supporting details when learners cannot support and back up their main idea with relevant ideas. In addition to the previous, some problems are related to interference of learners' first language in which learners apply their first language rules while writing in English which can be negative. At last there are some problems related to that lack command of English. In addition to that, Byrne (1997) also writes with reference to issues that make writing difficult and mentions that writing has psychological, linguistic and cognitive problems.

- Psychological problems: one thing makes writing difficult and problematic for students is that they have to write on their own without interaction.

- Cognitive problems: people seem to speak without much conscious effort or thought. Writing, however, is learned through a process of instruction that has to be mastered to achieve effective communication.

- Linguistic problems: when people write, they have to keep communication channels open making sure that the choice of sentence structure and joining sentences in a sequenced way.

Moreover, Silva (1993, p.668) says that the limited knowledge of second language, writing in second language may be hampered because of the need to focus on language rather than content. It is worthy to note that it is not common for teachers in Arab countries to ask students write more than one draft or do revision applying its techniques as a result of large class sizes and low proficiency as Halimah (1991) mentions. This may be a factor of writing difficulties as the first language greatly affect learning a second language. Richards (2003, p. 303) adds that writing has been always difficult in both, first and second language since writing development is not just about

joining words on paper or just an accurate use of grammar and vocabulary. In the same context, Pilus (1993) says that writing can be difficult as the writers have to create an imaginary picture of their readers who are unknown to them. This deprived them from interacting with their readers, receiving direct feedback from the readers.

9- Strategies and Types of Paragraph Writing:

Axelord and Cooper (1991, p. 416-477) say that there are many different strategies of writing. These strategies are narrating, defining, describing, classifying, comparing, contrasting and arguing. Narrating presents a sequence of actions and events taking place over a certain period of time. In describing, the writer can produce something effective when creating some dominant impressions, mood or atmosphere that supports and strengthen the writer's purpose. Naming, deleting and comparing can be used. Defining is concerned with defining some terms that might be unfamiliar to the readers. It is like dictionary definitions, extended definitions, historical definitions and stipulative definitions. Classifying is to combine and gather several things that have some kind of a relationship in groups. Organization and creating a framework is taken into consideration comparing and contrasting and comparing is to compare things to evaluate and analyze them. Comparison focuses on similarities while contrasting focuses on differences. In arguing, well organized, well supported, reasonable and logical discussions and arguments are presented, taking into consideration others' points of view. Millrood (2001) mentions types of writing that can be expressive in which the writer reveals and expresses his believes, thoughts and ideas. Poetic writing that focuses on choice of language to create the needed poetic effects. In the informative writing the main focus is on the information itself that is tended to be delivered to the readers. Persuasive writing aims at changing the readers trends or thoughts. In addition to that,

Grow (1999) mentions seven types of paragraph development which are narration, exposition, definition, description, comparison, process analysis and persuasion.

10- The Main Steps of Teaching Writing:

Teaching writing differs from one person to another, but still there are three main stages that students should go through when learning to write. According to Millrood (2001, p.147), these stages are:

1- **Pre-writing**: (schemata-the previous knowledge a person already has-activation, motivation for writing, preparation for writing, familiarization with the format of the text.). The researcher believes that schemata might mean the audience in this context.

2- **While-writing**: (thesis development, writing from notes, proceeding from a given beginning phrase and following a plan).

3- **Post-writing**: (reflection on spelling and grammar errors, sharing the writing with other students-redrafting, peer editing).

Moreover, the same three steps are also mentioned in Abu Nada et al (2009, p. 70-71). The Trainee Package for English Novice Teachers suggests the following:

1. **pre- writing process:** Introducing the subject, discussing a picture , a table, a map … , providing ideas, word, pattern to help in writing. Explaining the task itself completion , filling gaps, full piece of writing … Time , organization.

2. **Writing process:** Providing the needed materials, the needed support for students. Creating a quiet atmosphere in which students will have the chance to think.

3. **Post–writing process:** Checking the product, correcting it, displaying it in classroom by reading it or fixing it on a wall or the English corner.

Schulten (2010, p. 2) declares that "Teaching students to write clearly and stylishly can be hard on the students as it is on their teachers". It means that students face hard problems when writing and teachers also have plenty of difficulties in teaching writing. Depending on that, it is recommended for teachers to follow Teacher's Guide and it is suggested guidelines to let students see a wide range of topics they are interested in to stimulate their thinking and such topics will be models of good writing that learners can follow and imitate. Students need to be trained well concerning how to implement language elements so that they can be asked later to express their beliefs, thoughts, ideas and interests freely in a written discourse. Valette's (1977, p.217) words serves and supports this belief as she says that students who are learning a foreign language develop their writing skills in correspondence to a logical series of steps. She asserts that learners must master vocabulary, spelling and grammar as essential mechanics to be able to write and express themselves in good and stylish way.

Some researchers invite teachers to move away from the traditional methods of teaching English language in general and in teaching writing as a part of a whole. In this context, Rivers (1976, p.240) states that it is no longer valid to keep stuffing students' minds with bodies of knowledge, instead, it is time to teach them how to assess facts, evaluate new knowledge and how to apply this knowledge in real life situations when needed.

Although learners acquire writing skill at last; after the three other language skills, teachers are responsible and it is their duty to help students develop their ability to write a short time after they start learning the language. This matches El-Marsafy (1989, p.9) point of view expressed in the following statement: " It is the teachers' task to develop the writing skills of the learners at the early stage of language learning". Frier (1998, p.25) says "Nobody can write who never writes, just as one cannot swim who never swims". These few words hold a very important route to master writing skill that is practice and training". Moreover, Harmer (2004, p.3) states that "Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned".

11- The Main Orientations to Teaching Writing to Second Language Learners:

The teacher is a key in the teaching and learning process, that is why he is supposed to be aware of the way he/she follows in the class According to Hsiao and Oxford (2002, p.372), strategies can "pave the way toward greater proficiency, learner autonomy, and self-regulation", that is why it is important to be aware of the best route to teach students. Hyland (2003, p.2-22) mentioned that grasping the concepts related to teaching writing requires that one knows the theories about teaching writing. He discussed six theories as the following:

1- Language Structure:

Hyland (2003) suggested the Language Structure orientation as a method to teach writing. This orientation shows writing as marks on pages or a screen, coherent arrangement of words, clauses and sentences structured according to a system of rules. In other words, this orientation focuses on writing as a product and focuses on the

grammatical features . Here, writing is seen as an extension of grammar. This goes through four stages:

a- Familiarization: as learners are taught sets of grammar and vocabulary through a text.

b- Controlled writing: in which students manipulate fixed patterns.

c- Guided writing: where students imitate model texts.

d- Free writing: that happens when students use the patterns they develop to write an essay or a letter or something else.

According to this point of view, good writing means accuracy and clear exposition, without caring about the meaning as it is not its time yet.

2- Text Functions:

Hyland (2003) also added Text Function orientation as a another way to teach writing. This orientation does not consider writing as a structure only. It is needed to relate structure to meanings. This means that specific language forms have certain communicative functions. Depending on that, students can be taught the functions they mostly need. It is helpful in the sake of preparing students for academic writing at university. It helps students create topic sentences, supporting sentences and transitions to develop different effective paragraphs.

3- Creative Expression:

In addition, Hyland (2003) pointed out that Creative Expression can be another orientation to teaching writing. It focuses on the writer rather than form and structure and encourages learners to write spontaneously about their opinions and experiences. Writing here is seen as a creative act of self-discovery. Following this belief, it might be noticed that writing is learned not taught as it depends on processing thoughts and a hard mental effort from the learners' side. The teachers in this orientation avoid imposing their point of views. Instead, teachers help students make their own meaning positively and cooperatively.

4- The Context Focus:

Moreover, Hyland (2003) suggested The Context Focus as a new orientation to teach writing. This one is mainly concerned with what students are required to write about a set of topics students are interested in that establish a coherence and key points covering the subjects addressed. Such notion help learners write meaningfully about those key points. The context orientation focuses on social issues like pollution and smoking. Teachers may help students acquire certain cognitive knowledge of topics and vocabulary they need. This method shows the close relation between reading and writing.

5- The Genre Focus:

Furthermore, Hyland (2003) added a fifth orientation to the previous ones, which is The Genre Focus. The teachers' main concern here is about teaching learners how to use language patterns to come up with

a coherent and purposeful text. According to genre focus, the different types of text are the method to accomplish the writers' purpose that they have in mind supported with certain information taking care of what relationship is between the writer and his readers. It is seen as a goal-oriented, staged social process. The teachers' role is to encourage creativity and alerting students to how language is logically applied to serve the meaning.

6- Writing Process:

Finally, Hyland (2003) pointed out Writing Process as the last of his orientations. Writing process emphasizes the writer as an independent producer of texts along with stating what teachers should do to help students perform and achieve their writing tasks. Also, it stresses the need to develop students' abilities to plan, define a rhetorical problem and propose and evaluate solutions as it is believed that effective writers use three recursive stages in preparing written work**:** planning**,** writing**,** and revising**.** This married with what Gersten & Baker (2001) and Graham & Harris (2003) point out when they suggest that writers spend time planning, monitoring, evaluating, revising, and managing the writing process. Poor writers, in contrast, often do not employ any of these skills writing is considered as a non-linear exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning. Such theory refers to writing as a recursive and interactive process of planning, drafting, revising and editing. The teachers' role here is to guide students through the writing process without emphasizing on form. They do so

in order to help students develop strategies for generating ideas, drafting and refining. It is obvious that it is necessary to develop students' meta-cognitive awareness of the process since cognition is a central element of the process.

There is a fact every teacher should know, that is few teachers could adopt and follow just only one theory or orientation. Instead, they follow some kind of eclectic moods. According to Cumming (2003), the pure application of a certain theory is something rare and hard to follow, it is common for to predominate in how teachers conceptualize and organize their work in their classes.

12- Approaches to Teaching Writing in English Language Classes:

Raimes (1993, p. 6-11), suggested six approaches that can be applied to teach the learners how to write.

1- The Controlled- to - Free- Approach:

According to Raimes (1993), The Controlled- to - Free- Approach can be used to teach writing in writing classes. The audio-lingual approach stresses that writing is taught to reinforce speech, this means that writing is not taught for the sake of it. Instead, it is taught to serve other skills grammar and syntax. The controlled-to-free-approach in writing is sequential. Teachers here can give students sentence exercises, paragraph to manipulate grammatically in order to help students write too much free errors making it easy for teachers to mark students papers. When students make progress and be more advanced, they will have the chance to write free-compositions. It is clear that such approach stresses on accuracy rather than fluency.

2- The Free-Writing Approach:

Raimes (1993) also suggested The Free-Writing Approach as a second one to adopt when teaching writing. Its supporters are concerned with quantity rather than quality. Teachers here give topics to write a vast amount of free writing on them. There is a noticeable focus on minimal corrections of errors. It also focuses on content and fluency at first, and then step by step grammatical accuracy and organization come. Teachers can emphasize fluency via starting their classes by asking students to write freely for a while without paying attention to spelling and grammar. This helps learners overcome their fear of writing. Content and audience are important in this approach. Frequently free writing can be about subjects students are interested in. Peyton and Staton (1996) reveal that pieces of writing produced in this stage can be kept in a portfolio or a notebook so that students can get themes from them for more extensive writing which can be discussed, revised, edited and published later.

3- The Paragraph- Pattern Approach:

Raimes (1993) added that The Paragraph-Pattern Approach is another approach that teachers are advised to follow. This approach stresses on organization. According to it, learners copy, analyze and imitate a model paragraphs. Learners can also reorder sentences, identify specific and general statements, choose or invent appropriate topic sentences and may add or delete sentences. It focuses on " common touch", in other words it suggests that different people from different cultures construct and organize their own way of communication in different ways.

4- The Grammar-Syntax Organization Approach:

The Grammar-Syntax Organization Approach is an additional approach that was suggested by Raimes (1993). Supporters of this trend believe that editing cannot be seen as a separated skilled taught one by one and then composed together. Instead, they say that learners should focus on grammar, syntax and organization in the same time. It focuses and supports the purpose of writing and its form to convey the needed message.

5- The Communicative Approach:

Raimes (1993) recommend another trend to be followed in teaching writing, which is The Communicative Approach. According to it, audience and the purpose of a piece of writing are taken into consideration. It encourages students to act and behave like real writers while writing. Teachers are no longer the only reader, other students are also considered as readers. They can respond, summarize or rewrite their colleagues' work, but not correcting it.

6- The Process Approach:

Not long ago, teaching writing started moving away from focusing only on the final product of a piece of writing, but also it focuses on "How" to write. Such approach suggests that what students firstly write on a paper not necessarily perfect or the last. Giving learners the chance to experience the process to write and having peer or teacher-feedback. Definitely this makes the learners discover new items to add, delete or change on their first draft. Students may make many drafts and revise till get a final one.

Raimes (1993) believed that this approach is about making learners explore a topic through writing, letting others and the teacher see their drafts, making use of their comments to think again about it and then move on to new ideas. It is important to give the students enough time and sufficient feedback. Brookes and Grundy (1990) say that sometimes there can't be a cut-line when distinguishing between product and process approach as there might be alternative final product for different relationships.

13- Benefits of Process Writing Approach:

The process approach proved that it is greatly accepted and applied in EFL and ESL writing classes because of its effectiveness. Such effectiveness of process approach did not come out of nothing and it could be supported through the illustration of its benefits and advantages.

1- It gives learners the chance to write depending on their own knowledge and experiences.

2- It helps greatly in developing positive relationships between the learners themselves and between the students and their teacher.

3- It makes students know that they are moving on in the right way as a result of the immediate feedback they get.

4- It gets students used to regular writing habits like thinking about the message they want to convey first and then to correct their mistakes.

5- It activates students senses by giving them the chance to feel, see and experience success moments while writing.

6- Editing in process approach helps students be aware of corrections.

Brown's (2001, p. 336) words correspond to what is mentioned above when saying that the process approach allows students manage their writing as it gives them the opportunity to think while writing. In addition, Nunan (1991) says that the process approach encourages collaborative group and pair work between students to motivate students and to persuade them develop positive attitudes towards writing.

14- Properties of the Process Writing Approach:

The process writing approach is characterized with some merits that distinguish it from others. Jordan (1997, p.168) notes that writing is a creative skill and demands teachers to involve students in such creative stages of writing process. Johnston (1996) also says that:

- Process writing approach is a reaction against the model-based approach.
- It involves some cognitive procedures which are thinking, planning, rehearsing, re-reading, evaluating and revision.
- Writing as a process is not a linear process; it is recursive process of collecting data, planning, writing evaluating and rewriting. This merit is compatible with Tribble's (1996, p. 59) words when saying that it is a recursive process in which you can easily shift forward and backward between stages.

Adding to the merits of the process writing approach, another thing can be quoted form Masse and Provich (2003, p.342) who suggest that writing process is student centered instead on being teacher centered as in the product approach. Moreover, Nunan (1995) points out that the process approach encourages the collaborative work between students allowing them develop positive attitudes towards writing.

15- Criticism of Process Writing Approach:

Both of Hyland (2003) and Polio etal (1998) state that process-writing activities are artificially elaborated, that is to say that they are beneficial in class and real life, not in exam. Harmer (2004, p. 12-13) adds that process writing approach is not an easy choice for both students and teachers since it takes a lot of time and ,therefore, is not suitable for disorganized students. Moreover, Shin-Mei and Jin-Jou (2000), they stress that the process writing approach is effective and helpful for English as a foreign language learners, but teachers find it problematic to organize one-to-one conferences, peer-reviews and self-revisions in large class.

16- Teaching Writing According to Writing Process Approach:

When talking about teaching writing, we are talking about either product or process theory. Harmer (2001, p. 57-58) says " Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through". This means that teaching writing as a process is of pre-writing, editing, redrafting and publishing. As cited in Harmer (2001, p. 258), Tribble (1997, p. 37-39), writing process stages are recursive in which we may go backward and forward between. Flower and Hayes (1980) reveal that the process oriented approach emphasize the practice involved in three main process writing stages that are prewriting, writing and rewriting, adding that it is a cognitive process as it involves mental activities like

revising and problem solving. As mentioned in Harmer (2001, p. 258), White and Andt (1991, p. 5), the process writing can be summarized in the following interrelated stages:

1- Drafting.

2- Structuring.

3- Reviewing.

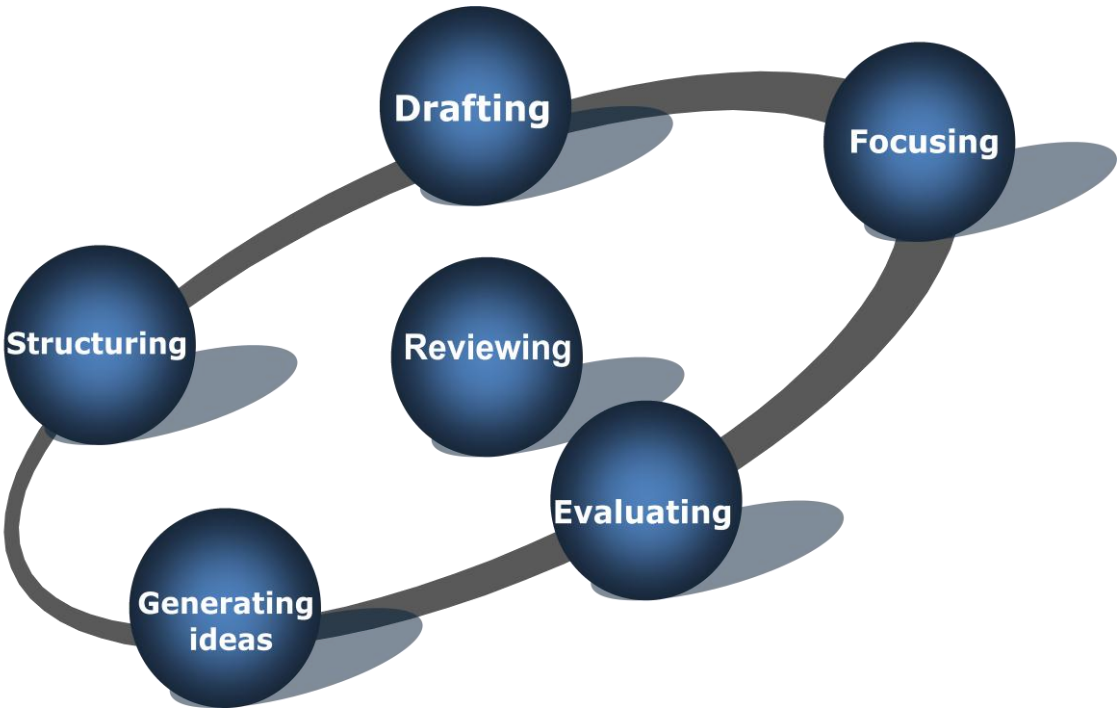
4- Focusing

5- Generating ideas and evaluation.

The researcher designed **Figure (1)** to turn these stages in a comprehensive way. The following figure shows these recursive stages.

Figure (1)

Writing Process Wheel



The "Methodology" section in the Ministry of Education (1999, p.69) suggests teaching writing according to the Process Approach and recommends the following sequence of activities:

1- Pre-writing: activities designed to generate ideas for writing or for focusing the writers' attention on a particular topic.

2- Drafting activities: activities in which students produce a draft of their composition, considering audience and purpose.

3- Revising activities: activities in which students focus on reading, analyzing, editing and revising their own writing.

Depending on the activities mentioned above, the following principles and procedures should guide writing assignments:

1- Focus on the process of writing.

2- Teach strategies for invention and discovery/ creative thinking.

3- Audience, purpose and occasion are important for the test.

4- Product is evaluated on how well it fulfills intention.

5- Writing is recursive; parts interact.

6- Involve the intuition and the conscious.

7- Writing is a way of learning as well as communicating.

8- Teach a variety of writing modes.

It is believed that process approach evolved as a reaction against the product approach; but still the process approach shares the product approach with some elements as it is

stated in Nunan (1999). Harmer (2004, p.3) states that the writing process is affected by the content, the type of writing and the medium, but still, it has its main stages. Any stage of the writing process stages can be left at a time and certainly the writer must come back to it at any other time during writing. Tompkins (2004) says that students are in need to learn the writing process as it is a tool to express their feelings, thoughts and knowledge. The researcher herself designed **Figure (2)** to represent those five stages.

Figure (2)

Writing process five stages

A close look at the previous figure shows that writing process five stages are like a circle which starts wherever it ends. This supports the belief that writing process is recursive not linear.

1- Prewriting:

Kneebone and Hakari (1997) state that this stage can be considered as an important planning vase in the writing process. When working out a clear plan of writing, that lets the learners organize their writing before starting writing since they decide what to write in accordance to the purpose of writing, the audience and the content structure, Harmer (2004, p. 4). At

this point, Kapka and Oberman (2001) suggest that teachers can help their students leading them to the right start using strategies like graphical editing, free writing and associative writing. Raims (1993, p.69) states that brainstorming is a main pre-writing activity that helps students work together to say as much as possible about the suggested topic without being worried about grammar or pronunciation. Students produce vocabulary, comment and ask questions orally. They write what they have come up with on paper to have something to work on instead on a blank page. Gebhardt and Rodrigues (1989, p.28) refer to this stage as a "Generating Stage" that reflects the need to explore, find information, to clarify and start writing. Generating can be achieved through rapid writing, questioning the topic, listing and classifying ideas and looking to it from different disciplinary. Similarly, Urquhart and Mclver (2005, p.76-120) list two strategies to be used in writing classes as a part of the prewriting stage. These strategies are Questioning and Prewriting Think sheet. In the first, students ask themselves some questions to figure out what they already know and what they need to know about the intended topic. It is important to notice that those questions can be the main ideas of the suggested topic. Whereas the Think Work sheet is used to elicit data and information. Several different questions about a particular topic are used to help students see the links between the intended topic and their pervious knowledge. According to Cotton (1997), students who are engaged in activities of prewriting show better results in terms of writing achievement than other students who were not involved in such preparation stage of prewriting.

2- Drafting:

It is in-between prewriting and revising. Keh (1990) refers to process writing as a multiple draft process that is of more than draft. This second stage demand student to write a first draft about the topic they are asked to write about. Drafting stage is based on the planning stage as students expand the ideas they generated in the prewriting stage. Although it depends on prewriting, students should select ideas they want to include in their first draft, but not necessarily everything. Marchisan and Alber (2001) assure that spelling rules and grammatical errors are ignored while content is the major concern in it which is also stated by Tompkins(1990). Gebhardt and Rodrigues (1989, p. 28) says that drafting happens when students recognize the direction they think they should take which needs a constant adjustment and revision. It is worthy to note that this step can take place at any time while writing and continue till the end.

3- Revising:

Depending on Gebhardt and Rodrigues (1989, p. 29), revising goes along with editing and happens when students try to make their writing more effective focusing on sentence structure, spelling and organization. At this stage, learners are required to revise their first draft to make their piece of writing more effective. Revising the first draft can be achieved either through pairs or groups formed in the classroom. Revising is not only about checking spelling and grammatical errors only, but also about expanding the piece of writing

with new ideas or omitting unnecessary parts. While revising words and ideas, it is possible to modify, change, remove, add and reordering the content which certainly improve writing as Calderonello and Edwars (1986) note. Regarding to this, Lipkewich (2001, p.44) illustrates almost four similar types of changes which may take place in revising:

a- Adding: is to add more information and other details readers may need to know.

b- Rearranging: in which what is written can be reformulated in another logical and sensible order.

c- Removing: means to omit and remove information that is unnecessary and there is no need for.

d- Replacing: in which pieces of information and details could be better than it is.

There are two kinds of revising. Self and Peer revising.

- Self- revising: in which students revise their own writing to decide what needs to be written again to make their writing effective and with high quality. It encourages students to be more confident and responsible and make them more active in learning. Students can do self-revising using a chick list and it is good to read your writing aloud to yourself, Shfer (2003).

- Peer- revising: in which students share their writing and give each other feedback on what they have read. Tsujimoto (1988) points out

that. This helps student benefit from their partners' drafts as they can learn many new strategies, vocabulary, layout, style and organization.

4- Editing:

The mechanical aspects of writing are focused on in this stage. Spelling rules, grammatical aspects and punctuation are checked. Teachers may provide learners with a checklist to use in order to facilitate the editing task. Peer editing is beneficial here, if it is based on good training as Buscemi and Pharr (2005, p. 115) illustrate. When teachers activate peer editing, then they grab a golden chance with both hands to increase the time available to work on other stages of the writing process. Editing can be self or peer editing . In self editing , learners can reflect on their strength and weakness points. It is recommended that teachers provide students with checklists to follow or even students can have their own personal checklist, but it is highly required to train students on how to give positive and beneficial feedback as Nelson and Murphy (1992) suggests. With regard to peer editing, Qiyi (1993) notes that peer and group editing proved its advantage in helping learners overcome their negative feeling to writing, means that they became enthusiastic to participate in writing classes.

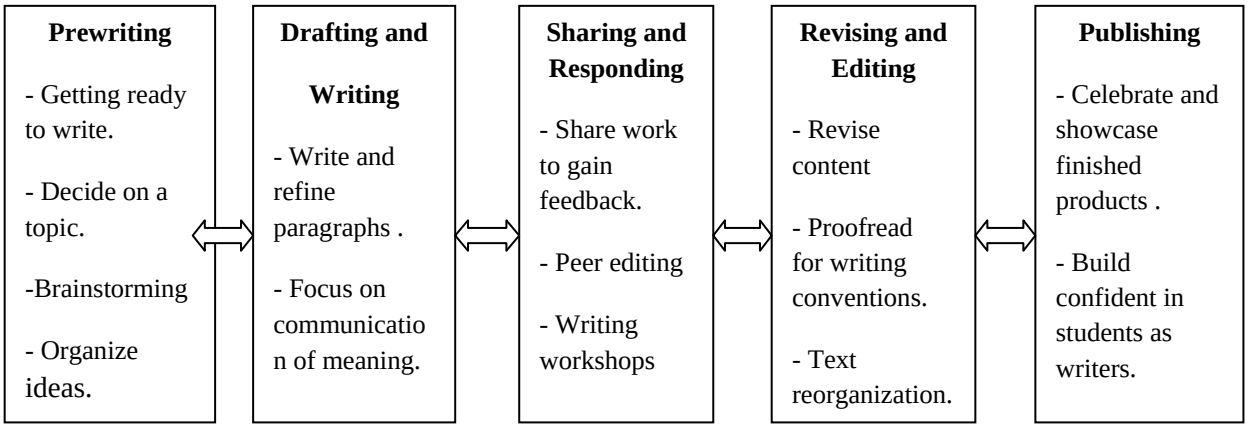
5- Publishing:

The last stage of writing process is publishing in which students share their pieces of writing with others. According to Lehr (1995), sharing

the final product with the readers asserts that writing is an effective way to communicate with others and to motivate learners to write.

These stages are represented the following diagram as it drawn by Kamehameha Schools (2007). **See Figure (3).**

Figure (3)
The main and sub-skills of writing process



the previous figure shows that all the steps of writing process are like a circle that ends wherever it starts. The writer can start with prewriting, then moves to drafting. After that the writer can goes ahead to the next step that is sharing responds or can goes backward to the previous step. Any stage can be returned to anytime the writer feels that it is needed.

17- Techniques to Respond to Students' Writing:

As quoted from Hughes (1989, p.75), " The best way to test peoples' writing ability is to get them write". We cannot expect any progress or enhancing in any written task till we give students feedback on what they have got down on paper. Raims (1993, p.139) notes an important thing as he says that when marking learners' piece of writing at once when they finish it at all may not have any influence on the accuracy of content of the written work. If that happens, it is just judging and evaluating without effect or influence which is certainly happening in teaching writing as a product. On the contrary,

when we see writing as process of recursive steps then it is checking students' pieces of writing right from the beginning till the end. Doing that surely brings students to more than just one draft. Similarly, Harmer (2004, p.108) suggests that responding means discussing the piece of writing rather than judging it. Many ask about the best way to do so, Harmer (2001, p.109) says that we decide the suitable way to give feedback through according to the type of the written work and to the effect we hope to create. Raims (1993, p.142) reveals that there are some points to take into consideration when responding to students' writing:

1- Read the text as a whole without holding the red pen right from the beginning.

2- Be fair and look at strength points as well as at the weakness ones and try to make learners know their strengths to trust themselves and have appositive attitude towards writing.

3- Make sure that learners know the codes used for editing and give students the chance to use symbols too.

4- Decide what to check and correct ,as well as making students know that too. Harmer (2001, p.112) states that it is needed to focus on particular issues, that is to say at one time we are going to give feedback only on specific item in order to avoid over-correction.

5- Let the aim of response lead to students' improvement, not just judging the quality of the piece of writing.

Responding to students' writing can be from teachers to students and from students to students, Raims (1993, p.143-147).

a- Teacher response:

- **Written comments:**

Written comments are not just final comments since they cannot lead students to an improvement and does not give a hand to students. Instead, the teacher reads the whole piece of writing and praise on the strong points and highlight the weak points. Correcting weakness, the teacher can give directions to follow. One way can be questions to lead students to consider some points without saying them clearly. Harmer (2004, p.113) agrees with what is mentioned and adds that it is a good way to use in drafting so that students can make use of the notes and then they will be able to construct a better final draft. Moreover, teachers have to be careful that the way they write a comment somehow might close down students' thinking. As a result of that, it is recommended not to write comments in the shape of command. Instead, it is advised to use the questioning way in order to encourage learners keep going.

- **Talking about the paper:**

A teacher can discuss the paper with learners personally. This way is time-consuming and often not practical. Still, the teacher can benefit from the situation while students are working in groups. During that, the teacher may have a short discussion with few learners. By that, the teacher really can know what the student is trying to say.

- **Checklist:**

  Checklist may contain questions about manuscripts form, instructions about grammar and statements concerning analyzing content and organization, or even some words to jog the memory. This is really helpful in editing.

b- Students' Responses to Students' Writing:

- Teachers cannot read and mark huge quantities of writing. So, they can use peer-editing. Teachers provide students with clear instructions in the shape of a checklist which develops students' ability to be good and critical readers. Ferris and Hedgcock (2005) and Tsui and Ng (2000) mention that peer feedback can be seen as an improvement on self-feedback as two heads are certainly better than one.

- Self-editing requires students to develop their ability not only to read others work critically, but also, they need to be able and courageous enough to read and criticize their own work. A teacher should guide students and teach them when and how to do so.

In the words of Harmer (2001, p. 110 112) written feedback takes two forms:

- **Responding**: that shows how the text seems to us, how successful it is and may be how it can be improved. It is really helpful at various stages of the writing process. These responses can be either on the margins or on a separate paper. In addition, it can be through "reformulation" in which teachers show how the product can be much better through re-writing in

their own way; keeping the students' original product so that students can compare their own with the teachers' one.

- **Coding**: in which teachers use symbols and codes putting them either on the body of the piece of writing or in the margins, marking the place of the mistake.

In addition to that, Harmer (2004, p. 114- 115) mentions another two way of responding to writing:

- **Taped Comments:**

Taped comments is a good way in which teachers records their comments about students piece of writing. Then, each students take the tape that belongs to his piece of writing. This enables the learners to listen the taped comments at anytime the want without felling shy of others. It is expected that students may like this way as it is more personal and immediate than written comments at the end of a paper.

- **Electronic Comments:**

These days students can easily access to internet. So we can give them feedback either by emails or using text editing. Rules here must be set by teachers as students may send their teachers emails whenever they have a new idea. Programmes like "Track Changes" that is a part of Text Editing Package comes with Microsoft's Word applications. This allows teachers to question, leave notes, make corrections on a word-processed document that allows students to react to at the same time as they edit that document on the screen.

18- Correcting Students' Writing:

What is written needs to be seen, checked and corrected in order to make some progress. Harmer (2004, p.110- 112) points out a positive and a useful way of correcting writing.

- Selective correction: means that we pick up certain items to correct to have some kind of focus. Students should know what is going to be checked in their writing in order to commit to the needed items. Harmer's (2004) agrees with Alkhuli's (1983, p. 96-97) words concerning focusing on specific items to be corrected not to correct all at once. This point of view is justified as it saves teachers' time and effort and makes student pay attention to the target items.

- Using correction symbols: Alkhuli (1983) says that this one is concerned with how to correct. Teachers fix a sit of codes to use which may differ from one teacher to another. Teachers here underline the mistake and writing the symbol of the mistake without write the correct alternative. It is worthy to notice that these symbols should be clear to students. This way encourages students to think of their mistakes while trying to correct them.

- Using marking scale: this way of correcting writing is really good and helpful as some students may not do well in an area of writing while making very well in another. According to that, teachers can make up their mind to assess their students achievement using certain categories with certain mark.

- Reformulation: in which teachers may write their alternative model to guide students to the right thing. This method is greatly helpful and beneficial during drafting and redrafting stages.

- Referring students to a dictionary or further readings: teachers show students that there is a mistake in something, then tell them to refer to any source of reading to get the right information. It is effective as it makes students look at the information with a purpose in mind, means that they learn while correcting.

19- What are the Writing Skills that Eleventh Graders Should Develop?

Eleventh graders have been learning English as a foreign language for eleven years in Palestine and they are classified as intermediates according to the international levels. This means that they should have mastered certain writing skills in the previous years, and they should develop other writing skills in this year. To know these skills, the researcher had a deep look at the English language curriculum for public schools, the analysis and distribution of the syllabus plan, and at the contents of English for Palestine for Eleventh Grade (2009, p.5), which is the student's book that eleventh graders study in Palestine. This helped in figuring out the target writing skills and then listing them in **Table (1).**

Table (1): Writing Skills in English For Palestine, Grade 11

No.	Unit	Skills 11th graders should develop
1-	**One "It's a small world now"**	1- To use headings to write a summary. 2- To punctuate a seen text. 3- To write a mirror text about Ibn Batuta .
2-	**Two "The death of a disease"**	1- To complete notes from a text. 2- To use notes to write a summary. 3- To write negative and positive points about "Health for all" using appropriate connectors.
3-	**Three "Education first"**	1- To write a reply to an informal friendly letter. 2- Complete a summary with words from a text. 3- Interpret line graphs into a written form.
4-	**Four "Let's do business!"**	1- To write a short paragraph -contrasting trade in the past and now- using appropriate connectors. 2- To punctuate a seen text. 3- To write an opinion essay about "Globalization: good and bad" .
5-	**Five "The way I feel"**	1- To add statements of cause and purpose to key points. 2- To support key sentences with information about "Health for all: problems and success stories".
6-	**Six "The right choices"**	1- To add supporting statements to key points- in the form of a summary-. 2- To write an essay about "Road safety problems and recommended actions.

7-	**Seven "The Olympic spirit"**	1- To write a paragraph comparing and contrasting Olympics in the past and now. 2- To write a formal letter to a newspaper about "Hosting the Olympics". **Note**: the main focus is mainly on topic sentences and points to support them.
8-	**Eight "This dangerous world"**	1- To write a summary from notes. 2- To write a report about "The May Celeste" using past simple modals to express thoughts and beliefs.
9-	**Nine "Energy for tomorrow"**	1- To write a summary from notes. 2- To write a formal letter to a newspaper -suggesting a community project-.
10-	**Ten "The wonderful world of the web"**	1- To write a summary fro m notes. 2- To write a descriptive paragraph about the place they live in.
11-	**Eleven "Problems and solutions"**	1- To provide topic sentences by answering questions. 2- To write an essay on an environmental problem.
12-	**Twelve "Living in a community"**	1- To add supporting statements to key points. 2- To use model text to describe a difficult decision-making process.

From that, it can be seen that eleventh graders are supposed to develop the following writing skills:

1- Making notes and writing a summary.

2- Imitating a model of writing.

3- Putting graphics into a written text.

4- Writing an essay.

5- Writing formal and informal letters.

6- Writing a descriptive and a comparison paragraphs with their sub-skills like:

   a- Punctuation.

   b- Outlining.

   c- Providing topic sentences.

   d- Providing supporting sentences.

   e- Using appropriate connectors.

   f- Writing a related conclusion.

20- The Ultimate Goal of Teaching Writing Skills as a Part of the Palestinian English Curriculum:

According to the General Administration of Curricula (1999, p.17), the Palestinian English language Curriculum aims to develop communicative competence, cultural awareness, study and thinking skills and values. The one thing the researcher is concerned with here in the context of her thesis is writing skills as a part of the communicative competence.

In the English language Curriculum, the General Administration of Curricula (1999) says that: "The goal of teaching writing skills is to enable students to present information and ideas in a written English in an organized manner in a variety of text types and on a variety of topics".

Depending on what is mentioned above, the Palestinian students are expected to write properly in different situations for many purposes. Such various purposes are listed by the General Administration of Curricula (1999) in the General English Language Curriculum as the following:

1- To provide information to others in a written form using notes, personal letters, journals, personal ads and instructions.

2- To describe people, places, habits and conditions, objectives and visuals using various discourse modes.

3- To take notes on aural or written text for a variety of purposes" e.g. Study or summarizing purposes".

4- To transfer data from graphic to expository form.

5- To express own emotions, attitudes, opinions on a variety of topics.

From that, we conclude that students in the Palestinian public schools would write notes, personal letters, journals, instructions, a descriptive paragraph, and some kind of a persuasive paragraph.

21- The Objectives of Teaching Writing in Palestine:

On one hand, one of the general aims of English language Curriculum that is expected to be achieved by the secondary stage students "11^{th} and 12^{th} graders" in terms of writing skills is "To develop ability to produce creative academic and functional writing".

On the other hand, the General Administration of curricula (1999, p.38) set a list of specific objectives related to writing skills saying:

At the end of 11th grade students are expected to :

1- Use capital letters and punctuation marks correctly.
2- Arrange scrambled sentences into a coherent paragraph.
3- Write a text dictated at a reasonable speed using correct punctuation.
4- Write answers to questions based on reading material.
5- Write about a topic on interest or general currency.
6- Write in imitation of a model.
7- Extract and synthesize information from several sources and present it in a coherent text using the appropriate organization, discourse marks and transitions.
8- Outline a text.
9- Make notes about a text.
10- Summarize a text by expanding notes.
11- Write a short formal letter, using proper format, to request specific information, complain or order something.
12- Transcode information in a diagrammatic display into a written text.
13- Revise, edit and rewrite own work.

What is declared in the previous lines is too general and not easy to be completely covered. As a result of that, the researcher decided to mention the ones which are greatly related to the purpose of the study and they are:

1- Write about a topic on interest or general currency.

2- Outline a text.

3- Summarize a text by expanding notes.

4- Extract and synthesize information from several sources and present it in a coherent text using the appropriate organization, discourse marks and transitions.

5- Arrange scrambled sentences into a coherent paragraph.

Attitudes

1- Defining Attitudes:

Attitudes can be defined as the feelings you hold towards something that no one can give to you as it comes from your inside. Attitudes can be expressed in likes and dislikes. Such attitudes can be either negative or positive as Dainton and Zelley (2005) say that attitudes are generally positive or negative views of a person, place, action or thing. Triandis (1971, p. 6) points out that there are three components related to attitudes that are cognitive, affective, and behavioral components.

2- The Relation Between Attitudes, Motivation and Achievement:

It is said that having a positive attitude towards something has many benefits. For example, it gives joy and happiness, improves self- esteem and self-image, increases motivation and leads to more success at work and school. Relating this to English in particular means that once learners have the right or positive attitude towards English in general and writing skill in particular, then everything will be okay and easy to some extent. In other words, a positive attitude makes learners enjoy and get benefit from the language. So, it is advisable to have a positive attitude toward writing, which is certainly the best start to mastering writing skills. These lines agree with Foong (1994, p. 47) when the researcher asserts that students having positive attitudes towards a

subject are likely to go on in their learning in the field they are interested in either formally or informally.

3- Characteristics of Attitudes:

Attitudes are described with some characteristics that help understand the nature of attitudes. Baker (1988) as cited in Gardner (1985, p. 39-49) discusses five main characteristics of attitudes:

1) Attitudes are cognitive and affective.

2) Attitudes are dimensional rather than bipolar and vary in degree of favorability or un favorability.

3) Attitudes predispose a person to act in a certain way, but the relationship between attitudes is not a strong one.

4) Attitudes are learnt, not inherited or genetically endowed.

5) Attitudes tend to persist but they can be modified by experience.

4- Students' Attitudes Toward Writing:

It is argued that students' attitudes towards writing is almost negative which forms a major obstacle that teachers face whenever they tend to teach writing. Some experts believe that learners' attitudes, writing apprehension and self-efficacy in writing affect their performance in writing. According to Graham, Berninger and Fan (2007), students' writing performance is certainly affected by their attitudes towards writing. As a complex productive task, writing rises anxiety levels in students. Sharples (1993) reports that this make students feel worried, lose concentrating, be demotivated resulting a total negative attitude towards writing.

Considering writing a highly important skill led researcher to look for and try to find a better and a suitable way to teach writing in order to change or -at least- reduce students negative attitude towards it. Some pessimistic researchers affirm that despite all the suggested methods and procedures, students attitudes are still negative in most cases. Yavuz and Genc (1998) carried out a study. Their action research took place at Cukurova University. The study findings revealed that learners' attitudes did not change regardless of the methods used to teaching writing. Students showed a total negative attitude towards writing as they were afraid to make errors and lose self-efficacy. Many researchers like Kurt and Atay (2007), suggest that this negative attitude toward writing could happen because learners consider writing a difficult and hard skill to master. Reading these points of views make one think that this rooted negative believe towards writing can never be changed. Other optimistic researchers who built their opinions on facts they deduced from their study' findings strongly say that students' negative attitudes towards writing can be turned into positive attitudes. For example, Gallick-Jackson (1997) who carried out a class room-based research on second-grade learners. The researcher suggested an intervention of twelve weeks based on writing process along with graphic organizers, art and word processing was the independent variable. Findings of pre-post test showed a noticeable improvement in participants' level in narrative writing skills. A positive change in the participants' attitudes towards writing also was confirmed. Working on the previous studies section made the researcher optimistic about the results of the suggested programme she designed as a way of teaching paragraph writing to eleventh graders according to process writing approach.

(B) Previous Studies

1- Introduction:

In this part the researcher included previous studies related to writing process approach and its effect on improving the paragraph writing skills and on learners attitudes towards writing in order to have the chance to benefit from the way they were conducted in terms of procedures, tools, collecting data, suggestions and recommendations. It surveys eighteen previous studies related to the effect of applying the writing process approach on developing learners' paragraph writing skills and how using the writing process approach affect students' attitudes towards paragraph writing skills. The studies are Chronologically organized.

2- Studies Related to Process Writing Approach and its Effect on Writing Skills and Students' Attitudes Toward Writing in General and Writing as a Process:

Sdoudi (2011) investigated the effectiveness of a suggested programme to tackle letter deficiencies. The programme was based on writing process approach. In order to track this, the researcher asked four questions to answer; which are: 1- Are there statistically significant differences between the control male group and the experimental male group in letter writing performance after applying the suggested programme? 2- Are there statistically significant differences between the control female group and the experimental male group in letter writing performance after applying the suggested programme? 3- Are there statistically significant differences between the control group (male and female 11^{th} graders) and the experimental group (male and female 11^{th} graders) in letter writing performance after applying the suggested programme? 4- Are there statistically significant differences between the experimental male group and the experimental female group in letter writing

performance after applying the suggested programme? Participants of this study were (68) eleventh graders from Middle Governorate Schools who were divided into a control group and experimental group. Each of the two groups consisted of 17 males and 17 females. Participants of the experimental group were involved in writing process sessions for 6 weeks. The achievement test results reported that there was a significant difference between the experimental and the control in favor of the experimental group as they showed better achievement score in writing a letter.

Attempting to further examine of the effects of computer-based pre-writing strategy training guided by procedural facilitation on intermediate ESL students' writing strategy use, writing quantity, and writing quality Dujsik (2008), chose forty-one participants from four intact intermediate-writing classes in an intensive English Programme to be the participants. A sequential mixed methods design was utilized with an initial quasi-experimental era followed by semi-structured interviews. Participants of the study were randomly divided into a control and two experimental groups. On one hand, the control group experienced writing instructions related to paragraph, essay and opinion essay writing through instructional modules. On the other hand, pre-writing strategies related to writing purposes, audience and ideas generation and organization were proposed to the experimental groups in the shape of a training modules, as well as training them to generate ideas using graphic organizers software programme. The researcher collected data through semi-structured interviews and a pre-posttest. Findings of the study reported a significant positive impact on ESL students' pre-writing strategies.

In the same context of trying to check the writing process effectiveness, Cavkaytar and Yasar (2007) carried out an action research under the title "Using Writing Process in Teaching Composition Skills". They tried to investigate the

efficiency of the writing process approach in improving composition skills. The participants of the study were the fifth graders in a Turkish course. The researchers applied the writing process as being the independent variable of the study. Its worthy to notice that the researchers used many different tools to collect data. Those tools were video records, reflective diaries, teacher diaries, composition tests, and balanced literacy control forms through quantitative and qualitative data collection tools. Looking deeply at the results obtained from quantitative data analysis confirmed that students' written expression skills were improved. However, the qualitative analysis revealed a limited improvement if compared with the quantitative findings. But still, findings from the qualitative analysis showed that implementing the balanced literacy components in composition had a positive effect on students' class participation.

Foo (2007) investigated how may training English Language Learners in Malaysia use process-genre writing strategies affect their essays writing. Participants involved in the study were (60) Malaysian ESL selected from a secondary school in Penang. The researcher divided the (60) participants into an experimental group that went through process-genre writing training for three months, and a controlled group that was taught essay writing according to the product approach. In order to collect the needed data, the researcher used pre-posttest to register and record data. Results obtained showed that there was a noticeable improvement in the experimental group members" overall writing proficiency. According to this, the researcher recommended inserting the process-genre approach in the Malaysian University English Test Syllabus.

Being after the same purpose of the pervious study of Calhoun and Haley (2003), who tried to investigate how can effective writing process help upper and lower Primary school level develop and improve their writing skill and their attitudes towards writing. (200) students were involved in this intervention. Six teachers- three in the lower level

and the other three teachers in the upper level- were asked to involve their students in a process writing programme for two months. The researcher used four tools to see the effectiveness of the suggested intervention. These tools are an achievement test, questionnaire, interviews and observation of the strategies. Depending on the data gathered via the mentioned tools and its analysis, results showed that process writing positively affected the lower and the upper level primary school students almost in the same degree with a slight difference. A positive attitude towards writing was noticed especially in terms of developing their abilities and self-confidence.

Following the same route and trying to investigate the best strategy for improving learners writing skill and attitudes, Buhrke etal (2005) focused on achieving better writing skill and more positive attitudes towards it through implementing writing process approach that employed many instructional strategies that are: administering pre- and post-student writing prompts and writing attitude surveys, using writing rubrics, modeling the writing process, exposing students to different varieties of writing, increasing writing frequency and duration, facilitating real and meaningful writing, and journaling weekly. They depended in their study on fourth grade students in stable middle to upper class suburban communities, located northwest of a large Midwestern city. Results revealed a noticeable improvement in participants' writing fluency, a worthy growth in their attitudes towards writing and a much better composite score. Depending on that, the researcher sees that writing process approach can be used as an effective and dynamic method to apply in our writing classes.

With regard to what three teachers and their students learned when they were engaged in the writing process, Martin et al (2005) observed them for a year. Participants of the study were involved in a work shop environment depending on writing process principles. The researchers collected data using various tools like

individual interviews with teachers and students, writing samples that were written be students and anecdotal notes. Results of the intervention showed that professional development is an important route to individual learning. It is worthy note that teachers success affected students' interest and engagement in writing programmes.

A further study was done by French (2003) to investigate the assumption that says the POWER(Plan, Organize, Write, Edit, and Rewrite) writing strategy has something to do with developing disabled and regular education students' writing skills. In order to apply this study, ninth graders in US History classes at a public high school were chosen as a purposeful sampling. Twelve learning disabled students and fourteen regular education students were the participants of the study. Both groups had a pretest in which they were given clear instructions and rubrics to complete the task they were given. After this diagnostic pretest, participants started the suggested programme of the POWER writing strategy; noticing that they were presented and instructed on the way of applying such a strategy. To see the difference between before and after the programme, the learners taking part in the study were given a posttest to be compared with the pre-test. After gathering data through the study tool and analyzing the data, the researcher concluded a positive effect of the intervention. Results revealed that there was significant difference in both groups between the pre and the post test in sentence structure and depth of content, but there were no significant differences in grammar. Thus, it was recommended that more research is needed to determine if the POWER writing strategy would yield better result in favor of grammar and all other writing skill areas.

In the same field of teaching writing as a part of teaching English as a second/foreign language, Calhoun and Haley (2003) carried out a study. They both aimed at providing information for improving writing skills via the use of structured and unstructured

writing process. The two researchers did that in order to increase the ability to produce quality writing as measured by the district's fourth grade writing rubric. The participants of the study were sixteen students who are fourth graders. Investigating students' feelings towards writing and their ability in it was done through several tools which are questionnaires, classroom observations and revising participants' writing samples. The suggested programme, in which students used the graphic organizer, peer edits, thesauri and dictionaries, lasted for a month. Collecting and looking into the gathered data helped the two researchers come to useful information and recommendations. The results of the study showed that there are an increase in students writing ability. In addition to that, findings of the study showed that structured writing style is more effective than the unstructured style. Moreover, it was noticed that learners have a positive attitude towards the structured style of writing.

Trying to assist low-achieving tenth graders' essay writing skills, Hopkins (2002) carried out his study in Bethel High School in Virginia. Participants of the study were 249 females and 504 males who are tenth grade students. The researcher notices that tenth graders are having problems in writing. This assumption was suggested as learners' first semester exams results reveled that tenth graders did not achieve the expected writing process level they are supposed to. This means that they were under the expected level. The study's object was to help students write properly and understand the five stages of the writing process which are per-writing, drafting, revision, proofing and publishing. These five steps of writing process made me list this research in my thesis's literature view as it shows writing process stages. The study took six weeks to be accomplished. During the six weeks of the researcher's intervention, Hopkins used graphic organizers for clustering diagrams, charts, revision charts, peer editing and scoring rubrics. Findings of the study reported that there is a good impact of

the suggested programme. This is something encouraging to follow the writing process approach in the current study.

Close to the previous study, Garcia et al (2002) conducted their study to examine and discuss the effect of a suggested programme to improve and enhance writing skill in the primary stages through using portfolios, conferencing and guided mini-lessons. Depending on students' writing samples and the their teacher's observation, it was decided that students of first and second grade in a growing, low to middle class community suffer from poor writing skills problem in the overall area of writing. Findings from the post-intervention approved that there is a clear and a noticeable positive change in the quality and quantity of the participants' writing. This makes us willing to say that the researchers' programme was successful, and I dare say that it made me think of using the portfolio as a tool in my study.

Another study investigating how college ESL students' writing is affected by process-oriented approach was conducted by Lin (2002). An instructor and eight students –aged between 17-37 - from a community college in a north-eastern city in the States were involved in an ethnographic case study so that the researcher could observe, describe and analyze the international principles of ESL classroom and students. Participants of the study had been living in the States for tem months at least and maximum for seven years. The researcher' tools were audio- taped interviews before and after the course and participants' journals and several drafts of essays were that were collected and analyzed. Findings of the study reported that the process approach had a noticeable positive impact on college ESL learner' writing skills along with serving students individual needs. Students mastered writing and became much more proficient writers after processing feedback and revising. Students also reported that they got befits from their instructor's explicit guidance through the intervention.

Following the same route, Maggie (2000) conducted a case study to see the effectiveness of applying the process approach on helping students to organize their thoughts, to express their ideas and to write more accurately. 16 students were the participants of this case study. 8 of the participants represented the experimental group that practiced writing according to the Process Approach and had experienced the various stages and steps of the process writing. While the rest of the participants were assigned as the controlled group which did not receive any help nor guidance in the process of writing. Findings of this case study revealed that the experimental group developed its performance and its participants were able to write more accurately than others. Also, they organized their ideas and thoughts much better than those who had no guidance or help during the process of writing. This suggests that implementing the Process Approach is recommended and worthy trying.

Trying to improve middle school students' writing skills and attitudes towards it, Cumberworth and Hunt (1998) developed a plan to server their purpose. The suggested programme was implemented in at a middle school in the Quad City metropolitan region. According to students' writing samples, teacher's observation and teachers and students surveys, it was reported that seventh and eighth graders in a low to middle class community located in western Illinois, U.S.A. have problems of weak writing skills, ineffective use of the writing process and poor attitudes towards writing. These findings motivated the researchers to conduct such study. Looking deeply into what has been gathered using study tools revealed that students were not motivated to follow the writing process and they don’t understand the purpose of the writing process. After studying and analyzing and assessing the whole situation, they came up with an intervention categorized into three main categories which are providing real world purposes for writing; implementing a change in the amount and quality of instructional

strategies related to the writing process; and emphasizing metacognitive strategies related to the writing process. Comparing the pre and post intervention data, a positive attitude towards writing process was noticed and students' use of the writing process in general was improved and revision in particular.

With regard to improving learners' narrative, composition writing skills and attitudes towards writing, Gallick-Jackson (1997) carried out a class room-based research. Participants of the study were second-grade learners. The researcher suggested an intervention of twelve weeks based on writing process along with graphic organizers, art and word processing was the independent variable. Findings of pre-post test showed a noticeable improvement in participants' level in narrative writing skills. A positive change in the participants' attitudes towards writing also was approved.

Jouhari (1997) set out to investigate the effect of writing process with enforced revision and peer feedback on writing development and attitudes. The researcher applied the suggested intervention on six Saudi college freshmen students at King Abdul Aziz University. After collecting data using various tools and analyzing those data, the researcher concluded form his case study that writing process with revision and peer feedback proved its validity as the participants of the study became more proficient in generating ideas, processing feedback and revising. Findings of the study also showed that the students gained more favorable attitudes towards writing.

In the same field of writing process, Luttmer and lebercane (1994) conducted their case study to see the effect of teaching writing as a process. A 14-year old male was the participant of this case study. It is noticed that this boy's writing skills are not as good as his colleagues. The participant was involved in the "brainstorming' stage as a first step in teaching writing as a process. Then, he was asked to write drafts of the

topics were picked by him. After that, the participant was invited to edit and revise what has been written. The revision stage clearly revealed a positive response from the young boy as he showed an interest in sharing his revision with his tutor. The way the boy used to revise his writings has been changed from focusing on just spelling and punctuation to much more deep instructional and informational revision. Gradually, the participant came to internally value the writing process which can be seen as a positive change in the participant's attitudes towards writing skills.

Aiming to see how experiencing writing process may affect students' attitudes towards writing, Neville (1988) used a two-part Attitude to writing questionnaire. It was given to all the students were chosen in the 12 local schools. The questionnaire was designed to show individuals likes and dislikes in writing. Another tool also was used. 25% of the participants were individually interviewed. Results from the questionnaire revealed that there was a positive attitude towards writing with a mean score of 62.0 and 62.8 in the different school levels. Interviews also showed that there was positive attitude towards writing as some learners said that various writing tasks has been enjoyable and helpful.

3- Comments on the Previous Studies:

Studying the previous studies mentioned above, the researcher found that:

- All the previous studies approved the effectiveness of the writing process approach on developing students paragraph writing skills.
- In addition, findings of the previous studies confirmed their positive impact on students' attitudes towards writing.

- Moreover, they showed the development of students awareness of writing process strategies.

- Some previous studies recommended the explicit use of revision and checklists as an important part of the writing process.

- The previous studies mentioned above showed various tools that can be used to serve the purpose of the current study like interviews, pre- post tests and attitude scales.

All in all, all the previous studies achieved their ultimate goals successfully and reported significant improvement and development concerning applying the writing process approach in teaching writing skills. According to that, the researcher dares say that she has benefited greatly from reviewing the listed previous studies. The researcher gained such benefit came from seeing the tools, procedures, programmes, recommendations, samples, the way of collecting data and the statistical procedures that were followed in the previous studies.

4- Summary:

In short, this chapter is divided into two parts. The first part is a theoretical frame work that is concerned with issues related to language skills in general, writing in general, the importance of teaching writing, the relationship between writing and other skills ,the effect of the first language writing proficiency on the second language writing proficiency, criteria of good writing and problems and difficulties of writing, strategies and types of paragraph writing, the main steps of teaching writing skill, the main orientations to teaching writing to second language learners, approaches to teaching

writing in English language classes in addition to many other issues related to the writing process approach like the benefits, properties and criticism of writing process approach, teaching writing according to it, techniques of correcting and responding to students' writing, writing skills that eleventh graders should develop, the ultimate goal and the objectives of teaching writing skills in the Palestinian curriculum, the meaning of attitudes, the relation between attitudes, motivation and achievement, characteristics of attitudes and finally students attitudes towards writing. The second part discusses eighteen previous studies conducted in concern with writing process approach and its effect on improving the paragraph writing skills and on learners attitudes towards writing. Brief details are given and the researcher presents her comments on those beneficial previous studies.

Chapter III

Methodology

Chapter III

Methodology

Introduction

This chapter embodies the methodology of the study. It describes each step the researcher took towards accomplishing this work. It is about the procedures which the researcher followed. It introduces and describes the population, the sample and tools of the study. In addition to that, it describes the suggested programme followed throughout the study in details, as well as it introduces the statistical treatment for the findings of the study.

1- Research Design:

The researcher followed the quasi-experimental approach in which there are two groups of eleventh graders. The researcher purposively chose a sample of (87) eleventh graders from Al-Faloja Secondary Girls School in the Northern Governorate. The members of the sample were two classes that the researcher taught. One of them was assigned as an experimental group and the other was assigned as the control one. The two groups were equivalent since the experimental consisted of (43) participants and the control consisted of (44) participants.

To trace and investigate the impact of using the process writing approach -as a suggested programme- on developing paragraph writing skills of eleventh graders and their attitudes towards it, the researcher used an achievement test and an attitudes scale. From the title of the study, it is clear that it represents one independent variable and two dependent ones. The independent variable is the process writing approach while the dependent variables are paragraph writing skills and learners' attitudes towards it.

2- Population of the Study:

The population of the study consisted of all eleventh female graders at the government schools in the north governorate for the school year (2011 – 2012). The sample of the study was (87) students.

3- Variables of the Study:

The study included the following variables:

a- The Independent Variable:

The independent variable of the present study is the suggested programme represented in the deliberate writing process training.

b- The Dependent Variable:

It is represented in paragraph writing skills and students' attitudes towards paragraph writing skills in general and towards writing as a process in particular

4- Samples of the Study:

The sample of the study consisted of (87) female students distributed into two groups. The experimental group consisted of (43) and the control group consisted of (44) learners. The researcher used a purposive sample from Al-Faloja Secondary Female School in Gaza, North Governorate where the researcher works as a teacher of English language. The researcher herself conducted the experiment. The participants' distribution is shown in **Table (2)**.

Table (2): The Distribution of the Sample According to the Group

Group	Experimental	Control	Total
Count	43	44	87

5- The Statistical Analysis:

The responses of the attitudes scale and the pre and post treatment paragraph writing skills tests were collected, computed, and analyzed by using Statistical Package for Social Science (SPSS). The significance level used was 0.05. The following statistical styles were used:

1. Pearson correlation: to determine the internal consistency validity of the attitudes scale items and the evaluation criteria of the test.

2. Alpha Cronbach technique: to measure the reliability of the scale items.

3. Split-half technique: to test the reliability of the scale items.

4. T. Test independent samples: to control the interferential variables of the study.

5. T. Test independent samples: to figure out any statistical differences between the experimental and the control group due to the study variables

6. Effect size level by using T value, Eta square, and Cohen's d: to check the effect volume (extent) of the evident significant differences between the experimental and the control groups.

6- Instrumentation:

To achieve the aims of the study, the researcher used three tools. She prepared an achievement test depending on the important related skills that eleventh graders are supposed to acquire by the end of the second semester of their school year concerning writing a paragraph. In addition to that, the researcher constructed students' attitudes scale towards academic writing in general and process writing approach in particular. Moreover, she designed a process writing a suggested programme based on writing process approach to help students achieve better understanding in paragraph writing skills according to the process writing approach. The researcher made up her mind to

use such tools to collect data in relevance depending on reading the educational literature, studying previous studies in the field and consulting experts in the field.

6.1 Achievement Test:

The researcher constructed an achievement test in paragraph writing skills according to the process writing approach as it can be seen in **Appendix "A"** in its first draft. Then, this test was showed to some specialist people in order to judge it and then to change any necessary points they recommend. The researcher modified the test according to the juries instructions and got its final draft as it can be seen in **Appendix "C".** This test was used as a pretest since it was applied before the intervention and as a posttest applied after implementing the suggested programme

6.1.1 The General Objectives of the Test:

This study called for a comparison between the score gained by the participants of the control group in the post test and the score gained by the participants of the experiment group in paragraph writing skills in English Language after implementing the suggested programme. This notion was made in order to see the degree of change in the participants' achievement. The researcher did this so that she can measure the impact and the effect of a process writing approach based programme on the students' paragraph writing skills. The researcher built the test according to some writing exams the researcher saw and studies as models to follow and according to the paragraph writing skills the researcher wanted to investigate. These skills are brainstorming, outlining, constructing a topic sentence, using the suitable transition signals, providing a conclusion, providing supporting sentences and writing a short paragraph as a whole as illustrated in **Table (3)**. The objectives of the test were to examine and assess students ability to:

1- Practice using connectors properly.

2- Practice brainstorming techniques like listing, clustering and questioning.

3- Outline for topics assigned to them.

4- Create a topic sentences for each of the suggested topics.

5- Construct supporting sentences to back up the topic sentence.

6- Write a conclusion for certain topics .

7- Practice writing a first draft of a paragraph.

8- Practice revising pieces of writing.

9- Practice editing their pieces of writing to get a final draft.

10- Write a final coherent and a unified paragraph.

Table (3): Test Description

No.	Skill	No. of items	Marks	Percentage
1-	Brainstorming	5	5	20%
2-	Outlining	4	4	16%
3-	Constructing a topic sentence.	2	2	8%
4-	Completing sentences with a suitable connectors.	6	6	24%
5-	Summing up conclusions.	1	1	4%
6-	Providing supporting sentences.	3	3	12%
7-	Writing a unified coherent paragraph.	4	4	16%
Total		25	25	100

6.1.2 The Items of the Test:

The designed test aimed at assessing the participants achievement in paragraph writing skills as follow:

A- Brainstorming:

This question consisted of five items that were shaped in the format of a graphic organizer. Students were asked to fill in with five related points to the given topic. The purpose of this question was to assess students' ability to brainstorm about a suggested topic.

B- Outlining:

This question included two points designed to measure students' ability to make an outline for topic sentences assigned to them. The participants were asked to provide two points to outline for each of the two topic sentences.

C- Constructing a Topic Sentence:

The components of this question were two items. Students had to read two given paragraphs with an omitted topic sentence. Supporting sentences and a conclusion were provided in both of the two assigned paragraphs. Depending on that, students can synthesize the topic sentence for each paragraph.

D- Using Suitable Transition Signals:

This question was mainly concerned with achieving coherence when writing a paragraph. This part is represented in one question in which students had to fill in the gaps with the right transitions and connectors. There were six items in it.

E- Providing Supporting Sentences:

In this area of the test, one question was assigned to students. Students were given a topic sentence to let them support it with detailed information. It is clear that the aim

of this scope is to measure students' ability to back up a topic sentence with convincing and relevant supporting points.

F- Summing up Conclusions:

This scope consisted of one item that was put in order to measure students' ability to write a conclusion. One paragraph was given in the test and students had to read it thoroughly so that they could come up with a suitable relevant conclusion.

G- Writing a Short Paragraph:

This section was represented in one item aiming to measure students' ability to write a unified and a coherent convincing short paragraph. Students were asked to write a paragraph of around 70 words about "Disadvantages of Television". Students were given four hints to take into consideration when writing the paragraph. Such hints were related to punctuation as an accumulate previous knowledge, related supporting sentences, clarity of ideas and a related conclusion to close the paragraph as it is illustrated in the final draft of the test as it can be seen in **Appendix "C".**

6.1.3 Instructions of the Test (for Students):

The instructions of the test are very important, so the researcher herself gave the instructions to the students. In order not to feel worried or be afraid of the ghost of marks, the researcher had to tell the students that the test was designed for research purposes and it had nothing to do with their marks.

6.1.4 The Pilot Study:

To make sure of the validity and reliability of both, the pre-posttest and the pre-post attitude scale, a pilot study was carried out on a random selection sample consisting of

(40) students from Al-Faloja Secondary School. They were not included in either the control group, nor the experimental one. The data were collected from this pilot study, the results of the test were recorded and statistically analyzed. The researcher made some changes and a modification on the tools according to the results of such a pilot study.

6.1.4.1 The Validity of the Test:

Validity is defined as the extent to which the instrument measures what it is supposed to measure. In other words, a test is valid when it measures what it is mainly designed to measure. Mackey and Gass (2005, p. 107) say "Content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information".

The researcher used both of referee and the internal consistency validity.

A. The Referee Validity:

To be sure that the test is valid, the researcher showed the first draft of the test which is attached in **Appendix "A"** to a jury of specialized people in English language and methodology like head teachers, English language teachers, specialized lecturers in different universities in Gaza as it is listed in **Appendix "B".** The researcher modified the items of the test according to their suggestions. The invitation letter in which the researcher asked a jury of experts to judge the achievement test is attached in **Appendix "D"**.

B. The Internal Consistency Validity:

Al Agha (1996, p.121) says that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation of the average of each scope with the total average. To investigate the

Table (4): Pearson Correlation Coefficient of The Achievement Test Items with Total

No.	Pearson Correlation	Sig. level
1	0.639	sig. at 0.01
2	0.613	sig. at 0.01
3	0.696	sig. at 0.01
4	0.313	sig. at 0.05
5	0.657	sig. at 0.01
6	0.478	sig. at 0.01
7	0.348	sig. at 0.05
8	0.490	sig. at 0.01
9	0.451	sig. at 0.01
10	0.527	sig. at 0.01
11	0.359	sig. at 0.05
12	0.403	sig. at 0.05
13	0.516	sig. at 0.01
14	0.612	sig. at 0.01
15	0.598	sig. at 0.01
16	0.553	sig. at 0.01
17	0.723	sig. at 0.01
18	0.749	sig. at 0.01
19	0.537	sig. at 0.01
20	0.442	sig. at 0.01
21	0.476	sig. at 0.01
22	0.766	sig. at 0.01
23	0.594	sig. at 0.01
24	0.432	sig. at 0.01
25	0.502	sig. at 0.01

r table value at df (38) and sig. level (0.05) = 0.304

r table value at df (38) and sig. level (0.01) = 0.393

internal consistency validity, the researcher calculated it by using Person Formula. According to **Table (4)** the coefficient correlation of each item within its scope is

significant at levels (0.01) and (0.05). According to the following table, it can be concluded that the test is highly consistent and valid as a tool for the study.

6.1.4.2 Reliability of the test:

As cited in Golafshani, N. (2003, p. 598), Joppe (2000, p. 1) defines reliability as:

> **The extent to which results are consistent over time and an accurate representation of the total population under study is**

referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

In other words, the test is reliable when it gives the same results if it is re-applied in the same conditions. In the current study, the reliability of the test was measured by **KR21** and the Spilt- half techniques as it is shown in **Table (5)**. The table illustrates that the test is reliable.

Table (5): **(KR21) and Split Half Coefficients of the Writing Achievement Test**

Test Domains	KR21	Split Half Coefficients of the Writing Achievement Test
Total	0.870	0.806

Difficulty Coefficient:

Difficulty coefficient means the percent of the falling student to the total student who answered the test which can be calculated from the following equation quoted from O'dah (2002. p. 125):

Coefficient of Difficulty = $\dfrac{\text{Number of students who gave wrong answers} \times 100}{\text{Total number of students}}$

Table (6) shows the difficulty coefficient for each items of the test:

Table (6): Difficulty Coefficient for each Item of the Test

No.	Difficulty Coefficient
1	0.68
2	0.64
3	0.59
4	0.68
5	0.64
6	0.68
7	0.55
8	0.45
9	0.64
10	0.50
11	0.50
12	0.59
13	0.64
14	0.45
15	0.41
16	0.36
17	0.64
18	0.64
19	0.68
20	0.59
21	0.68
22	0.64
23	0.68
24	0.50
25	0.59

Studying **Table (6)** shows that the difficulty coefficient wobble between (0.36 – 0.68) with total average (0.59) which means that each item of the test is acceptable or at least in the normal limit of difficulty according to the point of view of assessment and evaluation specialist.

Discrimination Coefficient:

It refers to the test's ability to differentiate between the high achievers students and the low achievers as in the following equation quoted from O'dah (2002. p. 127) :

Coefficient of Discrimination =

$$\frac{\text{Correct } \textit{answers number in the higher group} - \text{Correct } \textit{answers number in the lower group}}{\textit{No. of the students in one group}} \times 100$$

Table (7) shows the discrimination coefficient for each items of the test

Table (7): Discrimination Coefficient for each Item of the Test

No.	Discrimination Coefficient
1	0.64
2	0.55
3	0.64
4	0.45
5	0.55
6	0.45
7	0.36
8	0.55
9	0.36
10	0.27
11	0.45
12	0.45
13	0.36
14	0.55
15	0.64
16	0.55
17	0.36
18	0.55
19	0.64
20	0.45
21	0.45
22	0.55
23	0.64
24	0.64
25	0.64

Looking at **Table (7)** shows that the discrimination coefficient wobble between (0.36 – 0.64) with total average (0.51) which means that the mean of each item is acceptable or in the normal limit of discrimination according to the point of view of assessment and evaluation specialists. As a result of these findings, the researcher kept the test in the shape of its final draft which is attached in **Appendix "C".**

Finally, it is worthy to notice that all the text items does not need a criteria to correct according to except for the last question which is about writing a complete paragraph. That is why the researcher put four hints to be considered as a criteria to follow.

6.2 Students' Attitudes Scale:

An attitudes scale was developed by the researcher and used to gather data concerning the participants attitudes changing towards paragraph writing skills in general and towards writing as a process in particular before and after the intervention. Both of the achievement test and the attitudes scale were given to all the participants in the experimental and the control group in order to know members attitudes in both of the two groups towards paragraph writing skills in general and towards writing as a process in particular. The first draft of the attitude scale is illustrated in **Appendix "E"** and the final draft of the scale which has been modified according to the suggestions of the juries is shown in **Appendix "F".**

6.2.1 The Objective of the Scale:

The researcher constructed the attitude scale to measure the impact and effectiveness of the process writing approach based programme on developing a positive attitude towards paragraph writing skills in general and towards writing as a process in particular.

6.2.2 The Items of the Attitude Scale:

The attitude scale which the researcher designed was built according to Likert Type Scoring Format. The scale is a five- point scale as it can be seen in **Table (8).** The scale is formed of thirty-three positive and negative statements. Twenty items are positives and thirteen are negative as a reader can see in **Table (9).** According to purpose of the current study and following the suggestions of the juries who judged the scale, the researcher divided the attitude scale into two main domains. The first domain consisted of eleven statements about students feeling towards writing in general. This domain would have a maximum degree of 55 points and a less degree of 33 points. The second main domain consisted of twenty-two statements that is concerned with writing as a process. This Second main domain of the scale was divided into three sub-domains according to the writing process three stages. The first sub-domain consisted of seven items about the pre-writing stage. This domain would have a maximum degree of 35 points and a less degree of 7 points. The second sub-domain contained six items related to the while-writing stage and this domain would have a maximum degree of 30 points and a less degree of 6 points. The third sub-domain was formed of nine items about the post-writing stage and this domain would have a maximum degree of 45 points and a less degree of 9 points. The scale is attached in **Appendix "F"** in the shape of the final draft of the attitudes scale.

Table (8): Likert Scale

Type of items	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Positive	**5**	**2**	**3**	**4**	**1**
Negative	**1**	**4**	**3**	**2**	**5**

Table (9): The Attitudes Scale Positive and Negative Items in Each Main and Sub-Main Domain

No.	Domain	No. of items	Positive Items	Negative Items
1-	Students' attitudes towards writing in general	**11**	**2,3,4,5,7,9,11**	**1,6,8,10**
2-	Students' attitudes towards writing process steps:			
a-	Points concerning pre-writing	**7**	**1,5,7**	**2,3,4,6**
b-	Points concerning while-writing	**6**	**3,4**	**1,2,5,6**
c-	Points concerning post-writing	**9**	**1,2,3,4,5,6,7,8**	**9**
Total		**33**	**20**	**13**

6.2.3 Instructions of the Scale:

As the researcher understands the difficulties students face when reading anything in English, she decided to translate the attitudes scale into Arabic to help them understand its items as it is seen in **Appendix "G"**. This means that the researcher gave instructions to the participants in their first language that is Arabic.

6.2.4 Pilot Study:

What had been done with the achievement test was also done with the attitudes scale. The researcher applied the scale on a random pilot sample of forty eleventh graders from Al-Faloja Girls Secondary School so that the researcher could assess the validity and reliability of the attitude scale.

6.2.4.1 The Validity of the Scale:

Scales are considered as a main instrument in the field of methodology studies in order to get information about the main target of the study. The researcher needed the scale so that she could gather information about students' attitudes towards writing in general and towards the teaching writing as a process in particular in order to see the difference

before and after the intervention. The tool is valid if it measures what it is mainly designed to measure. The researcher used both of the referee validity in which she proposed the scale to a number of specialist to judge it as illustrated in **Appendix "B"** in addition to using the internal consistency validity.

a- The Referee Validity:

The scale was introduced to a jury of specialists in English Language and Methodology in many universities in Gaza, Ministry of Education, experienced supervisors and teachers in the governmental schools. These specialists are motioned by names in **Appendix "B ".** The researcher attached the letter in which she asked the juries to judge the scale as it can be noticed in **Appendix "H".** The researcher modified and changed the scale's items and divided it into domains according to their valuable recommendations and got the final draft of the attitude scale as it is pointed out in **Appendix "F".**

b- The Internal Consistency Validity:

The internal consistency validity indicates the correlation of the degree of each item with the total average of the scale . It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using Pearson Formula. Depending on the results of **Table (10), (11), (12)** and **(13)** it can be seen that the coefficient correlation of each item within its domain is significant at level (0.01) and level (0.05), while **Table (14)** shows the correlation coefficient of each scope with the whole scale which reveals that the test is highly consistent and valid as a tool for the study.

Table (10): Pearson Correlation Coefficient for each Item of the First Main Domain with the Total Degree of its Domain

No.	Item	Pearson Correlation	Sig. level
1-	I think that academic writing is complicated.	0.716	at 0.01
2-	I prefer to follow clear steps while writing.	0.480	at 0.01
3-	I look forward to writing my ideas down in English.	0.640	at 0.01
4-	I feel I can write a good composition.	0.593	at 0.01
5-	For me, writing is enjoyable and a lot of fun.	0.679	at 0.01
6-	I feel stressed and nervous about writing in English.	0.797	at 0.01
7-	I think that my writings would please the readers.	0.403	at 0.01
8-	I hate and avoid writing in English.	0.534	at 0.01
9-	I like writing at school.	0.739	at 0.01
10-	Writing is boring.	0.480	at 0.01
11-	I think writing is easy.	0.716	at 0.01

r table value at df (38) and sig. level (0.05) = 0.304
r table value at df (38) and sig. level (0.01) = 0.393

The results of **Table (10)** approves that the value of these items were suitable and highly consistent and valid for conducting this study.

Table (11): Pearson Correlation Coefficient for each Item of the First Sub-Domain with the Total Degree of its Domain

No.	Item	Pearson Correlation	Sig. level
1-	I like to write about any topic of my own interest.	0.857	at 0.01
2-	I face difficulties in organizing information in relevance to the target topic.	0.748	at 0.01
3-	I find it hard to specify thoughts before writing.	0.624	at 0.01
4-	I find it difficult to outline for my topic.	0.842	at 0.01
5-	I see that pre-writing activities help me write well	0.438	at 0.01
6-	I like to make a list of ideas before I write.	0.514	at 0.01
7-	I care about specifying the purpose of writing.	0.624	at 0.01

r table value at df (38) and sig. level (0.05) = 0.304
r table value at df (38) and sig. level (0.01) = 0.393

The results of **Table (11):** The same as in the previous table, the findings of **Table (11)** show that the value of these items were suitable and highly consistent and valid for conducting this study.

Table (12): Pearson Correlation Coefficient for each Item of the Second Sub-Domain with the Total Degree of its Domain

No.	Item	Pearson Correlation	Sig. level
1-	I find it clumsy to construct supporting sentences.	0.913	at 0.01
2-	My mind becomes distracted when I start writing.	0.941	at 0.01
3-	I sometimes like to write randomly whatever comes to my mind.	0.955	at 0.01
4-	I think that following the writing process helps me to organize my ideas.	0.914	at 0.01
5-	I hardly can put together what I have collected about my topic.	0.707	at 0.01
6-	Its problematic for me to use meaningful conjunctions.	0.445	at 0.01

r table value at df (38) and sig. level (0.05) = 0.304
r table value at df (38) and sig. level (0.01) = 0.393

Once again, the results of **Table (12)** point out that the value of these items were suitable and highly consistent and valid for conducting the current study.

Table (13):Pearson Correlation Coefficient for each Item of the Third Sub-Domain with the Total Degree of its Domain

No.	Item	Pearson Correlation	Sig. level
1-	I feel happy when performing a writing task.	0.726	at 0.01
2-	I like to check and revise what I have written.	0.679	at 0.01
3-	I have no fear of my writing to be evaluated.	0.656	at 0.01
4-	I prefer discussing my writing with others.	0.622	at 0.01
5-	I feel that following the right writing steps encourages me write.	0.737	at 0.01
6-	I believe that following clear systematic steps helps me think clearly.	0.816	at 0.01
7-	It seems to me that writing according to writing process is more persuasive and effective.	0.727	at 0.01
8-	I think that writing according the writing process facilitates the task.	0.616	at 0.01
9-	I find that writing according to writing process steps is a waste of time.	0.823	at 0.01

r table value at df (38) and sig. level (0.05) = 0.304
r table value at df (38) and sig. level (0.01) = 0.393

Findings of **Table (13)** indicates that the value of these items were suitable and highly consistent and valid for conducting the present study.

The researcher also made sure of the correlation between the domains with the total degree of the scale, and between domains and each other as shown in **Table (14).**

Table (14): Pearson Correlation Coefficient for each Domain of the Scale with the Total Degree of the Scale and the Domains with other Domains

	SUM	Students' attitudes towards writing in general	Points concerning pre-writing	Points concerning while-writing	Points concerning post-writing:
Students' attitudes towards writing in general	0.796	1			
Points concerning pre-writing	0.668	0.438	1		
Points concerning while-writing	0.545	0.321	0.335	1	
Points concerning post-writing	0.833	0.590	0.548	0.363	1

r table value at df (38) and sig. level (0.01) = 0.393

r table value at df (38) and sig. level (0.05) = 0.304

As shown in the **Table (14)**, there is a relation correlation between the scopes and the total degree and each scope with the other scopes at sig. level (0.01) that shows a high internal consistency of the scale which reinforces the validity of the scale.

6.2.4.2 The Reliability of the Scale:

Al Agha & Al Ostaz (2004, p.108) say that the test is reliable when it gives the same results if it is applied again in the same conditions The researcher used the pilot study to calculate the reliability of the scale which was measured by Alpha Cronbach and split-half methods. The researchers calculated the correlation between the first and the second of the whole of the scale. Then, the researcher modified the scale to found out the reliability coefficient as it is illustrated in **Table (15).**

Table (15):Correlation Coefficient between the two Halves of each Domain before Modification and the Reliability after Modification

Domain	No. of Items	Reliability Coefficient by Split-Half Methods	Alpha Cronbach
Students' attitudes towards writing in general	**11**	**0.787**	**0.833**
Students attitudes towards writing process steps			
Points concerning pre-writing	**7**	**0.529**	**0.784**
Points concerning while-writing	**6**	**0.870**	**0.895**
Points concerning post-writing	**9**	**0.808**	**0.869**
Total	**33**	**0.499**	**0.843**

Looking into the data listed in **Table (15)** shows that the scale proved to be reliable. Alpha Cronbach coefficient is (0.843) and the split- half coefficient is (0.499) which indicates that the scale is reliable to be applied in the study.

6.3 The Suggested Programme:

Students were exposed to a suggested programme for teaching paragraph writing skills based on the process writing approach. Here, the researcher introduced a full description of the suggested programme that is attached in **Appendix "I"** and the lesson plan illustrated in **Appendix "K".** An illustration of the suggested programme definition, objectives, teaching aids, content evaluation, time and validity are detailed in this chapter.

6.3.1 Definition of the Suggested Programme:

It is said that an instructional program is all of the activities and tasks used to teach reading and writing. Slavin (1989, p. 758) states:

> **If education is ever to made serious generational progress, educators must somehow stop the pendulum by focusing their efforts to improve education on programs that are effective, rather than on those are merely new or sound good.**

Good (1998, p.613) meets this point of view as he points out that a programme is:

> **A group of well-designed activities that aim to develop the knowledge, attitudes and skills of learners, promote their competences, guide their thinking and improve their work performance.**

The researcher also thinks that a suggested programme is mainly established to develop learners' attitudes, skills, learning, thinking, knowledge and any other targets someone may want to achieve. The programme consists of a curriculum component to teach and a teaching procedures to show how to teach the suggested material.

6.3.2 Description of the Programme:

The present suggested programme was designed according to the writing process theory steps and criteria that many professionals talked about like White and Andt (1991), Harmer (2001) and Flower and Hayes (1980). This current programme is entitled as **"The Process Approach to Teaching Paragraph Writing Skills".** The researcher designed this programme to be implemented in Grade 11 at Al-Faloja Secondary School in the Northern Governorate. The Programme lasted for nine weeks from which the first class was to familiarize the participants with the process approach and trained them to use it when writing a short paragraph. Two 45-minute classes were assigned for the programme. It is worthy to mention that the researcher made it clear that going throughout this programme is for the purpose of learning skills and pleasure rather than tests and exams. This step was taken to make students feel comfortable and to low their anxiety and fear in order to achieve better results.

6.3.3. Objectives of the Programme:

a- General Object:

The purpose of the present suggested programme is enhancing and improving Eleventh's Graders English paragraph writing skills through adopting and applying process writing approach and to help students have a positive attitudes towards it.

b- Specific Behavioral Objectives of the Programme:

At the end of the lessons, students should be able to practice steps of writing process represented in the process main stages; brainstorming, drafting, revising and editing.

1- Students should practice brainstorming techniques like clustering and questioning.
2- Students should outline for topics assigned to them.
3- Students should form a topic sentences for each of the suggested topics.
4- Students should construct supporting sentences to back up the topic sentence.
5- Students should write a conclusion for certain topics .
6- Students should practice using connectors properly.
7- Students should practice writing a first draft of a paragraph.
8- Students should practice revising pieces of writing.
9- Students should practice editing their pieces of writing to get a final draft.
10- Students should write a final coherent and a unified paragraph.

6.3.4 Principles of the Programme:

When designing the programme, the researcher took into consideration some important principles that are:

1- Individual differences among students.
2- Writing a paragraph is a process.
3- Activities and tasks are gradually introduced to students; form easy to difficult.

4- Varity of questions and tasks related to the target paragraph writing skills are introduced in accordance to writing process theory.

5- Applicable teaching learning aid resources are provided.

6- The programme matches students' needs.

7- The school's time table is considered, too.

8- The teacher is just a facilitator, guide and a director as the programme is student-centered.

9- The programme ,somehow, meet the English Language curriculum.

6.3.5 Procedures of Building the Programme:

Coming up with this suggested programme passed through main steps. A full description of these steps and how they were achieved is represented.

1- A pre-test was implemented as a diagnostic test in order to find out the weakness points students face. This step helped the researcher build her programme in the light of these points.

2- The researcher surfed the net, read as many books as possible and studied many references related to current study which helped in designing, identifying the program and setting its objectives, content, teaching aids, tasks and activities

3- The designed programme was shown to a group of specialists to judge it as listed in **Appendix "J"** and then, the researcher modified it according to their recommendation.

4- At that stage, it was time for the actual teaching and learning in the shape of introducing information and skills to the participants of the study to serve the aims of the programme. Students were persuaded and encouraged to participate so that they could benefit as much as possible.

5- Finally, that stage was about both of the formative and summative evaluation to see the degree of students' progress through the implementation of the intervention.

6.3.6 Teaching- Learning Aids:

Experts in methodology stress the importance of using the suitable teaching and learning aids in teaching for the purpose of creating an effective teaching. To achieve the goals of the programme the researcher designed, she used the blackboard, students' handbook, graphic organizers, LCD and colored chalk and pencils.

6.3.7 Programme Content:

As it is shown in the appendixes, the suggested programme consists of two sections that are Students' Handbook and a lesson plan.

a- Students' Hand Book:

The Students' Handbook consisted of two units. Each unit represented a topic to write about. the first unit consisted of an introduction about the writing process, the transitional signals they were supposed to learn, the first topic which was about " Healthy food" any a variety of activities. The second unit consisted of the second which was about " Siege on Gaza" and a number of activities that followed the process writing approach steps in order to represent the target paragraph writing skills according to writing process approach. All of this was designed by the researcher herself as it is illustrated in **Appendix "I"**.

b- Lesson Plan:

The lesson plan of each lesson explained all the classroom procedure and activities that took place in the classroom as it is shown in **Appendix "K".** The plan facilitated the roles of the teacher and students, as it helped the teacher to move smoothly from one activity to another.

6.3.8 Programme Validity:

The researcher made her fist version of the programme and then modified it according to the jury of specialist who kindly refereed the suggested programme as one can see in **Appendix "J".**

6.3.9 Evaluation:

To follow the progress throughout the implementation of the programme, the researcher used formative and summative evaluation. On one hand, as a formative ongoing evaluation, students were given tasks to do, either at home or at the beginning of a coming class. These tasks were checked and students were given feedback on them. On the other hand, students had summative evaluation in the form of a post-test at the end of the programme to measure the difference in achievement between the experimental and the control group before and after the intervention

6.3.10 Programme Time Plan:

The suggested programme was totally accomplished and implemented in three main stages which are shown in the **Table (16)**.

Table (16): Stages of the Programme

Stages	Description of the Stage	Duration
Preparation stage	* Selecting and preparing material for the programme. * Preparing attitudes scale. * Preparing pre-posttest. * Refereeing and modifying the tools. * Pilot study.	4 weeks
Implementation stage	* Introducing the programme for the participants * Applying the pre-test as a diagnostic evaluation. * Applying the pre attitude scale. * Deliberate paragraph writing skills training and activities according to the process-writing approach.	9 weeks
Evaluation Stage	* Applying the post-test as a summative evaluation. * Applying the post-attitude scale. * Results of Statistical Analysis	1 week

The teacher managed to assign two school classes a week for implementing the programme. Each class period is (45) minutes. Before starting carrying out the first actual class in the programme, the researcher introduced it to the participants of the study in order to be familiar with what they will do. **Table (17)** is inserted for a detailed time plan for the implementation stage.

Table (17): Implementation Stage Time Plan

Week	Day and Date	Lesson	Period
One	Wed. 22nd Feb. 2012	The teacher introduced the programme.	**1st**
Two	Sat. 25th Feb. 2012	Students had the pre-test.	**5th & 6th**
	Sun. 26th Feb. 2012	Students filled in the pre-attitude scale.	**2nd**
Three	Sat. 29th Feb. 2012	The teacher explained a list of some common connectors for students.	**1st**
Four	Sat. 3rd Mar. 2012	Students practiced choosing the correct connectors to fill sentence with.	**6th**
	Wed. 7th Mar. 2012	The teacher explained another list of some common connectors for students.	**1st**
Five	Sat. 10th Mar. 2012	Students practiced choosing the correct connectors to fill short paragraphs with.	**6th**
	Wed. 14th Mar. 2012	Students practiced brain storming.	**1st**
	Sat. 17th Mar. 2012	Students practiced outlining.	**6th**
	Wed. 21st Mar. 2012	Students practiced writing a topic sentence.	**1st**
Six	Sat. 24th Mar. 2012	Students practiced writing supporting sentences, producing a first draft.	**6th**
	Wed. 28th Mar. 2012	Students practiced writing a conclusion.	**1st**
Seven	Sat. 31st Mar. 2012	Students practiced revising their first draft using a check list.	**6th**
	Wed. 4th Apr. 2012	Students practiced editing their first draft according to the check list they used.	**1st**
Eight	Sat. 7th Apr. 2012	Students practiced writing a final draft.	**6th**
	Wed. 11th Apr. 2012	Students practiced general activities related to all of the skills they have studied.	**1st**
Nine	Sat. 14th Apr. 2012	Students had the post test	**6th**
	Wed. 18th Apr. 2012	Students filled the post attitude scale	**1st**

6.3.11 Procedures of Implementing the Programme:

1- The researcher did not apply the programme in the original English classes. Instead, she managed to take the Physical Education and the Arts and Crafts classes in order to apply the suggested programme.

2- The researcher introduced the process approach to the participants and gave them an idea about it. Students were familiarized with how to use the process approach and how it could be beneficial in developing and enhancing their paragraph writing skills.
3- The researcher encouraged the participants to work together either in pairs or in groups.
4- The researcher, who took the role of the teacher, helped students and provided them with good molding to imitate as she demonstrated how to apply the skills of writing process approach, and students produce their own writing.
5- The researcher moved around in the class so that she could follow up students' work.
6- The researcher cautiously made sure that the writing process steps were applied in all of the programme's classes as needed.
7- A continual feedback was provided to the participants either orally while observing their work or written when checking their formative evaluation at each class.

7- The Participants:

The participants of this study consisted of (87) female students from eleventh grade students in Al-Faloja Secondary Female School. These participants are all between 15 and 17 years old. They represented two classes that were chosen purposely out of three classes the researcher taught in the mentioned school. Section "10" was assigned as the experimental group and Section "9" was assigned as the control group. The two groups had almost similar economical, cultural and social level. According to the statistical treatment, they were also equivalent in their general achievement and in their achievement in English.

7.1 Controlling the Variables of the Participants:

In order to control any Intervening interference may affect the results of the study, the researcher tried to control such factors as much as possible before the study in order to assure the accuracy of the results.

7.1.1 Age Variable:

The researcher recorded the participants' ages from Al-Faloja Secondary School file at the beginning of the school year (2011- 2012). T-Test was used to measure whether there were statistically significant age differences among the participants. **Table (18)** indicated that there were no statistically significant differences at (0.05) level between the experimental and the control groups due to age variable.

Table (18): T-Test Results of Controlling Age Variable

Scope	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Age	Experimental	43	16.310	0.621	1.377	0.172	not sig.
	Control	44	16.512	0.738			

"t" table value at (85) d.f. at (0.05) sig. level equal 2.00
"t" table value at (85) d.f. at (0.01) sig. level equal 2.66

7.1.2 General Achievement Variable:

To be sure that all the participants of the study in both of the experimental and the control groups are equivalent in their general achievement in all subjects, the researcher got a copy of the students First Mid-Term certificates for the school year (2011- 2012) from the school's documented files. After that, the researcher analyzed data through SPSS. Comparing those scores proved that there were no statistical differences at (0.05) between the experimental and the control participants due to the English achievement variable**. Table (19)** shows these results.

Table (19): T-Test Results of Controlling General Achievement Variable

Scope	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
General Achievement	Experimental	43	921.372	140.531	0.371	0.712	not sig.
	Control	44	910.636	129.493			

"t" table value at (85) d.f. at (0.05) sig. level equal 2.00

"t" table value at (85) d.f. at (0.01) sig. level equal 2.66

7.1.3 General Achievement in English Language in General:

To be able to assure the equivalence in the general achievement in English language in general in both groups, the experimental and the control, T-Test was used to measure the statistical differences between both of the two groups. To do so, the researcher depended on the total score of the participants' achievement in the First Mid-Term score in English for the school year (2011- 2012). It is proved that there were no statistical differences at (0.05) between the experimental and the control members due to the English achievement variable as **Table (20)** shows.

Table (20): T-Test Results of Controlling English General Achievement Variable

Scope	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
English General Achievement	Experimental	43	71.023	15.907	-0.549	0.585	not sig.
	Control	44	72.773	13.782			

"t" table value at (85) d.f. at (0.05) sig. level equal 2.00

"t" table value at (85) d.f. at (0.01) sig. level equal 2.66

7.1.4 English Paragraph Writing Skills Previous Learning Variable:

The researcher designed an achievement test in the form of a pre-posttest consisting of items covering the target skills. To make sure that the participants were equivalent in their previous learning variable in writing paragraph skills, the researcher applied the pre- achievement test. **Table (21)** indicates that there were no statistically significant

differences at (0.05) level between the experimental and the control group due to previous learning in writing paragraph skills variable.

Table (21): T-Test Results of Controlling Previous Learning in Writing Paragraph Skills Variable.

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Brainstorming.	Experimental	43	2.791	1.597	0.619	0.538	not sig.
	Control	44	2.977	1.191			
Outlining.	Experimental	43	0.395	0.903	1.291	0.200	not sig.
	Control	44	0.636	0.838			
Constructing a topic sentence.	Experimental	43	0.419	0.626	1.607	0.112	not sig.
	Control	44	0.227	0.476			
Summing up conclusions.	Experimental	43	1.233	1.324	1.815	0.073	not sig.
	Control	44	1.682	0.959			
Completing sentences with a suitable connectors.	Experimental	43	0.093	0.294	0.421	0.675	not sig.
	Control	44	0.068	0.255			
Providing supporting sentences.	Experimental	43	0.279	0.666	0.225	0.823	not sig.
	Control	44	0.250	0.534			
Writing a unified coherent paragraph.	Experimental	43	0.279	0.854	0.998	0.321	not sig.
	Control	44	0.136	0.409			
Total	Experimental	43	5.488	4.278	0.654	0.515	not sig.
	Control	44	5.977	2.482			

"t" table value at (85) d.f. at (0.05) sig. level equal 2.00

"t" table value at (85) d.f. at (0.01) sig. level equal 2.66

7.1.5 Previous Attitudes Towards Paragraph Writing and Towards the Process Writing Approach:

To be sure of the equivalence in the participants' in previous attitudes towards paragraph writing and towards the writing process approach in both groups, the experimental and the control, T-Test was used to measure the statistical differences between both of the

two groups. To do that, the researcher gave them a pre-attitudes scale to fill before going through the programme. It is confirmed that there were no statistical differences at (0.05) between the experimental and the control members due to their attitudes towards paragraph writing and towards the writing process approach variable as **Table (22)** reveals.

Table (22): T-Test Results of Controlling Previous Attitudes Towards Paragraph Writing and Towards the Writing Process Approach Variable

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Students' attitudes towards writing in general	Experimental	43	29.930	7.567	0.103	0.918	not sig.
	Control	44	30.091	6.994			
Points concerning pre-writing	Experimental	43	18.791	4.872	-0.410	0.683	not sig.
	Control	44	19.159	3.403			
Points concerning while-writing	Experimental	43	19.302	2.883	1.555	0.124	not sig.
	Control	44	20.205	2.520			
Points concerning post-writing	Experimental	43	24.651	7.628	1.517	0.133	not sig.
	Control	44	26.727	4.867			
Total	Experimental	43	92.674	16.855	1.229	0.222	not sig.
	Control	44	96.273	9.529			

"t" table value at (85) d.f. at (0.05) sig. level equal 2.00

"t" table value at (85) d.f. at (0.01) sig. level equal 2.66

7.1.6 Teacher Variable:

The teacher can affect the result in a way or another, that is why the researcher made sure of this point. To prevent such intervening factor, both of the experimental and control group were taught by the same teacher who is the researcher.

8- Research Procedures:

1- Studying previous research works and studies that were carried out on teaching English generally and the implementation of writing process approach particularly to benefit from their recommendations, results, instrumentation and sampling.

2- Analyzing and deciding the content of the study.

3- Designing the achievement test.

4- Designing the attitude scale.

5- Designing the process writing approach based programme.

6- Consulting experts and specialists in English language and methodology and refereeing the validity and the reliability of the study tools.

7- Obtaining permission from the Islamic University of Gaza and The Ministry of Higher Education to carry out the study as one can see in **Appendix "L"**.

8- Applying the pre- test on both of the control and the experimental group.

9- Applying the programme that is teaching paragraph writing skills through the process writing approach on the experimental group and using the traditional way with the control group.

10- Applying the post- test and the post attitude scale, recording and interpreting the results.

11- Presenting recommendations and suggestions in the light of the findings of the study.

Chapter IV

Data Analysis

Chapter I V

Result and Data Analysis

Introduction

The study aimed at examining the effect of a suggested program on eleventh graders' English paragraph skills and the their attitudes towards it. The researcher used three tools in order to collect data: an achievement test, an attitude scale and the suggested writing process based program. This chapter tackles the procedures, findings, and results of the study regarding the research questions and hypotheses.

The researcher used different statistic forms using the statistical programme (SPSS) to show the final gathered data findings. Tables were also used to clarify and present these data with analysis and interpretation.

The Results of the Study

1- The First Question is Stated as Follows:

1. What are the writing skills that eleventh graders should develop?

To answer this question, the researcher studied the English language curriculum for public schools, the analysis and distribution of the syllabus plan, and the contents of English for Palestine for Eleventh Grade 2009 Student's Book, and came up with **Table (1)** which shows writing skills that 11^{th} graders should develop by the end of their school year.

Table (1): Writing Skills in English For Palestine, Grade 11

No.	Unit	Skills 11th graders should develop
1-	**One "It's a small world now"**	1- To use headings to write a summary. 2- To punctuate a seen text. 3- To write a mirror text about Ibn Batuta.
2-	**Two "The death of a disease"**	1- To complete notes from a text. 2- To use notes to write a summary. 3- To write negative and positive points about "Health for all" using appropriate connectors.
3-	**Three "Education first"**	1- To write a reply to an informal friendly letter. 2- Complete a summary with words from a text. 3- Interpret line graphs into a written form.
4-	**Four "Let's do business!"**	1- To write a short paragraph -contrasting trade in the past and now using appropriate connectors. 2- To punctuate a seen text. 3- To write an opinion essay about "Globalization: good and bad".
5-	**Five "The way I feel"**	1- To add statements of cause and purpose to key points. 2- To support key sentences with information about "Health for all: problems and success stories".
6-	**Six "The right choices"**	1- To add supporting statements to key points in the form of a summary. 2- To write an essay about "Road safety problems and recommended actions.

7-	**Seven "The Olympic spirit"**	1- To write a paragraph comparing and contrasting Olympics in the past and now. 2- To write a formal letter to a newspaper about "Hosting the Olympics". **Note**: The main focus is mainly on topic sentences and points to support them.
8-	**Eight "This dangerous world"**	1- To write a summary from notes. 2- To write a report about "The May Celeste" using past simple modals to express thoughts and beliefs.
9-	**Nine "Energy for tomorrow"**	1- To write a summary from notes. 2- To write a formal letter to a newspaper suggesting a community project.
10-	**Ten "The wonderful world of the web"**	1- To write a summary from notes. 2- To write a descriptive paragraph about the place they live in.
11-	**Eleven "Problems and solutions"**	1- To provide topic sentences by answering questions. 2- To write an essay on an environmental problem.
12-	**Twelve "Living in a community"**	1- To add supporting statements to key points. 2- To use model text to describe a difficult decision-making process.

This table can be transferred into more clear lines. That means eleventh graders are supposed to develop the following writing skills:

1- Making notes and writing a summary.

2- Imitating a model of writing.

3- Putting graphics into a written text.

4- Writing an essay.

5- Writing formal and informal letters.

6- Writing descriptive and comparison paragraphs with their sub skills like punctuation, outlining, providing topic sentences, providing supporting sentences, using appropriate connectors, writing a related conclusion.

2- The Second Question is Stated as Follows:

2. ***What is the programme to be utilized for teaching writing skills assigned in the current research?***

The Suggested Programme (Students' Hand Book):

The suggested programme (Students' Hand Book) included sufficient activities and tasks that were created and designed by the researcher representing the target paragraph writing skills according to writing process approach as it was shown in **Appendix "I"**.

The Lesson Plane (Teacher's Guide):

The teacher's guide provides information of the procedures that teachers can use when applying this suggested programme. This guide contains detailed plan notes of how to use the program effectively when following it. The objectives of each lesson are clearly identified as it can be seen in **Appendix "K"**.

Teaching Aids:

Several teaching aids were used in the suggested programme as pictures, graphic organizers and LCD are used in the design in order to activate the students' interest, attitudes, attention and interaction with the programme. In addition, the researcher added related activities to each lesson so as to improve the paragraph writing skills and their attitudes towards it.

Evaluation Tools:

The researcher used two tools to evaluate the programme: the achievement test as it is attached in **Appendix "C"** and the attitude scale as it can be seen **Appendix "F"** in order to determine students' attitudes toward it and their interest in writing according to the process writing approach.

To answer the of the rest of the questions, the researcher tested the related null hypotheses of each question. To examine these hypotheses, means and standard deviation of the experimental and the control group results in the post-test of paragraph writing skills were computed. Independent Samples T-test was used to measure the significant differences. For the purpose of interpretation, the researcher used T-test independent sample results of differences between experimental and control group in the post-test as it is illustrated in the following lines.

3- The Third Question is Stated as Follows:

3. ***Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of paragraph writing skills between the students who will receive writing - process training programme "experimental group" and those who learn writing in the traditional method "control group"?***

To answer this question, the researcher investigated the following null hypothesis:

- **There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of paragraph writing skills between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group".**

The researcher used the difference between the participants' grades in the control group and the participants' grades in the experimental group in post -test to deal with the

actual score gained by the participants. Then, T-Test for two independent samples was used to determine the significant differences between the experimental and the control groups in relation to **"Paragraph writing skill"** as it is described in **Table (23)**

Table (23):T-Test Independent Sample Results of Differences between the Experimental and the Control Group in Relation to Paragraph Writing Skills in the Post Test

Scope	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Writing a unified coherent paragraph.	Experimental	43	1.209	1.264	5.717	0.000	at 0.01
	Control	44	0.091	0.291			

"t" table value at (85) d.f. at (0.05) sig. level equal 2.00
"t" table value at (85) d.f. at (0.01) sig. level equal 2.66

Table (23) points out that the (t) computed value (5.717) was larger than the (t) table value (2.66) at (0.01) and (2.00) at (0.05) in the posttest that was applied after the treatment. This means that there were significant differences at (0.01) and (0.05) between the experimental group and the control one in relation to writing a unified coherent paragraph favoring the experimental group. Depending on that, the null hypothesis is rejected. In addition, there was a significant difference between the means of both groups in favor of the experimental group. The mean of the control group was (0.091) whereas the mean of the experimental group was (1.209).

4- The Fourth Question is Stated as Follows:

4. ***Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of brainstorming skill between the students who will receive writing- process training programme "experimental group" and those who learn writing in the traditional method "control group"?***

This question is answered through testing the following null hypothesis:

- **There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of brainstorming skill between the students who will receive writing - process training programme "experimental group" and those who learn writing in the traditional method "control group".**

The researcher used the difference between the control group participants' grades in the post -test and the experimental group participants' grades also in the post- test to deal with the actual score gained by the participants. Then, T-Test for two independent samples was used to determine the significant differences between the experimental and the control groups in relation to "**Brainstorming skill"** as it is described in **Table (24).**

Table (24):T-Test Independent Sample Results of Differences between the Experimental and the Control Group in Relation to Brainstorming in the Post Test

Scope	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Brainstorming.	Experimental	43	4.372	0.926	7.689	0.000	at 0.01
	Control	44	2.455	1.355			

"t" table value at (85) d f. at (0.05) sig. level equal 2.00
"t" table value at (85) d f. at (0.01) sig. level equal 2.66

Table (24) illustrates that the (t) computed value (7.689) was larger than the (t) table value (2.66) at (0.01)) and (2.00) at (0.05) in the post test. This means that there were significant differences at (0.01) and (0.05) between the experimental group and the control one in relation to brainstorming favoring the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the experimental group was (4.372), the mean of the control group was (2.455). According to that, the researcher rejected the null hypothesis which approved the significant effect of applying the suggested programme.

5- The Fifth Question is Stated as Follows:

5. ***Are there statistically significant differences at (α ≤ 0.05) on the level of outlining skill between the students who will receive writing- process training programme "experimental group" and those who learn writing in the traditional method "control group"?***

This question is answered through testing the following null hypothesis:

- **There are no statistically significant differences at (α ≤ 0.05) on the level of outlining skill between the students who will receive writing - process training programme "experimental group" and those who learn writing in the traditional method "control group".**

The researcher used the difference between the control group participants' grades in the post -test and the experimental group participants' grades also in the post- test to deal with the actual score gained by the participants. Then, T-Test for two independent samples was used to determine the significant differences between the experimental and the control groups in relation to "**Outlining skill"** as it is described in **Table (24).**

Table (25):T-Test independent sample Results of Differences between the experimental and the control group in relation to Outlining in the Post Test

Scope	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Outlining	Experimental	43	1.953	1.430	5.006	0.000	at 0.01
	Control	44	0.705	0.823			

"t" table value at (85) d.f. at (0.05) sig. level equal 2.00
"t" table value at (85) d.f. at (0.01) sig. level equal 2.66

Table (25) points out that there were significant differences at (0.01) and (0.05) between the experimental group and the control one in relation to making an outline because the

(t) table value (2.66) at (0.01) and (2.00) at (0.05) was less than the (t) computed value (5.006) at (0.01) and at (0.05) in the posttest which students had after applying intervention. This difference was favoring the experimental group. There was also a noticeable progress in making an outline skill which was conducted from the significant difference between the means of both groups in favor of the experimental group. The mean of the control group was (0.705) whereas the mean of the experimental group was (1.953).

6- The Sixth Question is Stated as Follows:

6. ***Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of constructing a topic sentence and its controlling ideas skill between the students who will receive writing - process training programme" experimental group" and those who learn writing in the traditional method "control group"?***

This second question is answered through testing the following null hypothesis:

- **There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of constructing a topic sentence and its controlling ideas skill between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group".**

The researcher analyzed students' performance in the control group in constructing a topic sentence and its controlling ideas in the post-test and the participants' grades in the experimental group in the post test too. That helped the researcher deal with the participants' authentic score.

After that, T-Test for two independent samples was used to determine the significant differences between the experimental and the control groups in relation to **"Constructig a topic sentence"**. **Table (26)** describes the results of this scope.

Table (26):T-Test Independent Sample Results of Differences between the Experimental and the Control Group in Relation to Constructing a Topic Sentence in the Post Test

Scope	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Constructing a topic sentence.	Experimental	43	0.860	0.639	4.622	0.000	at 0.01
	Control	44	0.273	0.544			

"t" table value at (85) d f. at (0.05) sig. level equal 2.00
"t" table value at (85) d f. at (0.01) sig. level equal 2.66

In **Table (26)**, the "T" computed value indicates that there were significant differences at (0.01) and (0.05) between the experimental group and the control one in relation to writing a topics sentence favoring the experimental group. This indication was concluded because the (t) computed value (4.622) was larger than the (t) table value (2.66) at (0.01) and (2.00) at (0.05) in the achievement test that was applied after the treatment. Which is more, The mean of the control group was (0.273) whereas the mean of the experimental group was (0.860). Means that here was a significant difference between the means of both groups in favor of the experimental group. Depending on what is mentioned above, the researcher rejected that null hypothesis concerning construction a topic sentence and its controlling ideas.

7- The Seventh Question is Stated as Follows:

7. ***Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of providing supporting ideas skill between the students who will receive writing – process training programme "experimental group" and those who learn writing in the traditional method "control group "?***

This question is answered through testing the following null hypothesis:

- **There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of providing supporting ideas skill between the students who will receive writing – process training programme "experimental group" and those who learn writing in the traditional method "control group".**

The researcher attempted to compare the score which have been gained by the experimental group participants in the post- test and the score that have been gained by the control group participants in the post- test to figure out if there were significant differences between them. The next step the researcher took after that was using T-Test for two independent samples. This was done to determine the significant differences between the experimental and the control groups in relation to **"Providing supporting sentences". Table (27)** shows the results of this scope.

Table (27):T-Test Independent Sample Results of Differences between the Experimental and the Control Group in Relation to Providing Supporting Sentences in the Post Test

Scope	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Providing supporting sentences.	Experimental	43	2.070	0.552	12.723	0.000	at 0.01
	Control	44	0.295	0.734			

"t" table value at (85) d f. at (0.05) sig. level equal 2.00

"t" table value at (85) d f. at (0.01) sig. level equal 2.66

Comparing the data in **Table (27)** points out that the (t) computed value (12.723) at (0.01) was less than the (t) table value at (0.01) which was (2.66) in the achievement test which was applied after the treatment. It means that the (t) computed value was larger than the (t) computed value. As a result of that, the null hypothesis concerning writing supporting sentences was refused. This reflected that there were significant differences at (0.01) and (0.05) between the experimental group and the control one in

relation to writing supporting sentences favoring the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group. The mean of the control group was (0.295) and the mean of the experimental group was (2.070).

8- The Eighth Question is Stated as Follows:

8. ***Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of summing up conclusions skill between the students who will receive writing - process training programme "experimental group" and those who learn writing in the traditional method "control group"?***

This question is answered through testing the following null hypothesis:

- **There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of summing up conclusions skill between the students who will receive writing - process training programme "experimental group" and those who learn writing in the traditional method "control group".**

To investigate this hypothesis, the researcher computed mean and standard deviation of the experimental and the control groups' results after applying the suggested programme. T-Test for two independent samples was used to measure the significant differences between the experimental and the control groups in relation to **"Summing up conclusions skill"** as it is shown in **Table (28).**

Table (28):T-Test Independent Sample Results of Differences between the Experimental and the Control Group in Relation to Summing up Conclusions in the Post Test

Scope	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Summing up conclusions.	Experimental	43	0.0767	0.427	10.886	0.000	at 0.01
	Control	44	0.023	0.151			

"t" table value at (85) d.f. at (0.05) sig. level equal 2.00

"t" table value at (85) d.f. at (0.01) sig. level equal 2.66

The data obtained from **Table (28)** illustrates that the mean of the experimental group was (0.0767) and the mean of the control group was (0.023). These figures assured that there was also a significant difference between the means of both groups in favor of the experimental group. The value of the computed (t) was larger than the value of the tabled (t). This point was proved as the (t) computed value was (10.886) while the (t) table value was (2.66) at (0.01) and (2.00) at (0.05) in the post test. This means that there were significant differences between the experimental group and the control one in relation to writing a conclusion favoring the experimental group.

9- The Ninth Question is Stated as Follows:

9. ***Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of unity and coherence (using transitional signals) skill between the students who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group"?***

This fourth minor question is answered through testing the following null hypothesis:

- **There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of unity and coherence (using transitional signals) skill between the students**

who will receive writing-process training programme "experimental group" and those who learn writing in the traditional method "control group".

To investigate this null hypothesis, the researcher adopted the T-Test for two independent samples so that she could determine if there were significant differences between the experimental and the control groups in relation to **"Completing sentences with a suitable connector"** after adopting the suggested programme. In other words, the researcher depended on using the difference between the participants marks in the post -test results of both; the control and the experimental group to deal with the actual score. **Table (29)** describes the results of this scope.

Table (29):T-Test Independent Sample Results of Differences between the Experimental and the Control Group in Relation to Completing Sentences with a Suitable Connector in the Post Test.

Scope	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Completing sentences with a suitable connector.	Experimental	43	4.558	1.278	11.010	0.000	at 0.01
	Control	44	1.682	1.157			

"t" table value at (85) d f. at (0.05) sig. level equal 2.00

"t" table value at (85) d f. at (0.01) sig. level equal 2.66

Table (29) points out that the (t) computed value (11.010) was larger than the (t) table value (2.66) at (0.01) and (2.00) at (0.05) in the posttest took place after the treatment. This means that there were significant differences at (0.01) and (0.05) between the experimental group and the control one in relation to ideas favoring the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group. The mean of the control group was (1.682) whereas the mean of the experimental group was (4.558).

To calculate the size effect the researcher used Eta square "η^2 " by using the following equation (Affana, 2000, 42):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

The researcher also calculated "d" value by using the following equation:

$$D = \frac{2t}{\sqrt{Df}}$$

Table (30): The Table References to Determine the Level of Size Effect (η^2) and (d)

Test	Effect volume		
	Small	**Medium**	**Large**
η^2	**0.01**	**0.06**	**0.14**
D	**0.2**	**0.5**	**0.8**

Implementing the effect size equation, the researcher found that the effect size of the programme, as shown in **Table(30)** was large.

Table (31): "t" Value, Eta Square " η^2 " , and "d" for each Domain and the Total Degree

Domain	t value	η^2	D	Effect volume
Brainstorming.	7.689	0.410	1.668	**Large**
Outlining	5.006	0.228	1.086	**Large**
Constructing a topic sentence.	4.622	0.201	1.003	**Large**
Summing up conclusions.	10.886	0.582	2.361	**Large**
Completing sentences with a suitable connectors.	11.010	0.588	2.388	**Large**
Providing supporting sentences.	12.723	0.656	2.760	**Large**
Writing a unified coherent paragraph.	5.717	0.278	1.240	**Large**
Total	13.121	0.669	2.846	**Large**

The figures in **Table (31)** show that there is a large effect size, for each domain and the total degree of each domain. This means the writing process approach based programme has a large effect and improve the paragraph writing skills for the experimental group.

9- The Tenth Question is Stated as Follows:

10. Are there statistically significant differences at ($\alpha \leq 0.05$) on the level of attitudes between the students who will receive writing - process training programme " experimental group " and those who learn writing in the traditional method "control group " ?

This question is represented in the null hypothesis that is stated as follows:

- **There are no statistically significant differences at ($\alpha \leq 0.05$) on the level of attitudes between the students who will receive writing-process training**

programme "experimental group" and those who learn writing in the traditional method "control group".

To examine this hypothesis, means and standard deviation of the experimental and the control group results in the post-attitude scale towards writing in general and writing process approach passed programme were computed.

The researcher used Independent Samples T-test to measure the significant differences. To interpret this hypothesis, the researcher used T-test independent sample results of differences between experimental and control group in the post attitude scale. As it is presented in **Table (32).**

Table (32): T-Test Independent Sample Results of Differences between the Experimental and the Control Group for all Domains of the Scale and Total Score of the Domain

No.	Criteria	Applied	N	Mean	Std. Deviation	T	Sig. value	Sig. level
1-	Students' attitudes towards writing in general	Experimental	43	36.535	5.974	4.486	0.000	at 0.01
		Control	44	30.227	7.080			
2-	Students' attitudes towards writing process steps							
a-	Points concerning pre-writing	Experimental	43	25.860	5.069	7.791	0.000	at 0.01
		Control	44	18.182	4.082			
b-	Points concerning while-writing	Experimental	43	21.302	4.166	2.948	0.004	at 0.01
		Control	44	18.886	3.452			
c-	Points concerning post-writing	Experimental	43	31.791	5.316	3.406	0.001	at 0.01
		Control	44	28.045	4.937			
Total		Experimental	43	115.488	14.567	6.558	0.000	at 0.01
		Control	44	95.341	14.086			

"t" table value (85) d f. at (0.05) sig. level equal 2.00

"t" table value at (85) d f. at (0.01) sig. level equal 2.66

The findings in **Table (32)** show that the (t) computed value was larger in all domains and in the total score of the attitude scale than the (t) table value in the attitude scale which students filled after going through the intervention. This means that there were significant differences at (0.01) and (0.05) between the experimental group and the control one favoring the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (95.341) in relation to the total score of the scale, the mean of the experimental group was (115.488). That means that the process writing approach based programme was able to improve the students' attitudes towards writing in general and writing process approach passed programme. As a result of that, the hypothesis is rejected.

In addition to that, the researcher calculated the general mean for the domains contained in the attitudes scale as it is illustrated in **Table (33)**

Table (33): T-Test Independent Sample Results of Differences between the Experimental and the Control Group for each Domain and General Mean of the Domains

No.	Criteria	Applied	N	Mean	Std. Deviation	T	Sig. value	Sig. level
1-	Students' attitudes towards writing in general	Experimental	43	3.321	0.543	4.486	0.000	at 0.01
		Control	44	2.748	0.644			
2-	Students' attitudes towards writing process steps							
a-	Points concerning pre-writing	Experimental	43	3.694	0.724	7.791	0.000	at 0.01
		Control	44	2.597	0.583			
b-	Points concerning while-writing	Experimental	43	3.550	0.694	2.948	0.004	at 0.01
		Control	44	3.148	0.575			
c-	Points concerning post-writing	Experimental	43	3.532	0.591	3.406	0.001	at 0.01
		Control	44	3.116	0.549			
General Mean		Experimental	43	3.500	0.441	6.558	0.000	at 0.01
		Control	44	2.889	0.427			

"t" table value (85) d.f. at (0.05) sig. level equal 2.00
"t" table value at (85) d.f. at (0.01) sig. level equal 2.66

The findings in **Table (33)** show that the (t) computed value was larger in all domains and in the general mean of the attitude scale than the (t) table value in the attitude scale which students filled after going through the intervention. This means that there were significant differences at (0.01) and (0.05) between the experimental group and the control one favoring the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group. Whereas the general mean of the control group was (2.889) and the general mean of the experimental group was (3.500). That means that the process writing approach based programme was able to improve the students' attitudes towards writing in general and writing process approach passed programme. As a result of that, the hypothesis is completely rejected.

To calculate the effect size the researcher used Eta square "η^2 " and "d" size effect.

Table (34): The Effect Size of the Suggested Programme on the Experimental Group Post-Attitude Scale Towards Writing and the Programme

"t" Value, Eta Square " η^2 " , and "d" for each Domain and the Total Score

No.	Domain	t value	η^2	D	Effect volume
1-	Students' attitudes towards writing in general	4.486	0.191	0.973	**Large**
2-	Students' attitudes towards writing process steps				
a-	Points concerning pre-writing	7.791	0.417	1.690	**Large**
b-	Points concerning while-writing	2.948	0.093	0.640	**Medium**
c-	Points concerning post-writing	3.406	0.120	0.739	**Medium**
Total		6.558	0.336	1.423	**Large**

Studying **Table (34)** shows that there is Large effect size for each domain and the total degree of scale which means that the process writing approach based programme has a large effect on improving the paragraph writing skills for the experimental group.

Summary:

Chapter four discussed the statistical analysis of the achievement test and attitude scale the researcher used in the study. The results showed obviously that there was a significant role of the writing process approach in improving the paragraph writing skills and the attitudes towards writing between students in the experimental group and their counterparts in the control one in favor of the experimental group of eleventh graders. The process writing approach based programme provided students with activities that helped them to be more active in the classroom and allowed them to work

cooperatively. This advantage lead to much better results of the suggested programme. In addition to that, findings of the study indicated that students in the experimental group were more aware of the writing paragraph skills. In other words, using process writing approach programme in teaching paragraph writing skills showed noticeable improvement in all skills within the experimental group. The results of the study were in agreement with the findings of the previous studies mentioned in the current study such as Sdoudi (2011) who investigated the effectiveness of da suggested programme to tackle letter deficiencies, Cavkaytar and Yasar (2007) who carried out an action research under the title "Using Writing Process in Teaching Composition Skills" and Calhoun and Haley (2003), who (2006) investigated how can effective writing process help upper and lower Primary school level develop and improve their writing skill and their attitudes towards writing.

Chapter V

Findings, Discussion, Conclusions, Implications and Recommendations

Chapter V

Findings, Discussion, Conclusions,

Implications and Recommendations

Introduction:

This chapter tackles the results of the study. It summarizes the conclusions that are documented in the light of the study findings. The researcher also includes some pedagogical implications that have been reached throughout the research. Moreover, the researcher suggests some recommendations which can be useful for curriculum designers, supervisors, teachers and researchers since they can help improve the learning process generally and teaching paragraph writing skills in particularly.

Discussion:

The present study aimed at examining the impact of a writing process based program on developing eleventh graders' paragraph writing skills and their attitudes towards writing.

To achieve this aim, the researcher adopted the experimental approach in which there were two equivalent group; one is the experimental and the other is the control group. Both groups were proved to be equivalent in terms of age, general English achievement, English paragraph writing skills achievement and General achievement. The population of the study was all of the eleventh graders in the North Area of the Gaza Strip. The sample of the study consisted of eighty seven students. They were chosen purposively from Al-Faloja Secondary Girls School in Jabalia Camp. The researcher used three tools in order to collect data which are an achievement test (pre- posttest), an attitude scale and a writing process suggested programme.

Findings of the Study

First: Findings Related of the First Question:

The researcher investigated the first main question that inquired about writing skills that 11th graders should develop. Regarding this, the researcher depended on the review of educational literature and looked into English language Curriculum for public schools, the Analysis and Distribution of the Syllabus plan, and at the contents of English for Palestine for Eleventh Grade 2009 Student's Book. The results of this effort showed that eleventh graders are supposed to be able to make notes, write a summary, write an essay, write formal and informal letters and finally to write a descriptive and a comparison paragraphs. Tackling all these issues in one study is certainly impossible. So, the researcher picked out writing a descriptive and a comparison paragraphs along with their sub skills that are outlining, providing topic sentences and their controlling ideas, providing supporting sentences, using appropriate connectors and writing a related conclusion to be the focus in the present study.

Second: Findings of the Second Question:

The researcher investigated the second research question which is about the suggested writing process based program to develop the paragraph writing skills and students' attitudes towards writing in general and writing as a process in particular.

The researcher designed the writing process based programme depending on the most important paragraph writing skills pointed out by experienced teachers of the eleventh grade and the committee of English language Curriculum for public schools. It included Teacher's Guide (lesson plan), Student's Hand Book (The writing process based program), teaching aids and evaluation tools.

The contents of the writing process based programme were chosen, organized and modified according to the opinions and suggestions of a jury of specialists in this field on methodology and teaching academic writing .

The researcher identified the time plan and the procedures which can be followed when implementing the programme. It is worthy to mention that the researcher controlled other variables that may affect the results through implementing a pilot study.

Then, The suggested programme was reviewed by a jury of specialists in methodology and Writing. After that, the suggested program was implemented in the second semester of the school year 2011-2012. The researcher used a pre-posttest and a pre-post attitude scale in order to figure out the internal validity of the programme.

The suggested programme was taught to the participants of the experimental group while the control one was taught by the traditional method (the productive approach). After that, the post-test was applied on both of the two groups and the results were collected and statistically analyzed.

Finally, the findings of the study showed that the suggested writing process based programme was positively effective in developing students' paragraph writing skills and improved their attitudes towards writing in general and writing as a process in particular.

The results of this question agree with many studies as: Cavkaytar and Yasar (2007) who carried out an action research entitled "Using Writing Process in Teaching Composition Skills" in which they aimed at investigating the efficiency of the writing process approach in improving composition skills and it agrees also with Lin (2002) who investigated how college ESL students' writing is affected by process-oriented approach.

Third: Findings of the Third Question:

The researcher investigated the third question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) on the level of paragraph writing skills between the students who received writing-process training programme "experimental group" and those who learned writing in the traditional method "control group".

The findings related to question number three indicated that the (t) computed value was larger in the scope of writing a paragraph than the (t) table value in the post achievement test. This means that there are significant differences at (0.01) and (0.05) between both of the experimental and the control group in favor of the experimental group.

As well as, there was also a significant difference between the means of both of the experimental and the control group in favor of the experimental group. The mean of the experimental group in relation to the paragraph writing skills in the post achievement test was (1.209) while the mean of the control group was (0.091).

Reading data also showed that the effect size of the posttest in the scope writing a paragraph is large. Such positive effect could be attributed to the activities, techniques, variety of teaching aids and the cooperative environment in which students were involved in through implementing the suggested programme that aimed at developing students' paragraph writing skills. The researcher observed that students were motivated when doing a task and enthusiastically participated which can be as a result of the student-centered approach. That means that the writing process approach was able to improve the participants paragraph writing skills.

The findings of this question was in agreement with results of some previous studies such as: Luttmer and lebercane (1994) who conducted their case study to see the effect of teaching writing as a process, Buhrke et al (2005) who focused on achieving better

writing skill and more positive attitudes towards it through implementing writing process approach and Jouhari (1997) who set out to investigate the effect of writing process with enforced revision and peer feedback on writing development and attitudes. These findings and the match between them and other previous studies confirmed that following the writing process approach and its cooperative atmosphere improves students' attitudes to writing in general and paragraph writing skills according to writing process theory in particular.

Fourth: Findings of the Fourth Question:

Regarding this question that inquired if there were statistically significant differences at ($\alpha \leq 0.05$) on the level of brainstorming skill between the students who received writing - process training programme "experimental group" and those who learned writing in the traditional method "control group".

This question was answered by comparing the results of brainstorming skill in the post achievement test from the experimental and control groups. **Table (24)** presents mean scores (M) and standard deviations (SDs) for the experimental and control groups' brainstorming skill post-test. This comparison showed that the (t) computed value in both skills, in the post test was larger in the scope of brainstorming in the posttest than the (t) table value in the post achievement test in favoring of the experimental group posttest. The mean of the experimental group in relation to the brainstorming skill in the post achievement test was (4.372) while the mean of the control group was (2.455). Precisely speaking, there were differences of statistical significance in the eleventh graders brainstorming achievement due to the method (writing process approach). The participants of the experimental group showed larger improvement in brainstorming skill. This difference in both of the skills achievement was not surprising because students experienced interesting activities in which they developed their writing skills in

a way that attracted their attention to one of the most important skills in language learning that is writing. This improvement is attributed to that the programme helped the participants build self-confidence of producing something by their owns.

This study showed similar results with Maggie (2000) who conducted a case study to see the effectiveness of applying the process approach on helping students to organize their thoughts, to express their ideas and to write more accurately.

Fifth: Findings of the Fifth Question:

Regarding this question that inquired if there were statistically significant differences at ($\alpha \leq 0.05$) on the level of outlining skill between the students who received writing - process training programme "experimental group" and those who learned writing in the traditional method "control group".

This question was answered by comparing the results of outlining skill in the post achievement test from the experimental and control groups. **Table (25)** presents mean scores (M) and standard deviations (SDs) for the experimental and control groups' outlining skill post-test. This comparison showed that the (t) computed value in both skills, in the post test was larger in the scopes of brainstorming and outlining in the posttest than the (t) table value in the post achievement test in favoring of the experimental group posttest. The mean of the control group participants' outlining skill was (0.705) whereas the mean of the experimental group was (1.953).

Precisely speaking, there were differences of statistical significance in the eleventh graders outlining achievement due to the method (writing process approach). The participants of the experimental group showed larger improvement in outlining skill. This difference in both of the skills achievement was not surprising because students experienced interesting activities in which they developed their writing skills in a way that attracted their attention to one of the most important skills in language learning that

is writing. This improvement is attributed to that the programme helped the participants build self-confidence of producing something by their owns. Also, outlining represents a systematic work as a step towards writing a paragraph avoiding them feeling that they are confused.

This study showed similar results with Maggie (2000) who conducted a case study to see the effectiveness of applying the process approach on helping students to organize their thoughts, to express their ideas and to write more accurately.

Sixth: Findings of the Sixth Question:

In response to this question, regarding the impact of process writing approach based programme on constructing a topic sentence and its controlling ideas skill that aimed at investigating if there are statistically significant differences at ($\alpha \leq 0.05$) on the level of constructing a topic sentence and its controlling ideas skill between the students who received writing - process training programme "experimental group" and those who learn writing in the traditional method "control group". The results of applying the suggested programme for treating constructing a topic sentence and its controlling ideas skill on the experimental group revealed that the programme achieved good results in tackling this skill. Comparing the results of the post-test between the experimental and the control group showed that the (t) computed value (4.622) was larger than the (t) table value (2.66) at (0.01) and (2.00) at(0.05) in the posttest took place after the treatment. This means that there were significant differences at (0.01) and (0.05) between the experimental group and the control one in relation to ideas favoring the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group. The mean of the control group was (0.273) whereas the mean of the experimental group was (0.860). Since The experimental group achieved significantly higher scores than the control group in the post-test, this means

that after the process writing intervention, the experimental group outperformed the control group on constructing a topic sentence post-test. Based on the previous conclusions, one dare saying that the suggested programme was effective for treating paragraph writing skills among 11th graders.

Moreover, the effect size of the programme was also calculated. According to **ή2**, the programme has a large effect on students' writing achievement in terms of writing a topic sentence; this means that the programme effect is significant. This large effect may be due to the types of techniques and activities included in the programme which employed the process writing approach to enhance students' writing ability.

This progress can be attributed to the knowledge which the participants gained through the systematic way they followed when writing according the process writing approach. At that stage, students became aware of that a good topic sentence puts forwards an argument, depends on some words from the title and tells what the rest of the sentence is going to be about. The participants understood that a topic sentence should be short, clear, simple and introduces a strong idea. All this stimulates learners to activate their mental processes in order to construct a topic sentence that meets such criteria.

Seventh: Findings of the Seventh Question:

The researcher investigated this question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) on the level of providing supporting sentences skill between the students who received writing-process training programme" experimental group" and those who learn writing in the traditional method "control group".

To answer this question, T-Test independent samples was used to find if there was a meaningful significant relationship between the suggested programme and the improvement of the participants' constructing supporting sentences skill. It was found

that the (t) computed value (12.723) was larger than the (t) table value (2.66) at (0.01) and (2.00) at (0.05) in the posttest took place after the treatment. The results obtained from this study revealed that there were significant differences at (0.01) and (0.05) between the experimental group and the control one in relation to ideas favoring the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group. The mean of the control group was (0.295) whereas the mean of the experimental group was (2.070). Thus, the process writing deliberate training seems to have contributed to the students' ability to use what they have learned to create supporting ideas related to the main idea. The experimental group members were rated as higher in providing supporting sentences on the post test. It is possibly that the guidance the experimental group received about how to come up with supporting ideas to back up the main idea, contributed to more improvement in their writing skills. The researcher noticed that:

1- While training, the participants became cognizant that supporting sentences should explain the topic sentence and the controlling idea.
2- As students practiced questioning themselves which improves the rate of critical thinking to generate the supporting sentences in relevance to certain topic sentences.
3- Feeling that they are going through the right route to write their paragraphs gives them confidence and heighten their concentration.

In summary, the evidence suggests that the use of the process writing approach could be considered a motivational force for the students in their writing tasks.

Eighth: Findings of the Eighth Question:

Concerning the eighth question, the researcher used T-Test independent sample**s.** The researcher investigated the question which examined if there were statistically

significant differences at ($\alpha \leq 0.05$) on the level of summing up conclusions skill between the students who will receive writing - process training programme "experimental group" and those who learn writing in the traditional method "control group".

The findings related to this question indicated that the (t) computed value was larger in the scope of providing a conclusion than the (t) table value in the post achievement test. This means that there are significant differences at (0.01) and (0.05) between both of the experimental and the control group in favor of the experimental group.

As well as, there was also a significant difference between the means of both of the experimental and the control group in favor of the experimental group. The mean of the experimental group in relation to writing a conclusion in the post achievement test was (0.0767) whereas the mean of the control group was (0.023).

A closer look into data also showed that the effect size of the posttest in the scope summing up a conclusion is large. Such positive effect could be attributed to the activities, techniques, variety of teaching aids and the cooperative environment in which students were involved in through implementing the suggested programme that aimed at developing students' paragraph writing skills. The researcher observed the students were motivated when doing a task and enthusiastically participated which could be as a result of the student-centered approach. In other words, the writing process approach was able to improve the participants paragraph writing skills. At the cognitive level, the participants knew how to draw conclusions but less than the other skills. It may be attributed to students' feel of redundancy. It could be said that happened because of their attempt to avoid redundancy and repetition in their conclusions were not as good as the topic sentence and the supporting ideas.

Moreover, the participants who were involved in the experimental group had a positive attitudes towards writing according to the process writing approach. Depending on the results concluded form the scale they filled in, the participants agreed that the writing process approach increased their productivity in the stage of writing a conclusion because it encouraged them to work collaboratively. The success story is that students- before the intervention- were not able to write a conclusion in anyway , but after applying they could write conclusions in different ways; like summing up the paragraph, paraphrasing the topic sentence and giving recommendations.

The results obtained from analyzing the data for this question touched the connections between process writing approach use and paragraph writing skills proficiency. Its results have matched the results obtained from Sdoudi (2011) who investigated the effectiveness of a suggested programme to tackle letter deficiencies. The programme was based on writing process approach. The achievement test results reported that there was a significant difference between the experimental and the control in favor of the experimental group as they showed better achievement score in writing a letter. The match here is that writing a letter needs a conclusion. Since students showed better results than before in writing a letter as a whole, then this means that they also showed a better score in writing a conclusion for a letter as a part of the letter formation.

Ninth : Findings of the Ninth Question:

The researcher investigated this question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) on the level of unity and coherence (using transitional signals) skill between the students who received writing - process training programme "experimental group" and those who learn writing in the traditional method "control group".

The results related to this question indicated that the (t) computed value was larger in the scope of writing a paragraph than the (t) table value in the post achievement test. This means that there are significant differences at (0.01) and (0.05) between both of the experimental and the control group in favor of the experimental group.

In addition to that, there was also a significant difference between the means of both of the experimental and the control group in favor of the experimental group since the mean of the experimental group in relation to unity and coherence (using transitional signals) in the post achievement test was (4.558) while the mean of the control group was (1.682).

A closer look at the data showed that the effect size of the posttest in the scope Completing sentences with a suitable connectors was large. Such positive effect could be attributed to the activities, techniques, variety of teaching aids and the cooperative environment in which students were involved in through implementing the suggested programme that aimed at developing students' paragraph writing skills. That means that the writing process approach was able to improve the participants paragraph writing skills.

The results obtained from analyzing the data for this question have touched the connections between process writing approach use and paragraph writing skills proficiency. Its results have matched the results obtained from Buhrke etal (2005) who focused on achieving better writing skill and more positive attitudes towards it through implementing writing process approach that employed many instructional strategies stressing on facilitating meaningful writing. The findings from this study indicated that process writing approach could influence performance in writing paragraph skills in a positive way. The match between this study and the results of improving unity and

coherence in the current is that both of them focused on unity in writing which leads to a real and a meaningful writing.

Tenth: Findings of the Tenth Question:

The researcher investigated the Tenth and the last question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) in the total average score of the post attitude scale between the experimental group and the control group.

The findings related to question four revealed that the (t) computed value was larger in all domains and in the total score of the attitude scale than the (t) table value in the post attitude scale. This means that there were significant differences at (0.01) and (0.05) between the experimental group and the control one in favor of the experimental group. As well as, there was also a significant difference between the means of both of the experimental and the control group in favor of the experimental group. The mean of the experimental group in relation to the total score of the attitude scale was (115.488) while the mean of the control group was (95.341).

Moreover, the general mean of the scale's domains proved that there was a significant difference between the two groups of the study at (0.01) and at (0.05) since the general mean of the control group was (2.889) and the general mean of the experimental group was (3.500).

It is noticed also that the effect size of the attitude scale in each domain and in the total score of the scale is large. This positive effect could be related to the activities, the students- centered class, techniques, teaching aids and the cooperative environment in which students were involved in through implementing the suggested programme. Thus, students enjoyed positive attitudes that were associated with the task performed, the positive role in class, and their attachment to their teacher and classmates (Cabral, 2002). The researcher observed the students were motivated when doing a task and

enthusiastically participated. One of the participants in the experimental group said: "I like to learn writing through the writing process approach and I enjoy writing classes". Another one of the participants in the experimental group said: " I wish I had studied writing in this way before, but unfortunately, I don't even remember if I had been taught writing in anyway". These captions made the researcher realize that the writing process approach was successfully able to improve the participants' attitudes towards writing in general.

The findings of this question agree with some previous studies like: Foo (2007) who wanted to investigate how may training English Language Learners in Malaysia use process-genre writing strategies affect their essays writing and Buhrke et al (2005) who focused on achieving better writing skill and more positive attitudes towards it through implementing writing process approach. These findings and the match between them and other previous studies confirmed that the following the writing process approach and its cooperative atmosphere improves students' attitudes to writing in general and paragraph writing skills according to writing process theory in particular.

Conclusion:

The findings of the study hypotheses can be summarized as follows:

1. The findings of the third question showed that there were statistically significant differences at ($\alpha \leq 0.05$) on the level of paragraph writing skills between the students who received writing - process training programme "experimental group" and those who learned writing in the traditional method "control group" in favor of the experimental group.
2. The findings of the fourth question revealed that there were statistically significant differences at ($\alpha \leq 0.05$) on the level of brainstorming skill between the students

who received writing - process training programme "experimental group" and those who learned writing in the traditional method "control group" in favor of the experimental group.

3. The findings of the fifth question revealed that there were statistically significant differences at ($\alpha \leq 0.05$) on the level of outlining skill between the students who received writing - process training programme "experimental group" and those who learned writing in the traditional method "control group" in favor of the experimental group
4. The findings of the sixth question proved that there were statistically significant differences at ($\alpha \leq 0.05$) on the level of constructing a topic sentence and its controlling ideas skill between the students who received writing - process training programme "experimental group" and those who learned writing in the traditional method "control group" in favor of the experimental group.
5. The findings of the seventh question showed that there were statistically significant differences at ($\alpha \leq 0.05$) on the level of providing supporting ideas skill between the students who received writing – process training programme "experimental group" and those who learned writing in the traditional method "control group" in favor of the experimental group.
6. The findings of the eighth question indicated that there were statistically significant differences at ($\alpha \leq 0.05$) on the level of summing up conclusions skill between the students who received writing - process training programme "experimental group" and those who learned writing in the traditional method "control group" in favor of the experimental group.
7. The findings of the ninth question confirmed that there were statistically significant differences at ($\alpha \leq 0.05$) on the level of unity and coherence (using transitional

signals) skill between the students who received writing-process training programme "experimental group" and those who learned writing in the traditional method "control group " in favor of the experimental group.

8. The finding of the tenth question proved that there were statistically significant differences at ($\alpha \leq 0.05$) on the level of changing attitudes between the students who received writing - process training programme "experimental group" and those who learn writing in the traditional method "control group" in favor of the experimental group.

As a matter of fact, the writing process based programme had a positive effect on developing students' paragraph writing skills since the effect size of the programme was large in all the results. Logically, it can be concluded that the writing process based programme could improve and enhance EFL paragraph writing skills and their attitudes towards academic writing.

Pedagogical Implications:

In the light of the current study results, the researcher suggests some pedagogical implications that are stated as the following:

1- Teachers should be aware of the importance of the process writing approach in developing students' writing skills since the traditional method in teaching writing is less effective.

2- Using process writing approach enables students to develop their attitudes towards learning in general and writing in particular.

3- Using process writing approach with its cooperative atmosphere enables shy and low achievers overcome their problems.

4- Using process writing approach in teaching writing encourages students to be more cooperative and active when doing tasks.

5- Teachers should try hard to avoid acting as the only center of the educational process and allow students to be more responsible and manage their situations.

6- Both of teachers and students are supposed to be convinced with the importance of writing as it is a skill for all fields in life.

Recommendations:

In the light of the results of this study and its findings, the researcher suggests the following recommendations:

1- To concentrate more on academic writing skills using programmes that looks logical and sensible for learners as the researcher did when she designed he suggested programme which was based on the writing process approach.

2- To start thinking of designing other suggested programmes related to other skills like reading, listening and speaking which may help improving learners' language skills and abilities like what happened in the current study.

3- To read more about approaches to teaching writing, follow up- to – date teaching writing approaches in order not to be teaching randomly. The researcher recommended this since she did not choose to base her programme on the writing process approach without a deep look into its features.

4- To attend training courses concerning teaching English in general and teaching writing in particular so that they can improve their ways in teaching writing.

5- To be selective, that is to say that teachers should select the suitable and effective techniques and methods to create a good teaching/ learning environment.

6- To take into consideration students' individual differences when deciding to apply process writing approach.
7- To use a wide range and a variety of process writing approach activities that fit with the writing curriculum content.
8- To give students feedback in different ways but in the right way, making sure that they reinforce their students and suggest ways for improvement not only pointing out students' mistakes.

Recommendations for the Ministry of Education:

1- To conduct training programmes that enhances and develops English teachers` performance in teaching writing through training them on applying the process writing approach.
2- To assign certain classes to teaching writing since teaching writing needs a great effort and a lot of time.
3- To provide schools with the possible facilities to enable teachers use a variety of ways in teaching since applying the writing process approach in teaching writing needs a lot of supporting materials like pictures, diagrams, LCDs and posters.

Recommendations for supervisors:

1- To provide teachers with instructional materials which improve their awareness of process writing theory and its importance and necessity to use in teaching academic writing.
2- To conduct workshops and training courses s which aim at familiarizing teachers with process writing theory and other approaches to teaching writing.

3- Design modal lesson plans to teaching writing according to process writing approach so that teachers can follow them or at least imitate them.

Recommendations for further studies:

1- To carry out studies based on process writing approach combined with computerizing to investigate the effect of such studies on students with disabilities.

2- To conduct more studies to study difficulties facing teachers and students when teaching writing in general and when using the process writing approach.

3- To conduct studies similar to the current study investigating its effect on low and high achievers separately.

4- To carry out studies similar to the present study investigating other school and university levels.

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Appendices

Appendix "A"

The First Draft of the Achievement Test

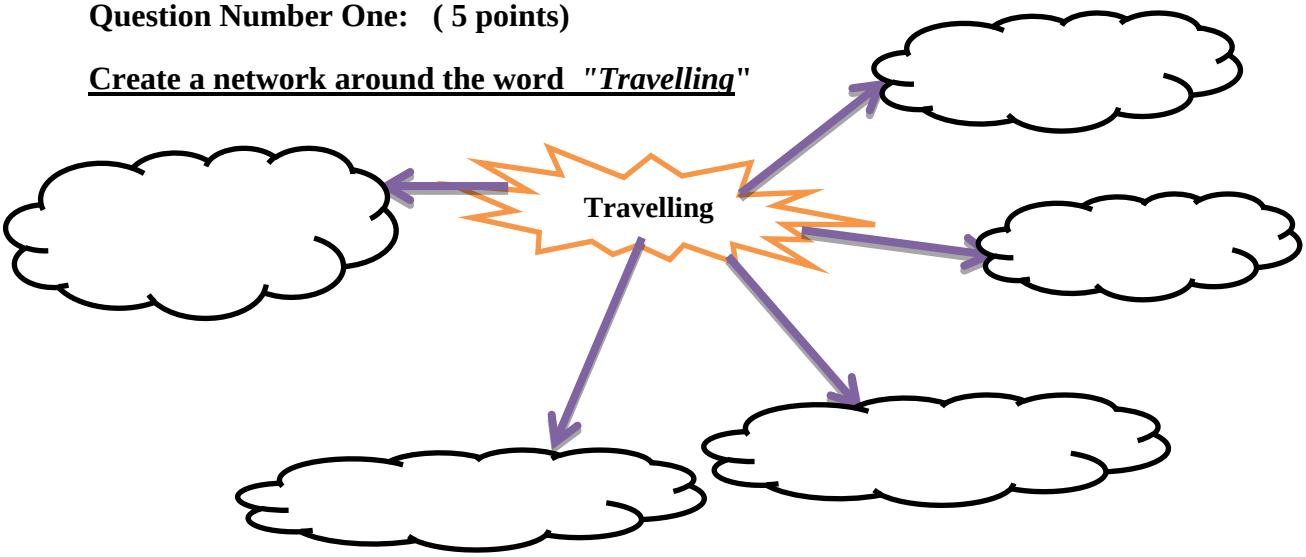
Student's Name:……..…….. **Class: …**

School:……..…….…. **Score :**

Estimated Time : an hour and a half. **Total: 25 Points**

Question Number One: (5 points)

<u>Create a network around the word *"Travelling*"</u>



Question Number Two: (5 points)

<u>Outline to the following topic sentences:</u>

1- **Internet is a source of education.**
   a. **…….**
   b. **…….**
2- **Effects of globalization.**
   a. **……..**
   b. **……..**
   c. **……..**

Question Number Three: (1 points)

<u>Provide a suitable topic sentence to each of the following paragraphs:</u>

1- <u>Pollution</u>

……. . The first sort is air pollution that is caused by emissions sent out of factories, cars and fire. This type of pollution is very harmful because it causes global warming. The second one is ground pollution that is mainly resulted from the garbage and waste people throw in streets, which damages the nature and makes it lose its beauty.

Question Number Four: (6 points)

Complete the following sentences with connectors from the box:

although – by contrast – despite - so – due to - in fact- in order to

1- **Many scientists are working on new energy technologies..... provide energy sources that are clean and can also fill the energy gap.**
2- **..... the rate of US population growth has fallen, the population is still rising.**
3- **Demand is rising..... producers have to look for new oil .**
4- **..... , it will probably climb from 280 million today to 400 million by 2100.**
5- **This increase is partly ..... the arrival of around one million people every year to live in America.**
6- **..... all the difficulties , these immigrants continue to arrive often in the hope of a better life.**

Question Number Five: (1 point)

Provide a proper conclusion to the following paragraphs:

1- Stress

Stress is the normal human response to change, can it be positive or negative. Negative stress cause fear, panic and failure while positive stress leads to good concentration, success and helps us to feel active . There are many cause and effects of stress .Stressors can be anything from death of one beloved to festivals. Signs of stress are emotional like anger over small things; physical signs like anxiety attacks and signs of strange behaviors like crying for no reason. You can control or avoid stress in any ways. First, accept that you are stressed and know the reason and effects of stress. Then, people can do regular exercises. Also, we can control stress through personal contact like discussion with a friend.

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Question Number Six: (3 points)

Provide relevant supporting sentences to each of the following topic sentences to form a meaningful paragraphs:

1- Living in a big city

Some people argue that it is good and beneficial to live in a big city and they are right to some extent.

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Question Number Seven: (4 points)

Write a paragraph about " Television"

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Appendix "B"

Referee Committee of the Achievement Test and Students' Attitudes Scale

The following list indicates the names and the titles of referees who kindly refereed the achievement test and the attitude scale in which "A" refers to those who refereed the test and "B" refers to those who refereed the scale.

A-Test's referees **B -Scale's referees**

No.	Name	Institution	A	B
1-	Prof. Hassan Abu-Jarad	Al-Azhar University	√	√
2-	Dr. Basil Skaik	Al-Azhar University	√	√
4-	Dr. Kamal Mourtaga	The Islamic University	√	√
5-	Dr. Jehad Musalami	Al-Quds Open University	√	√
6-	Dr. Mohamed Abed Alraheem	Al-Aqsa University	√	√
7-	Mrs. Zulfa Badr El-Deen	Gaza University	√	√
8-	Mrs. Yousra Al-kahlot	North Directorate of Education	√	√
9-	Mrs. Itaf Abu Dahroug	Al-Faloja Secondary School	√	√

Appendix "C"

The Final Draft of the Achievement Test

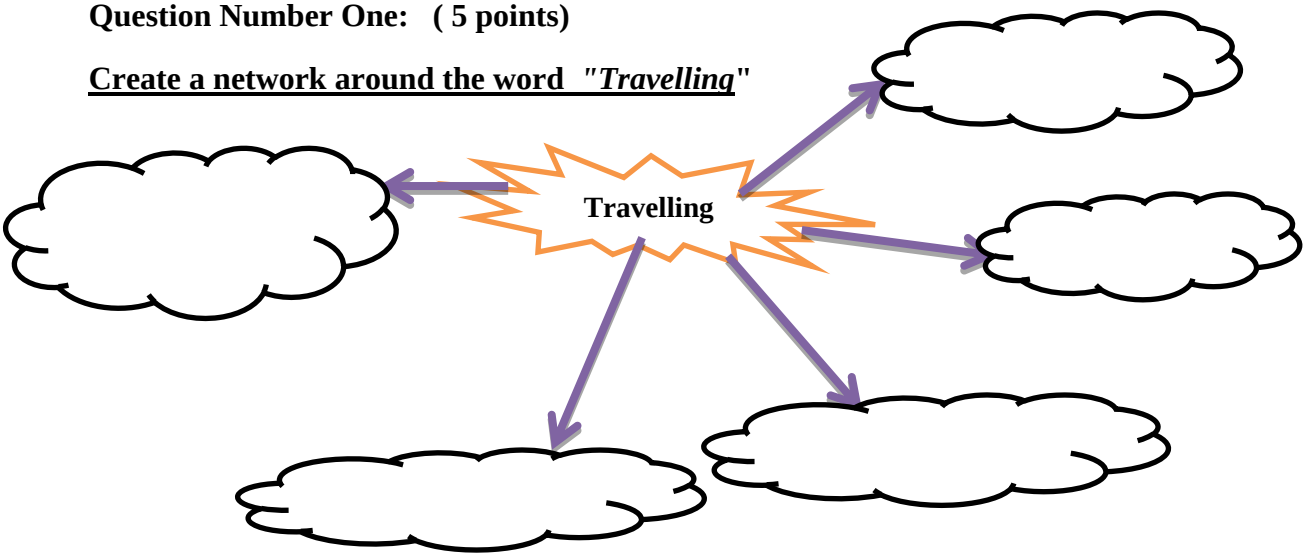
Student's Name:……..…….. **Class: …**

School:……..…….…. **Score :**

Estimated Time : an hour and a half. **Total: 25 Points**

Question Number One: (5 points)

<u>Create a network around the word *"Travelling*"</u>



Question Number Two: (4 points)

<u>Outline to the following topic sentences:</u>

3- **Internet is a source of education.**
   - **c. …….**
   - **d. …….**

4- **Effects of globalization.**
   - **d. ……..**
   - **e. ……..**

Question Number Three: (2 points)

<u>Provide a suitable topic sentence to each of the following paragraphs:</u>

1- <u>Computer</u>

…… …… First, they can do very difficult sums quickly and accurately. A mathematical sum which may take a man hours to finish what is done by computer in seconds. Second, computers can store huge amounts of information which may need tens of book shelves to hold. Third, it is the gate through which man can join the internet to get any piece of information provided with a picture and a sound. It is the greatest invention of the age.

2- Pollution

……. . The first sort is air pollution that is caused by emissions sent out of factories, cars and fire. This type of pollution is very harmful because it causes global warming. The second one is ground pollution that is mainly resulted from the garbage and waste people throw in streets, which damages the nature and makes it lose its beauty.

Question Number Four: (6 points)

Complete the following sentences with connectors from the box:

although – by contrast – despite - so – due to - in fact- in order to

1- **Many scientists are working on new energy technologies..... provide energy sources that are clean and can also fill the energy gap.**
2- **..... the rate of US population growth has fallen, the population is still rising.**
3- **Demand is rising..... producers have to look for new oil .**
4- **..... , it will probably climb from 280 million today to 400 million by 2100.**
5- **This increase is partly ..... the arrival of around one million people every year to live in America.**
6- **..... all the difficulties , these immigrants continue to arrive often in the hope of a better life.**

Question Number Five: (1 point)

Provide a proper conclusion to the following paragraphs:

1- Stress

Stress is the normal human response to change, can it be positive or negative. Negative stress cause fear, panic and failure while positive stress leads to good concentration, success and helps us to feel active . There are many cause and effects of stress .Stressors can be anything from death of one beloved to festivals. Signs of stress are emotional like anger over small things; physical signs like anxiety attacks and signs of strange behaviors like crying for no reason. You can control or avoid stress in any ways. First, accept that you are stressed and know the reason and effects of stress. Then, people can do regular exercises. Also, we can control stress through personal contact like discussion with a friend.

……
……

Question Number Six: (3 points)

Provide relevant supporting sentences to each of the following topic sentences to form a meaningful paragraphs:

Note : (write not less than Three supporting sentences)

2- Living in a big city

Some people argue that it is good and beneficial to live in a big city and they are right to some extent.

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Question Number Seven: (4 points)

Write a paragraph of around 70 words about " The disadvantages of television"

Note : Take in consideration the following points:

1- Your topic sentence and controlling ideas should be clear and specific.
2- The supporting sentences should be in relevance.
3- Accurate punctuation.
4- Your conclusion should be related.

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Appendix " D "

A Letter to Judge the Achievement Test

The Islamic University of Gaza

Postgraduate Studies Deanery

Faculty of Education

Department of Curricula and Teaching Methods

A Letter to Judge the Achievement Test

Dear ……

The researcher is conducting a study to have a Master Degree in Curriculum and Teaching Methods. The study is entitled as :

"The Impact of a Suggested Programme on Developing Eleventh Graders' Writing Skills and their Attitudes Towards it"

I would be grateful if you could kindly judge this pre-posttest as it is one of this study tools that are used to measure the eleventh graders' achievement before and after teaching writing skill as a process. Because of the importance of your experience and the ability to show constructive responses that are certainly necessary and needed, you are kindly requested to look carefully at the test's items to:

1- **determine if they are suitable and relevant to the study's questions and or not,**
2- **modify the structure if needed, and**
3- **suggest and add items not mentioned in the test.**

Key: Simply tick (√) the suitable items and (×) the unsuitable and irrelevant ones.

Thanks a lot for your co-operation

Researcher,

Samah Yousef

Comments:

……
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Referee's Name:…….. Signature : ……..……

Position:……. Place of work:…….

Appendix "E"

The First Draft of Students' Attitudes Scale

Instructions for students completing this scale:

1- This scale aims at assessing your attitudes and perceptions of teaching writing as a process, so please honesty is needed.
2- Please complete this scale so that teaching can be adapted and improved in the light of your answers.
3- Use the provided rating scale to show to what extent do you agree or disagree.
4- Choose only one response for each item putting a tick (√) to what corresponds to your opinion "attitudes and perceptions".

No.	Statements	Response				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1-	I think that academic writing is complicated.					
2-	I prefer to follow clear steps while writing.					
4-	I feel I can write a good composition.					
5-	For me, writing is enjoyable and a lot of fun.					
6-	I feel stressed and nervous about writing in English.					
7-	I hate and avoid writing in English.					
8-	I like writing at school.					
9-	Writing is boring.					
10-	I think writing is easy.					
11-	I like to write about any topic of my own interest.					
12-	I find it hard to specify thoughts before writing.					
13-	I find it difficult to outline for my topic.					
14-	I see that pre-writing activities help me write well.					

15-	I like to make a list of ideas before I write.					
16-	I find it clumsy to construct supporting sentences.					
17-	My mind becomes distracted when I start writing.					
18-	I sometimes like to write randomly whatever comes to my mind.					
19-	I think that following the writing process helps me to organize my ideas.					
20-	I hardly can put together what I have collected about my topic.					
21-	I feel happy when performing a writing task.					
22-	I like to check and revise what I have written.					
23-	I have no fear of my writing to be evaluated.					
24-	I prefer discussing my writing with others.					
25-	I feel that following the right writing steps encourages me write.					
26-	I believe that following clear systematic steps helps me think clearly.					
27-	I find that writing according to writing process steps is a waste of time.					

Appendix "F"

The Final Draft of Students' Attitudes Scale

Instructions for students completing this scale:

5- This scale aims at assessing your attitudes and perceptions of teaching writing as a process, so please honesty is needed.
6- Please complete this scale so that teaching can be adapted and improved in the light of your answers.
7- Use the provided rating scale to show to what extent do you agree or disagree.
8- Choose only one response for each item putting a tick (√) to what corresponds to your opinion "attitudes and perceptions".

Student's Name: ……. **Age: ……**

A- **Students' attitudes towards writing in general :**

No.	Statements	Response				
		Strongly agree	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**
1-	I think that academic writing is complicated.					
2-	I prefer to follow clear steps while writing.					
3-	I look forward to writing my ideas down in English.					
4-	I feel I can write a good composition.					
5-	For me, writing is enjoyable and a lot of fun.					
6-	I feel stressed and nervous about writing in English.					
7-	I think that my writings would please the readers.					
8-	I hate and avoid writing in English.					
9-	I like writing at school.					
10-	Writing is boring.					
11-	I think writing is easy.					

B- **Students' attitudes towards writing process steps:**

1- **Points concerning pre-writing:**

12-	I like to write about any topic of my own interest.					
13-	I face difficulties in organizing information in relevance to the target topic.					
14-	I find it hard to specify thoughts before writing.					
15-	I find it difficult to outline for my topic.					
16-	I see that pre-writing activities help me write well.					
17-	I like to make a list of ideas before I write.					
18-	I care about specifying the purpose of writing.					
	2- **Points concerning while-writing:**					
19-	I find it clumsy to construct supporting sentences.					
20-	My mind becomes distracted when I start writing.					
21-	I sometimes like to write randomly whatever comes to my mind.					
22-	I think that following the writing process helps me to organize my ideas.					
23-	I hardly can put together what I have collected about my topic.					
24-	Its problematic for me to use meaningful conjunctions.					
	3- **Points concerning post-writing:**					
25-	I feel happy when performing a writing task.					
26-	I like to check and revise what I have written.					
27-	I have no fear of my writing to be evaluated.					

28-	I prefer discussing my writing with others.					
29-	I feel that following the right writing steps encourages me write.					
30-	I believe that following clear systematic steps helps me think clearly.					
31-	It seems to me that writing according to writing process is more persuasive and effective.					
32-	I think that writing according the writing process facilitates the task.					
33-	I find that writing according to writing process steps is a waste of time.					

Appendix "G"

The Attitude Scale Translated into Arabic

بسم الله الرحمن الرحيم

مقياس اتجاه الطلبة تجاه عملية الكتابة

تعليمات للطلبة الذين سيملؤون هذه الاستبانة.

1- **تهدف هذه الاستبانة إلى استكشاف و معرفة اتجاهاتك و وجهة نظرك فيما حول عملية الكتابة (تدريس الكتابة كعملية)، لذا فالصدق و الامانة مطلوبان.**
2- **رجاءً املأ هذه الاستبانة حتى يمكن تطوير و موائمة التدريس وفقا لإجاباتكم.**
3- **استخدم المقياس المُدْرج لتُبين مدى موافقتك أو عدمها.**
4- **اختر إجابة واحدة فقط لكل فقرة واضعاً علامة (√) لما يتناسب مع رأيك " اتجاهاتك و وجهة نظرك " .**

اسم الطالب : ..... العمر: .....

أ. اتجاهات الطلاب نحو الكتابة بشكل عام						
الرقم	**الفقـــرات**	**الاســتـــــجـــابــة**				
		أوافق بشدة	**أوافق**	**غير متأكد**	**لا أوافق**	**لا أوافق بشدة**
1-	أعتقد أن الكتابة الأكاديمية باللغة الانجليزية أمراً معقداً.					
2-	أميل لإتباع خطوات واضحة عند الكتابة باللغة الانجليزية.					
3-	أتشوق لكتابة أفكاري باللغة الانجليزية.					
4-	أعتقد أنه بإمكاني كتابة تعبير جيد باللغة الانجليزية.					
5-	بالنسبة لي الكتابة باللغة الانجليزية ممتعة.					
6-	أشعر بالتوتر و القلق حول الكتابة باللغة الانجليزية.					
7-	اعتقد أن كتاباتي باللغة الانجليزية يمكن أن تُرضي القُرّاء.					
8-	أكره الكتابة باللغة الانجليزية و أتجنبها.					
9-	أحب الكتابة باللغة الانجليزية في المدرسة.					
10-	الكتابة باللغة الانجليزية مملة.					
11-	أعتقد أن الكتابة باللغة الانجليزية سهلة.					
ب. اتجاهات الطلاب نحو خطوات العملية الكتابية **1- نقاط متعلقة برحلة ما قبل الكتابة**						
12-	أحب أن أكتب حول أي موضوع من اهتمامي.					
13-	أواجه صعوبات في تنظيم المعلومات المتعلقة بالموضوع المقصود.					
14-	أواجه صعوبة في تحديد الأفكار قبل بدء الكتابة باللغة الانجليزية.					

-15	أجد الأمر صعبا بأن أرسم مخططاً لموضوعي.					
-16	أعتقد أن تمارين ما قبل الكتابة باللغة الانجليزية تساعدني ان أكتب جيداً.					
-17	أحب أن أعمل قائمة بالأفكار قبل أن أكتب باللغة الانجليزية .					
-18	أهتم بتحديد الهدف من الكتابة باللغة الانجليزية.					
2- نقاط متعلقة بمرحلة الكتابة						
-19	من المربك لي أن أنشيء جمل داعمة للموضوع.					
-20	أصاب بالتشتت حين أبدأ الكتابة باللغة الانجليزية.					
-21	أحياناً أحب أن أكتب باللغة الانجليزية ما يخطر ببالي عشوائياً.					
-22	اعتقد أن اتباع العملية الكتابية يساعدني على تنظيم أفكاري.					
-23	بالكاد أستطيع تجميع و ربط ما جمعت حول موضوعي.					
-24	من الصعب علي أن أستخدم أدوات ربط مفيدة.					
3- نقاط متعلقة بمرحلة ما بعد الكتابة						
-25	أشعر بالسعادة عندما أقوم بعمل كتابي باللغة الانجليزية.					
-26	أحب تدقيق و مراجعة ما كتبت .					
-27	لا أخشى أن يتم تقييم كتابتي.					
-28	أفضل مناقشة كتابتي مع الآخرين.					
-29	أشعر أن اتباع خطوات الكتابة الصحيحة تحفزني على الكتابة باللغة الانجليزية.					
-30	أعتقد أن اتباع خطوات نظامية واضحة عند الكتابة باللغة الانجليزية يساعدني على التفكير بوضوح.					
-31	أعتقد أن الكتابة باللغة الانجليزية وفقا لخطوات العملية الكتابية أكثر إقناعا و تأثيرا بالآخرين.					
-32	أرى أن الكتابة باللغة الانجليزية وفقا للعملية الكتابية يسهل المهمة.					
-33	أظن ان الكتابة باللغة الانجليزية وفقاً لخطوات للعملية الكتابية يضيع الوقت.					

Appendix "H"

A Letter to Judge the Attitudes Scale

The Islamic University of Gaza

Postgraduate Studies Deanery

Faculty of Education

Department of Curricula and Teaching Methods

A Letter to Judge the Attitudes Scale

Dear ……

The researcher is carrying out a study to have a Master Degree in Curriculum and Teaching Methods. The study is entitled:

"The Impact of a Suggested Programme on Developing Eleventh Graders' Writing Skills and their Attitudes Towards it"

I would be grateful if you could kindly judge this attitude scale as it is one of my study tools in that are used to assess the eleventh graders' attitudes and perceptions related to teaching writing skill as a process. Since you have the experience and the ability to show constructive responses that are definitely important and needed, you are kindly asked to have a deep look at the items to determine if they are suitable and relevant or not.

Please suggest, add and modify what is needed or even omit the ones that are not needed.

Key: simply tick (√) the suitable items and (×) the unsuitable and irrelevant ones.

Thanks a lot for your co-operation

Researcher,

Samah Yousef

Comments:

……
……
……
……

Referee's Name:…….. Signature : ……

Position:……... Place of work:…….

Appendix "I"

The Suggested Programme

Students' Handbook

The Process Approach to Teaching

Paragraph Writing Skills

1- Description of the Programme:

The present suggested programme was designed according to the writing process theory steps and criteria that many professionals talked about like White and Andt (1991), Harmer (2001) and Flower and Hayes (1980). This current programme is entitled as **"The Process Approach to Teaching Paragraph Writing Skills".** The researcher designed this programme to be implemented in Grade 11 at Al-Faloja Secondary School in the Northern Governorate. The Programme lasted for nine weeks from which the first class was to familiarize the participants with the process approach and trained them to use it when writing a short paragraph. Two 45-minute classes were assigned for the programme. It is worthy to mention that the researcher made it clear that going throughout this programme is for the purpose of learning skills and pleasure rather than tests and exams. This step was taken to make students feel comfortable and to low their anxiety and fear in order to achieve better results.

2- Objectives of the Programme:

2.1 General Aim:

The present suggested programme aims at enhancing and improving Eleventh's Graders English paragraph writing skills through adopting and applying process writing approach and to help students have a positive attitudes towards it.

2.2 Specific Behavioral Objectives of the Programme:

At the end of the lessons, students should be able to practice steps of writing process represented in the process main stages; brainstorming, drafting, revising and editing.

1- Students should practice brainstorming techniques like clustering and questioning.
2- Students should outline for topics assigned to them.
3- Students should form a topic sentences for each of the suggested topics.
4- Students should construct supporting sentences to back up the topic sentence.
5- Students should write a conclusion for certain topics .
6- Students should practice using connectors properly.
7- Students should practice writing a first draft of a paragraph.
8- Students should practice revising pieces of writing.
9- Students should practice editing their pieces of writing to get a final draft.
10- Students should write a final coherent and a unified paragraph.

3- Principles of the Programme:

When designing the programme, the researcher took into consideration some important principles that are:

1- Individual differences among students.
2- Writing a paragraph is a process.
3- Activities and tasks are gradually introduced to students; form easy to difficult.
4- Varity of questions and tasks related to the target paragraph writing skills are introduced in accordance to writing process theory.
5- Applicable teaching learning aid resources are provided.
6- The programme matches students' needs.

7- The school's time table is considered, too.

8- The teacher is just a facilitator, guide and a director as the programme is student-centered.

9- The programme ,somehow, meet the English Language curriculum.

4- Procedures of Building the Programme:

Coming up with this suggested programme passed through main steps. A full description of these steps and how they were achieved is represented.

1- A pre-test was implemented as a diagnostic test in order to find out the weakness points students face. This step helped the researcher build her programme in the light of these points.

2- The researcher surfed the net, read as many books as possible and studied many references related to current study which helped in designing, identifying the program and setting its objectives, content, teaching aids, tasks and activities

3- The designed programme was shown to a group of specialists to judge it and then the researcher modified it according to their recommendation.

4- At that stage, it was time for the actual teaching and learning in the shape of introducing information and skills to the participants of the study to serve the aims of the programme. Students were persuaded and encouraged to participate so that they could benefit as much as possible.

5- Finally, that stage was about both of the formative and summative evaluation to see the degree of students' progress through the implementation of the intervention.

5- Teaching- Learning Aids:

Experts in methodology stress the importance of using the suitable teaching and learning aids in teaching for the purpose of creating an effective teaching. To achieve the goals of the programme the researcher designed, she used the blackboard, students' handbook, graphic organizers, LCD and colored chalk and pencils.

6- Programme Content:

As it is shown in the appendixes, the suggested programme consists of two sections that are Students' Handbook and a lesson plan.

a- Students' Hand Book:

The Students' Handbook consisted of two units. Each unit represented a topic to write about. the first unit consisted of an introduction about the writing process, the transitional signals they were supposed to learn, the first topic which was about " Healthy food" any a variety of activities. The second unit consisted of the second which was about " Siege on Gaza" and a number of activities that followed the process writing approach steps in order to represent the target paragraph writing skills according to writing process approach. All of this was designed by the researcher herself .

b- Lesson Plan:

The lesson plan of each lesson explained all the classroom procedure and activities that took place in the classroom. The plan facilitated the roles of the teacher and students, as it helped the teacher to move smoothly from one activity to another.

UNIT ONE

LESSON ONE AND TWO

What is Writing process ?

Capretz, Ricker and Sasak(2003) state that the writing process involves several stages: pre-writing, drafting, revising, editing, publish and sharing.

The researcher sees that it refers to the steps used by students that enable them to organize certain information related to a specific topic clearly on the purpose of communicating a message to an audience. Those steps are represented in being motivated to write, brain storming, classifying, choosing a specific topic, constructing topic sentences with controlling ideas, supporting sentences and conclusions taking into consideration the rules of cohesion, coherence and unity.

What is Writing process approach?

Leki (1991) says that the process writing approach is a way to teach writing which focuses mainly on the writing process itself than on the final product.

Transition Signals :

What are Transition Signals?

Transition signals are connecting words or phrases that act like bridges between parts of your writing. They link your sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.

Transition signals act like signposts to indicate to the reader the order and flow of your writing and ideas. They strengthen the internal cohesion of your writing. Using transitions makes it easier for the reader to follow your ideas. They help carry over a thought from one sentence to another, from one paragraph to another, or from one idea to another.

There are several types of transition signals. Some lead your reader forward and imply the building of an idea or thought, while others make your reader compare ideas or draw conclusions from the preceding thoughts.

Sample Text

During [1] the early twentieth century, Australian society experienced a transformation of the domestic ideal. **At this time [1]** families were subject to an increasing array of government and 'professional' programs and advice aiming to manage and regulate family life. Some of these programs were designed to counter social changes, others were designed to engineer them; **ultimately [2]** each heralded a growing expert encroachment into the private sphere. Intervention and influence took three forms. **Firstly [3]** , techniques designed to maximize efficiency were introduced into the home and scientific principles were applied to its design. **In addition [4]**, housework and parenting methods were scrutinized and subject to unprecedented standards. **Secondly [3]** , all aspects of reproduction attracted increasing intervention from government and the medical profession. **Thirdly [3]**, state, professional and philanthropic groups began to usurp the parental role within the family through instruction and policy. **Consequently [5]**, the development of 'modern' social ideals brought regulation, intervention and ever-increasing unrealistic standards.	**[1]** Indicating a specific time **[2]** Indicating a conclusion **[3]** To indicate sequence and logically divide an idea **[4]** Indicating extra information **[5]** Indicating a result

List of Transition Signals

List of Transition Signals	
To indicate sequence or to order information	first, second etc. - followed by - at this point - next, last, finally - previously, subsequently - after that - initially - and then - next, before, after - concurrently - simultaneously - meanwhile
To introduce an example	in this case - for example - for instance - on this occasion - to illustrate - to demonstrate - this can be seen - when/where - take the case of
To indicate time	Immediately - thereafter - Formerly – finally - prior to

	Previously - then - soon - During - at that time before, after - at this point
To logically divide an idea	first, next, finally - firstly, secondly, thirdly initially, subsequently, ultimately
To compare	Similarly - similar to - by comparison - whereas like, just like - balanced against
To contrast	in contrast – however - on the other hand balanced against - on the contrary - unlike differing from - despite - a different view is
To introduce additional ideas/ information	in addition - and then - also - finally - moreover - further more - one can also say - further - another
To introduce an opposite idea or show exception	However - in contrast - on the other hand - whereas - instead - while - yet - but - despite - in spite of - nevertheless - even though - it could also be said that
To give an example	for example - take the case of - to illustrate - for instance - in this case - to demonstrate
To indicate a result/ cause of something	Therefore - Thus - hence - Consequently - as a result - as a consequence
To summarise or conclude	in summary - in conclusion - in brief - as a result - on the whole - finally - summing up - as shown - ultimately - therefore - consequently - thus - in other words - to conclude - to summarize

From: Oshima, A & Hogue, A 1991, *Writing Academic English*, Addison-Wesley.

Practice achieving coherence :

A) Choose the correct answer:

1. I like coffee ___ I don't like tea.

and

- but
- so
- because

2. I cannot swim ___ I can ski.

- and
- but
- so
- because

3. I want a new TV ___ the one I have now is broken.

- and
- but
- so
- because

4. I had to work on Saturday ___ I couldn't go to John's party.

- and
- but
- so
- because

5. My name is Jim ___ I'm your new teacher.

- and
- but
- so
- because

6. I was cold ___ I turned on the heater.

- and
- but
- so
- because

7. We'll have to go shopping ___ we have nothing for dinner.

- and
- but
- so
- because

8. The history test was difficult ___ the English one was easy.

- and
- but
- so
- because

9. We didn't go to the beach yesterday ___ it was raining.

- and
- but
- so
- because

10. We have a test on Monday ___ I'll have to study this weekend.

- and
- but

- so
- because

From: **http://www.bradleys-english-school.com/online/MultipleChoice/conj.html**

B) **Choose the correct answer between brackets :**

((and – but – because))

- **Examples:**

Summer days are hot **and** sunny.

In Summer, I like to sail **because** the weather is nice.

Sailing in Summer is great, **but** I don't have a sailing boat.

- **Your Turn:**

1. Frogs can hop ……they can't fly.
2. You have to speak louder……. he can't hear well.
3. Mr. Jamal is worried …….. he is late for an important meeting.
4. Tom studied hard, ……. he failed the test.

5. Jim is happy……. he won the race.

6. She bought vitamins ……. forgot to buy aspirin.

7.

It was expensive,…….. they gave me a discount.

8. Paul can't go to work ……. he has the flu.

From: http://www.englishexercises.org/makeagame/viewgame.asp?id=1791

C) <u>Complete the followings with connectors from the box.</u>

although – despite – due to - in fact

1-..... the rate of US population growth has fallen, the population is still rising

2- ..... , it will probably climb from 280 million today to 400 million by 2100.

3- This increase is partly ..... the arrival of around one million people every year to live in America.

4- ..... all the difficulties , these immigrants continue to arrive often in the hope of a better life.

because – but – for example

They come from all over the world, ...most come from Spanish-speaking Latin America. Nobody knows their exact numbers .....many enter the country secretly. Every night, ... , some cross a river, the Rio Grande, that runs between Mexico and the southern United States

because of - however – moreover

Most Latin American immigrants stay in the south and, ... this, you often hear Spanish there. ..... , there are many Spanish-language newspapers and radio

and TV channels.. Some people say that Spanish should become an official language – like English. ..... , others disagree. They feel that America is a nation of immigrants, and that Americans need just one language to help hold them together.

D) **Complete the text with connectors from the box**

although – and – but – even if – finally – however – in spite of – moreover – or – whereas

……. the first TV pictures were sent by satellite in the 1960s , satellite TV didn't enter most people's homes until much later. Today , ... ,it is common for people to receive 50 , 100 ……. even several hundred channels ……. , It is even possible to get your favorite TV program from home ……. you now live on the other side of the world.

E) Use the 3 words below to join these short sentences together

and	**but**	**because**

1. I have a best friend, Yuko _____ she is a student at Obirin University too.

2. She is 19 years old _____ she looks younger.

3. She was born in Okinawa _____ now she lives in Yokohama.

4. She is short and slim _____ she has a very big smile.

5. I like her _____ she is kind and funny.

6. We often hang out at weekends _____ we sometimes go on trips together.

7. In the future, she wants to be an actress _____ she loves movies and TV dramas.

8. I hope she will be a big star one day _____ maybe she will win an Oscar

From: httpelpweb.commaterialswpcontentuploads200704Sentence%20combining%20activity.doc

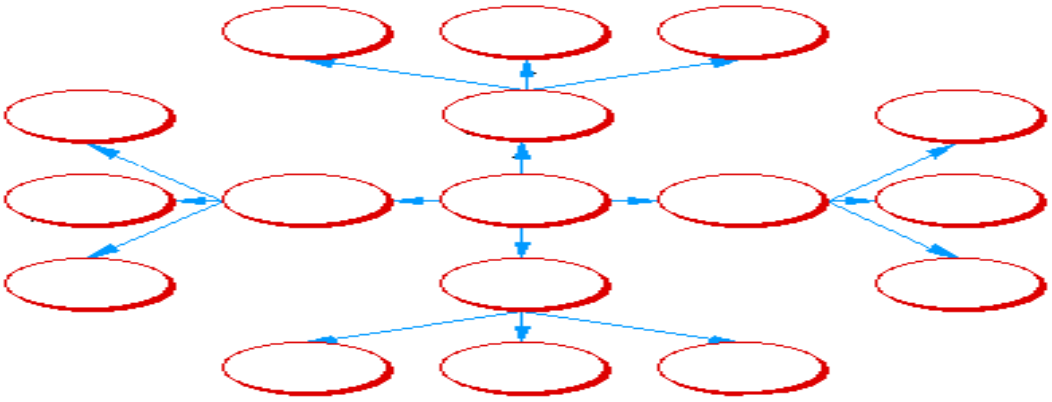
The First Topic "Healthy food"

LESSON THREE

Practice brainstorming :

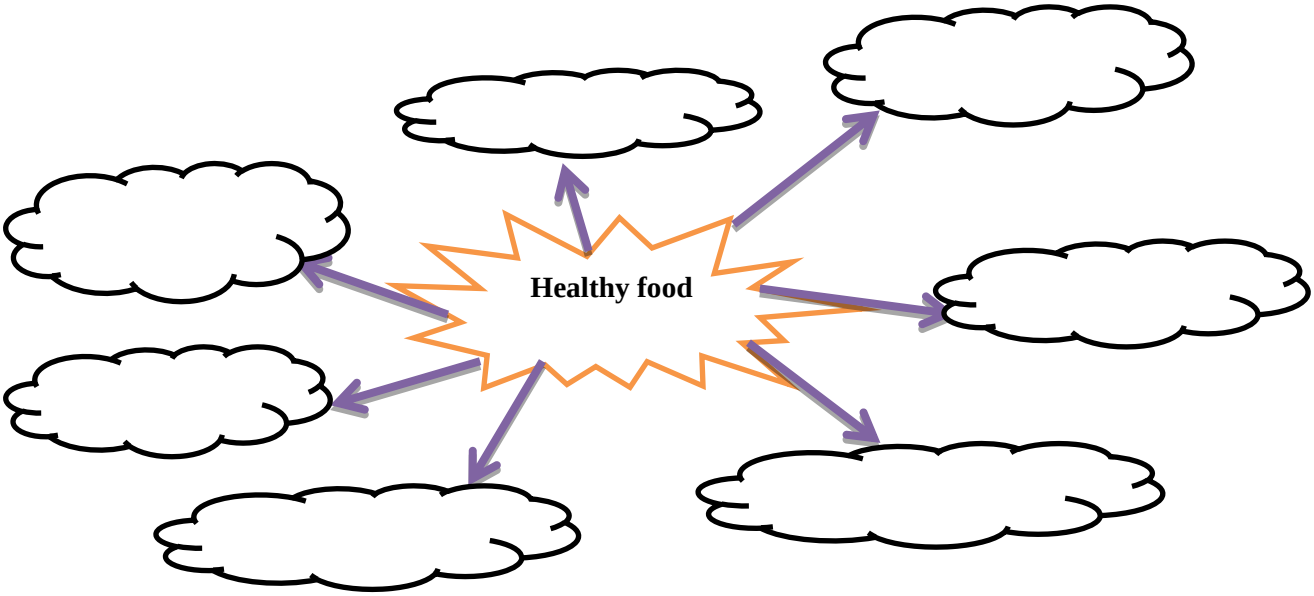
Take this Example:

a- Try to fill in the following clustering diagram with any idea comes to your mind about "Sport" :



Exercise one:

Create a network around the word *"Healthy food"*



b- Start writing freely about " Your Family". Write anything comes to your mind and don't worry about grammar or spelling.

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LESSON FOUR

Practice outlining :

a- Draw an outline for each of the following topic sentences provided:

Example:

Topic sentence: It is important to work.

I. Work allows us to earn money.
   I. With money we can buy the things we need.
   II. We can buy food.
   III. We can buy clothing.
   IV. We can buy a car.

V. We can buy a home.

A- Sports are important:

- ……...
- ……
- ……
- ……
- ……

B- Jerusalem is a great city:

- ……
- ……
- ……
- ……
- ……

Exercise two:

Try to find relations between your ideas that you have listed in *"Exercise one"* in order to classify them into groups.

Group "A"	Group "B"	Group "C"

LESSON FIVE

Practice writing a topic sentence:

a- CHOOSING TOPIC SENTENCES

Choose the best topic sentence for each group of supporting sentences. Write it on the line provided.

Example: _____b_____. I usually go skiing every weekend in the winter even though it is expensive. I love the feeling of flying down a mountain. The views are beautiful from the top of a mountain and along the trails. Even the danger of falling and getting hurt can't keep me away from the slopes on a winter day.

a) Skiing is expensive.
b) Skiing is my favorite sport.
c) Skiing is dangerous.

1.) _____ . I enjoy summer sports like water skiing and baseball. The weather is usually sunny and hot, so I can go to the beach almost every day. Gardening is my hobby and I spend many summer days working in my garden. Unfortunately, the days pass too quickly in summer.

a) I like to garden in summer.
b) Summer is my favorite season.

c) Summer is too short.

2.) _____ . One thing you must consider is the quality of the university's educational program. You also need to think about the school's size and location. Finally, you must be sure to consider the university's tuition to make sure you can afford to go to school there.
a) It is expensive to attend a university in the United States.
b) There are several factors to consider when you choose a university to attend.
c) You should consider getting a good education.

b- WRITING A TOPIC SENTENCE

Write a topic sentence for each paragraph. Make sure your topic sentence expresses the main idea of the paragraph.

Example: Dubai is the perfect place to take a vacation. It is always sunny and warm. The beaches are gorgeous, with soft white sand and beautiful water. There are many fine restaurants in the Dubai, and most of the hotels offer terrific entertainment nightly. It's no wonder that Dubai is my first choice for a vacation destination.

1.) _____ . I can't wait to come home from school and eat the delicious meals she has prepared. She is famous for her desserts like peach pie and chocolate soufflé. She is always experimenting with new recipes and trying different ingredients. No one in the world can cook the way my mother does.

2.) _____ . First and most importantly, the work is very interesting. I learn new things every day and I get to travel a lot. In addition, my boss is very nice. She is always willing to help me when I have a problem. I have also made many new friends at my job. Last, but not least, the salary is fantastic.

From : httpwww3.pef.uni-lj.si~tuji-jezikirp1_letnikexercises_on_paragraph_writing.pdf

Exercise three:

Focus on the topic in the middle of *"Exercise one"* and the ideas you have put in groups in *"Exercise two"*. This helps you write a relevant topic sentence to your topic.

The topic sentences is :

……

LESSON SIX

Practice writing a first draft:

Writing supporting sentences and a conclusion:

Write THREE supporting sentences in the blank spaces under each one and ONE concluding sentence.

A- Topic sentence : There are a number of ways to keep fit.

Supporting sentences:

1)……...

……

2)……

……

3)……

……

Conclusion sentence:

……

……

B- Topic sentence : Bethlehem offers several places of interest to visit.

Supporting sentences:

1)……

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2)……

……

3) ……

……

Conclusion sentence:

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……

Exercise four:

Support and back up your topic sentence that you have constructed in *"Exercise three"* by expanding the ideas you have just put into groups in *"Exercise two"*.

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LESSON SEVEN

Practice writing a conclusion:

Exercise five:

Now, have a deep look at the paragraph you have just written. It needs a conclusion.

- **Can you sum up the paragraph in a few words ?**
- **Do you have any recommendation to add ?**
- **Can you paraphrase your topic sentence in other words?**

To conclude,
….....

……

LESSON EIGHT

Practice revising :

Exercise six:

The first draft needs revision. This checklist helps you focus on certain things. Follow it and decide according to it.

Revision Checklist

_____ 1. Did I write what I wanted to write?

_____ 2. Is my topic focused?

_____ 3. Will my readers understand what I am saying?

_____ 4. Is my writing clear?

_____ 5. Is my opening strong? Does it capture the reader's attention?

_____ 6. Are my main ideas supported with details? Have I used examples?

_____ 7. Does my conclusion contain a final point or summary for my piece?

_____ 8. Is all my information needed? Are there any words, phrases, sentences, or paragraphs that I can cut? Have I cut all clutter?

_____ 9. Are there places I can expand my ideas?

_____ 10. Does my piece show unity? Do all of the parts build to a whole?

_____ 11. Are my paragraphs cohesive and unified? Does each one contain only one main idea?

_____ 12. Is the style right for the subject? Is my style consistent throughou the piece?

_____ 13. What part of this piece do I like the best? Why? _____
_____

_____ 14. What part do I like the least? Why? _____
_____

_____ 15. What part do I feel needs improvement? How can I improve it?
_____

Prepared by: The Center for Applied Research in Education, 1993

LESSON NINE

Practice editing :

Exercise seven:
After revising your draft, it needs editing. Let's change, add or delete according to the checklist you have used in *"Exercise six"*.

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UNIT TWO

LESSON ONE

The Second Topic " Siege on Gaza"

Practice brainstorming :

Example:

Exercise one:

Try to answer the following questions in order to get as much as you can about the topic " Siege on Gaza": ***Have a look at the pictures, it may help you.***

1- Is it easy to get out of Palestine ? …….
2- Are we allowed to travel abroad ? ……
3- can we easily import food and medicine from other countries?
……
4- Are we free to go wherever we want at any time we want ?
……
5- In your opinion, why is that ?
……...
6- Is it something good or bad ? ……
7- Is it a problem to live in such conditions? ……
8- Why is ……. a big problem ?
…….....
9- What are the bad effects of ……..?
a- ……
b- ……
c- …….
d- .....

LESSON TWO

Practice outlining:

Exercise two:

Try to complete the following according to answers you provided in *"Exercise one"*:

Topic : Siege on Gaza

II. ……
I. ……
II. ……
III. ……
III. ……

I. ……
II. ……
III. ……

LESSON THREE

Practice writing a topic sentence:

Read carefully and then choose the correct topic sentence:

1- Thousands of new people are born on our planet every day. The number of inhabitants in the world has already reached over six billion. If the present growth rate remains unchecked, the world may soon face wide-spread starvation, poverty, and serious health problems. _____ (topic sentence).

- ☐ Therefore, it is predicted that the world will face serious health problems in the near future.
- ☐ The rapid growth of the world's human population is the most important problem the world needs to address.
- ☐ One of the burning issues is the population explosion in third world countries.

2- _____ (topic sentence)

Arriving in the land below the Rio Grande River, the Spanish conquistador Hernando Cortez was surprised to see the local inhabitants raising crops that included avocados, corn, garlic and nuts. Onions, tomatoes, chilli peppers and pumpkins were also grown in the rich soil. Irrigation systems were employed in some of the drier regions. The Aztec farmers also were skilful in creating terraced gardens to make the most of the rainfall and to minimise soil erosion. Evidence shows that they employed crop rotation as well as natural fertilisers to enhance the production of their farm products.

- ☐ The Aztecs of Mexico were a nation of accomplished farmers.
- ☐ Hernando Cortez discovered farming in Mexico.
- ☐ Mexico is blessed with rich farmland and an abundance of food products.

From: HTTP://WWW.VICTORIA.AC.NZ/LLC/ACADEMIC-WRITING/TSENT2.HTML

Exercise three:
Focus on the topic in *"Exercise one"* and the ideas you have written in *"Exercise two"*. Write a relevant topic sentence to your topic.
The topic sentences is :
……
……

LESSON FOUR

Practice writing a first draft:

Matching main ideas and supporting detail:

There are sentences from two paragraphs below. Cut out the sentences and then arrange them into two paragraphs in the correct order. Remember the points about main ideas and supporting details.

There are several different types of waterfalls.
Some waterfalls are caused by landslides or earthquakes.
Class 10 waterfalls have the most water and class 1 have the least water.
These include block, cascade, cataract, fan, horsetail, plunge, punchbowl, segemented, tiered and multi-step waterfalls.
However, most waterfalls are caused by water flowing over the same area and eroding soft rock.
Waterfalls are also grouped into ten different classes.
Waterfalls are caused by different things.
Waterfalls are grouped into types of waterfall and class of waterfall.

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From: http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Teaching-and-learning-sequences/Written-language-Reading-an-information-report-US2986/Learning-task-2-Identifying-main-ideas-and-supporting-detail

Exercise four:

Support and back up your topic sentence that you have constructed in *"Exercise three"* by expanding the ideas you have written in *"Exercise two"*.

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LESSON FIVE

Practice writing a conclusion:

Exercise five:

Read the paragraph you have just written again. It needs a conclusion.

- **Can you sum up the paragraph in a few words ?**
- **Do you have any recommendation to add ?**
- **Can you paraphrase your topic sentence in other words?**

To summarize,

….....

……

LESSON SIX

Practice revising :

Exercise six:

Your first draft needs revision. Follow the provided checklist in order to revise your paragraph.

Young Author's Revising Questions

Name_____Date_____

Answering these revision questions will help you improve your rough drafts.

- ☐ 1. Does the beginning grab or hook the reader's attention?
- ☐ 2. Are there any unanswered questions? Did I answer WHO, WHAT, WHEN, WHERE, WHY, AND HOW?
- ☐ 3. Can I substitute a more interesting word for a boring one?
- ☐ 4. Can I add more information to amplify a thought or idea?
- ☐ 5. Is there a statement that needs more explanation with reasons, details, or examples?
- ☐ 6. Do my readers need more description to be able to picture what I'm writing about?
- ☐ 7. Do most of my sentences start with different beginnings?
- ☐ 8. Is there a fresher, more interesting way to say something?
- ☐ 9. Did I use similes, metaphors, strong verbs, specific emotion words, sensory words, onomatopoeia, or dialogue to make my writing colorful and enjoyable for my readers?
- ☐ 10. Does every sentence focus on the topic?
- ☐ 11. Did I use transitional phrases and words between thoughts and ideas?
- ☐ 12. Does the ending bring this piece to a smooth finish?

From:
http://www.literacyconnections.com/checklist-revision-writing-process

LESSON SEVEN

Practice editing :

Exercise seven:
After revising your draft, it needs editing. Let's change, add or delete according to the checklist you have used in *"Exercise six".*
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Appendix "J"

Referee Committee of the Suggested Programme

The following list indicates the names and the titles of referees who kindly refereed the suggested programme. The letter to judge the programme is enclosed, too.

A- A Letter to Judge the Suggested Programme

The Islamic University of Gaza

Postgraduate Studies Deanery

Faculty of Education

Department of Curricula and Teaching Methods

A Letter to Judge the Suggested Programme

Dear ……

The researcher is carrying out a study to have a Master Degree in Curriculum and Teaching Methods. The study is entitled:

" The Impact of a Suggested Programme on Developing Eleventh Graders' Writing Skills and their Attitudes Towards it " in which she is going to examine the effect of process-writing based teaching on eleventh grade students' paragraph writing skills and their attitudes towards it. The researcher has designed a programme which is attached here:

- A Students' Hand Book that includes a material to be taught and specific activities which serve paragraph writing process teaching .
- A lesson-Plan section.(Teacher Guide)

Please, read the attached material and I would highly appreciate your effort of refereeing of the programme through reading the following items and ticking (√) the appropriate box.

No.	Item	High	Average	Low
1-	The general aim of the programme is clear.			
2-	The listed behavioral objectives are measurable.			
3-	The listed behavioral objectives are achievable.			
4-	The activities are related to the behavioral objectives			
5-	The activities serve the writing process clearly.			
6-	The activities are within students' level.			
7-	The activities meet students' individual differences.			
8-	The activities are applicable.			
9-	The rubrics of the activities are clear.			
10-	1The time assigned is suitable.			
11-	The suggested programme is well-organized.			

Thanks for your co-operation
Researcher,
Samah Yousef

Further comments:

……
……
……
……

Referee's Name:…….. Signature : ……

Position:…….. Place of work:…….

B- Referee Committee of the Suggested Programme

No.	Name	Institution
1-	Dr. Awad Kishta	The Islamic University
2-	Miss. Ijlal El-mudala	Al-Aqsa University
3-	Dr. Mohamed Abed Alrahman	Al-Aqsa University
4-	Dr. Kamal Mourtaga	The Islamic University
5-	Mrs. Tahreer al-aaraj	Tal Al-za'tar Secondary School
6-	Mrs. Zulfa Badr El-Deen	Gaza University
7-	Mrs. Itaf Abu Dahroug	Al-Faloja Secondary School
8-	Mrs. Yousra Al-kahlot	North Directorate of Education
9-	Miss. Ghosoun Iqtaifan	UNRWA schools

Appendix "K"

Teachers' Guide (Lesson plan)

The first class:

Title : Connectors.

Day: _____ Date: _____ Grade: 11 Unit: One Lesson: One

Specific objectives	Teaching aids
By the end of the lesson students are expected to: 1- **Identify the use or the function of certain connectors.** 2- **Keep some common connectors by heart.** 3- **Use certain connectors in context properly.** 4- **Choose the suitable connectors to fill the gaps with.**	**Students handbook – a sample text – black board – colored chalk - cards.**

Steps	Procedures and activities	Formative evaluation
Warming up	**playing Think and Retain game.** **How to play the game:** • **Two students can write a phrase, noun or clause beside each other on the board.** • **The class is divided into two teams and each team tries to write a conjunction to join the two phrases, nouns or clauses without repetition.** • **The team that gets the most links wins the game.**	T: observes Ss' participation.
Presentation	**T: presents some of the common connectors classified according to their functions to**	T: moves around and

	students using cards. **T: writes examples on the board to show students how to use connectors in 1 context.** **Ss. : individually, each student tries to give an example similar to the ones on the board.** **T: handbooks opened, leads students to notice the highlighted connectors in the sample text..** **Ss. : through guessing, try to recognize functions and structure of the connectors.**	checks Ss' work continually.
Summative evaluation	**T: asks students to answer Exc. (A and B) after answering the first item as an example to follow.** **S: Do Exc. (A and B) in pairs.** **T: moves around, checks Ss' answers and gives them feedback.**	T: checks Ss' answers.
Rounding up	**T: Asks some questions to close the lesson:** • **What is a connectors?** • **Mention some connectors you've just learned.** • **Pick up any connector you like and put it in a sentence.**	T: observes Ss' responses and interaction.

The second class:

Title : Connectors.

Day: _____ Date: _____ Grade: 11 Unit: One Lesson: Two

Specific objectives	Teaching aids
By the end of the lesson students are expected to: 1- **Identify the use or the function of another list of connectors.** 2- **Keep some common connectors by heart.** 3- **Use certain connectors in context properly.** 4- **Choose the suitable connectors to fill the paragraphs with.**	**Students handbook – a sample text – black board – colored chalk.**

Steps	Procedures and activities	Formative evaluation
Warming up	**T: Greeting students and asking about their conditions.** **Ss. : Playing Bingo familiarity and creativity game.** **How to play the game:** • **The teacher uses a Bingo format in which cards with nine spaces with conjunctions in each space can be designed.** • **The teacher calls out a conjunction.** • **The student with that conjunction on her card says a sentence that uses the word before she can mark the card.** • **Students who get three conjunction words in a raw wins.**	T: observes Ss' interaction.
Presentation	**T-S : asks questions reminding Ss. of the previous**	T: moves around and

	connectors they studied in the previous class. **T: presents new groups of the most common connectors classified according to their functions to students using cards.** **T: writes examples on the board to show students how to use connectors in context.** **Ss. : individually, each student tries to give an example similar to the ones on the board.** **T: handbooks opened, leads students to notice the highlighted connectors in the sample text..** **Ss. : try to recognize functions and structure of the new connectors depending on the meaning of the context they are mentioned in.**	checks Ss' work continually.
Summative evaluation	**T: asks students to answer Exc. (C and D) after answering the first item as an example to follow.** **S: Do Exc. (C and D) in groups.** **T: moves around, checks Ss' answers and gives them feedback.**	T: checks Ss' answers.
Homework	**Ss. do Exc. (E) at home.**	
Rounding up	**T: Asks some questions to close the lesson:** • **What kind of connectors you have studied today?** • **Mention connectors used for contrast, reason, result …etc.** • **Put (although, because of, similarly… etc.) in a meaningful sentence.**	T: observes Ss' responses and interaction.

The Third class:

Title : Brainstorming.

Day: _____ Date: _____ Grade: 11 Unit: One Lesson: Three

Specific objectives		Teaching aids
By the end of the lesson students are expected to: 1- **Collect as much as possible ideas about a certain topic.** 2- **Practice problem solving process while brainstorming.** 3- **Focus on quantity more than quality in this primary stage of writing.**		**Students handbook – black board – colored chalk - posters.**
Steps	Procedures and activities	Formative evaluation
Warming up	**T. takes a look at Exc. "E" that was a assigned to Ss as a homework for the previous lesson.** **Playing What can you see? game.** **How to play the game:** • **Show a number of shapes to the class using a poster.** • **Students work in pairs to write down what they can see.** • **Motive students to look at the shapes from more than one angel in order to be more creative.** • **There is no right or wrong answers in this game.** • **Students look at the shapes again and see how they can describe them differently.**	T: observes Ss' participation.

Presentation	**T: handbooks opened, leads students to the target activity that is Exc. "a".** **T: shows a picture about sports along with a clustering graphic organizer.** **T: asks students to think of as many ideas as possible that would fit under the selected category.** **Ss. : In groups, write all of ideas come to their minds in the clustering graphic organizer in their handbooks.** **T: has the students say their ideas out loud and writes them on the board to share their ideas together.** **After doing this activity as an example to imitate,** **Ss. : move to practice brainstorming about the main topic that is "Healthy Food".**	T: moves around and checks Ss' work continually.
Summative evaluation	**T: Asks students to answer Exc. (b) that is brainstorming about "Your Family" using the free writing technique** **Ss.: Do Exc. (b) in pairs.** **T: moves around, checks Ss' answers and gives them feedback.**	T: checks Ss' answers.
Rounding up	**T: Asks some questions to close the lesson:** • **In your opinion, what is brainstorming?** • **Does it focus on quality or quantity?** • **Mention the three ways we used to brainstorming in this class.**	T: observes Ss' participation and interaction.

The fourth class:

Title : Outlining.

Day: _____ Date: _____ Grade: 11 Unit: One Lesson: Four

Specific objectives	Teaching aids
By the end of the lesson students are expected to:. **1- Be familiar with the concept outlining.** **2- Group the related ideas together** **3- Organize the ideas into a logical, fluid sequence .**	**Students handbook –black board – colored chalk - posters.**

Steps	Procedures and activities	Formative evaluation
Warming up	**T: introduce the meaning of outlining for the students.** **T: writes many sentences on the board and asks student to try to find connection between them.** **Ss : work in groups to group the sentences that may be related to each other in a way or another.**	T: observes Ss' participation.
Presentation	**T: handbooks opened, leads students to Ex. "a".** **T: writes this example on the board and elicit related ideas from students and write them on the board.** **Ss.: look at the given example in their handbooks and compare their answers with it.** **T: asks Ss. to move to Exc. "A and B " to do the same as we did together in the**	T: moves around and checks Ss' work continually.

	example **Ss. : work in pairs and write related ideas under each of the two topic sentences in Exc. "A and B ".** **T:moves around and see if Ss. Need any help.** **Ss: give their answers and the teacher writes them on the board in order to discuss them together.** **T: gives the needed comment on each answer be a feedback for the students.**	
Summative evaluation	**T: asks students to answer Exc. Two that is grouping the ideas they have written previously about " Healthy Food " in the brainstorming stage.** **S: Do Exc. Two in group.** **T: moves around, checks Ss' answers and giving them anything they demand.** **Ss: each group says its answers in front of the class.** **T: comments and gives feedback.**	T: checks Ss' answers.
Rounding up	**T: Asks some questions to close the lesson:** • **What is outlining?** • **What is the benefit of outlining?** • **Does it depend on brainstorming or not?** • **How can we organize ideas in outlining?**	T: observes Ss' responses and interaction.

The fifth class:

Title : Writing a atopic sentence.

Day: _____ Date: _____ Grade: 11 Unit: One Lesson: Five

Specific objectives	Teaching aids
By the end of the lesson students are expected to:. **1- Mention the meaning of a topic sentence.** **2- Illustrate the characteristics of a good topic sentence.** **3- Write a good topic sentences .**	**Students handbook –black board – colored chalk - LCD.**

Steps	Procedures and activities	Formative evaluation
Warming up	**T: introduce the meaning of a topic sentence for the students.** **T: writes many mixed topic and supporting sentences on the board and asks student to match the suitable topic sentence with its supporting sentences.** **Ss : work in pairs do that and say their answers loudly.** **T: discusses Ss'. answers and gives comment on them.**	T: observes Ss' participation.
Presentation	**T: writes good and bad topic sentences and compares between them.** **T: mentions the characteristics of a good topic sentence.** **T: handbooks opened, leads students to Ex. "a".** **T: shows the first example from the Exc. and discusses it loudly as a model for the students to follow.**	T: moves around and checks Ss' work

	SS.: work individually to choose the suitable topic sentence. **Ss.: say their answers loudly in front of the class.** **T: writes the answers on the board and starts negotiating the students about their answers.** **T: comments and gives the right answers on the board.** **T: asks Ss. to move to Exc. "B" to write a good topic sentences for the short paragraphs given to them in the Exc.** **T: does the first one as an example** **Ss. : work in pairs and write a proper topic sentences for each of the two short paragraphs in Exc. "B ".** **T:moves around and see if Ss. Need help.** **Ss: give their answers and the teacher writes them on the board in order to discuss them together.** **T: gives the needed comments on each answer be a feedback for the students.**	continually.
Summative evaluation	**T: asks students to answer Exc. Three that is writing a topic sentence about "Healthy Food" depending on what they have written previously in the brainstorming and the outlining stages.** **Ss.: Do Exc. Three in group.** **T: moves around, checks Ss' answers and giving them any necessary help.**	T: checks Ss' answers.

	Ss: each group says its answers in front of the class. **T: comments and gives feedback.**	
Rounding up	**T: Asks some questions to close the lesson:** • **What is the meaning of a topic sentence?** • **Where can we find a topic sentence in a paragraph?** • **Mention the characteristics of a good topic sentence.**	T: observes Ss' responses and interaction.

The sixth &the seventh class:

Title : Providing supporting sentences and a conclusion.

Day: _____ Date: _____ Grade: 11 Unit: One Lesson: Six& Seven

Specific objectives	Teaching aids
By the end of the lesson students are expected to:. **1- provide related supporting sentences.** **2- Write a proper conclusion.**	**Students handbook – black board – colored chalk - LCD.**

Steps	Procedures and activities	Formative evaluation
Warming up	**T: asks related question to the previous lesson as a kind of revision.** **T: writes a topic sentence on the board and asks student to give as many as related issues to it.** **T: asks students about their recommendations concerning the illustrated issue.** **T: writes what students say on the board discusses Ss'. answers and gives comment on them.**	T: observes Ss' participation.
Presentation	**T: clarifies points students should consider when supporting their topic sentences.** **T: mentions the characteristics of accepted supporting sentences like unity for example.** **T: mentions many ways to use when writing a conclusion, like paraphrasing and recommendations.** **T: handbooks opened, leads students to Ex. "A".** **T: shows the first activity as an example from the Exc. and discusses it loudly as a model for the students to follow.**	T: moves around and checks Ss' work continually.

	T: tries to elicit points related to how to be fit and writes them under the topic sentence of the example. **T: asks students to paraphrase the topic sentences that is written on the board or to sum up what has been mention about it or if they have any recommendations to include.** **Ss.: work in groups to come up with more suitable supporting ideas and to write other conclusions of their own.** **Ss.: the leader of each group says the answers loudly in front of the class.** **T: writes the answers on the board and starts negotiating the students about their answers.** **T: comments and gives the right answers on the board.** **T: asks Ss. to move to Exc. "B" to create supporting sentences for the topic sentence given to them in the Exc.** **Ss. : work in groups and write related supporting sentences and a conclusion in Exc. "B ".** **T: moves and walk between the groups to see if Ss. are doing well or not and giving them some instructions when it needs.** **Ss: give their answers and the teacher writes them on the board in order to discuss them together.** **T: gives the needed comments on each answer as a feedback for the students.**	

Summative evaluation	**T: asks students to answer Exc. "Four" that is writing supporting sentences about "Healthy Food" depending on what they have written in the previous stages.** **Ss.: Do Exc. Four in pairs.** **T: moves around, checks Ss' answers and giving them any necessary help.** **Ss: each group says its answers in front of the class.** **T: comments and gives feedback.** **T: tells students to move to answer Exc. "Five" in which they are supposed to write a conclusion sentence about "Healthy Food" depending on what they have written in the previous stages.** **Ss.: Do Exc. Four in groups.** **T: moves around, checks Ss' answers and watching their progress .** **Ss: each group says its answer loudly in front of the class.** **T: comments and gives feedback.**	T: checks Ss' answers.
Rounding up	**T: Asks some questions to close the lesson:** • **Can you write supporting sentences without depending on a topic sentence?** • **Should supporting sentences in a paragraph be unified and coherent?** • **In what ways can you write a conclusion?** • **What way do you prefer to write a conclusion?**	T: observes Ss' responses and interaction.

The eighth class:

Title : Revising.

Day: _____ Date: _____ Grade: 11 Unit: One Lesson: Eighth

Specific objectives	Teaching aids
By the end of the lesson students are expected to: **1- Revise for spelling.** **2- Revise for punctuation.** **3- Revise for grammar.** **4- Revise for unity and coherence**.	**Students handbook – black board – colored chalk - LCD .**

Steps	Procedures and activities	Formative evaluation
Warming up	**T: introduces papers or examples that have been written to illustrate common writing mistakes.** **T: establishes ground rules to avoid nasty negative feedback in order to have constructive criticism .** **T: uses rubrics telling students what they are looking for during the revision process.**	T: observes Ss' responses and participations.
Presentation	**T: shows a paragraph in front of the whole class using LCD.** **T: asks students to read the paragraph aloud to get an idea about what is trying to be communicated.** **Ss.: are asked to focus on one thing to be corrected at once; spelling, then punctuation and grammar after that.** **T: asks students what is the paragraph**	T: moves around and checks Ss' work continually.

	about and draws a diagram to the structure of it. **T: asks students if there is anything does not make sense.** **Ss.: work in pairs and suggest ideas about points that needs clarification.** **T: asks if there are ant sentences that sounds awkward in order to improve them.** **T: asks many other related question like if the conclusion is weak.** **Ss.: work in groups trying to give suggestions of how to make it better.**	
Summative evaluation	**T: asks students to answer Exc. Six which requires them to follow a checklist to revise the first draft they have written about "Healthy Food".** **Ss.: Do Exc. Six in groups.** **T: moves around, checks Ss' answers and giving them instructions if needed.** **Ss.: each group says the answers in front of the class.** **T: comments and gives feedback.**	T: checks Ss' answers.
Rounding up	**T: Asks some questions to close the lesson:** • **What do we look at when we revise a paragraph?** • **How can we revise systematically?**	T: observes Ss' responses and interaction.

The ninth class:

Title : Editing.

Day: _____ Date: _____ Grade: 11 Unit: One Lesson: Ninth

Specific objectives	Teaching aids
By the end of the lesson students are expected to: **1- Edit for selling.** **2- Edit for punctuation.** **3- Edit for grammar.** **4- Edit for unity and coherence**.	**Students handbook – black board – colored chalk - LCD .**

Steps	Procedures and activities	Formative evaluation
Warming up	**T: introduces papers or examples that have been edited depending on the revising step to help students understand what they should do at this stage.**	
Presentation	**T: shows a paragraph in front of the whole class using LCD.** **T: asks students to read the paragraph aloud and to focus on their revising lists in order to edit according to them.** **Ss.: are asked to focus on one thing to be edited at each time; spelling, punctuation ,then grammar and after that unity and coherence.** **T: helps Ss. to edit their drafts for writing mechanics.**	T: moves around and checks Ss' work continually.

	Ss.: work in pairs and suggest ideas about how to edit points that needs clarification. **T: asks if students made the sentences that sounds awkward better than in the first draft.** **T: asks many other related question like if the conclusion has become better than before.**	
Summative evaluation	**T: asks students to answer Exc. Seven which requires them to edit their drafts according to the checklists they used in revising the first draft they have written about "Healthy Food".** **T: gives students sufficient time to edit their topics** **Ss.: Do Exc. Seven in groups.** **T: moves around, checks students' editing offering help and giving them instructions if needed.** **Ss.: each group says its final draft in front of the class.** **T: comments and gives feedback.**	T: checks Ss' answers.
Rounding up	**T: Asks some questions to close the lesson:** • **Can you edit a paragraph without revising?** • **How can we edit systematically?**	T: observes Ss' responses and interaction.

Appendix "L"

Permission from the Islamic University of Gaza and The

Ministry of Higher Education to Carry out the Study

Palestinian National Authority
Ministry of Education & Higher Education
General Directorate of Educational planning

السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
الإدارة العامة للتخطيط التربوي

الرقم: و ت غ/ مذكرة داخلية (١٣٠)
التاريخ: 2012/2/27م
التاريخ: 5/ ربيع ثاني/ 1433هـ

السيد/ مدير التربية والتعليم- شمال غزة حفظه الله،

السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسهيل مهمة بحث

نهديكم أطيب التحيات، ونتمنى لكم موفور الصحة والعافية، وبخصوص الموضوع أعلاه، يرجى تسهيل مهمة الباحثة "**سمام سميح يوسف**" والتي تجري بحثاً بعنوان:

" the impact of suggested programme on developing paragraph writing skills and attitudes of eleventh graders "

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير من الجامعة الإسلامية بغزة.

في تطبيق أدوات البحث على عينة من طالبات الصف الحادي عشر، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام والتقدير

د. علي عبد ربه خليفة
مدير عام التخطيط التربوي

وزارة التربية والتعليم / شمال غزة
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