إقـــرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Effectiveness of Using Interactive Writing Strategy on Developing Writing Skills among 7th Graders and their Attitudes towards Writing

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو بحث لدى أية مؤسسة تعليمية أو بحثية أخرى.

DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's name: **Hussni Mohammad El-Salahat**

Signature: Eng-Hussni

Date: 26-3-2014

اسم الطالب : **حسني محمد حسني الصلحات**

التوقيع:

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The Islamic University of Gaza

Deanery of Higher Studies

Faculty of Education

Department of Curriculum and Instruction

The Effectiveness of Using Interactive Writing Strategy on Developing Writing Skills among 7th Graders and their Attitudes towards Writing

Submitted by

Hussni Mohammad El-Salahat

Supervised by

Dr. Sadek Salem Firwana

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ **حسني محمد حسني الصلحات** لنيل درجة الماجستير في **كلية *التربية*/ قسم مناهج وطرق تدريس** وموضوعها:

The Effectiveness of Using Interactive Writing Strategy on Developing Writing Skills among 7th Graders and their Attitudes towards Writing

وبعد المناقشة العلنية التي تمت اليوم الأحد 30 ربيع ثاني 1435هـ، الموافق 2014/03/02م الساعة الواحدة ظهراً بمبنى القدس، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في **كلية *التربية*/**قسم **مناهج وطرق تدريس**.

واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق،،،

مساعد نائب الرئيس للبحث العلمي وللدراسات العليا

أ.د. فؤاد علي العاجز

P.O. Box 108, Rimal, Gaza, Palestine fax: +970 (8) 286 0800 فاكس Tel: +970 (8) 286 0700 ص.ب. 108 الرمال، غزة، فلسطين هاتف
public@iugaza.edu.ps www.iugaza.edu.ps

سورة القلم آية (1)

Nun. By the pen and that which they write

(Quran, Al-Qalam, verse (1)

Dedication

This thesis is dedicated to:

My great teacher and messenger, Mohammed (may Allah bless him and grant him salvation), who taught us the purpose of life,

My homeland Palestine, the warmest womb,

My father and mother for their endless patience and unwavering support that they have shown to me during this long, arduous process,

My brothers and sister, who have been supporting and encouraging me so that we may have a better future,

My wife, who stayed up the nights so that I could sleep comfortably; who suffered a lot to give me the chance to prove and improve myself; who nurtured in me the love for learning,

My children Aseel and Mena, Mohammad, Ahmad, and Abd Allah,

The souls of all the Palestinian martyrs, who scarified themselves to defend the holy land of Palestine, and

All those whose names I forget to mention,

I dedicate this research.

Acknowledgement

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

First thanks are given to Allah; nothing can see light without His command. His grace and His mercy on us are countless.

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Abstract

"The Effectiveness of Using Interactive Writing Strategy on Developing Writing Skills among 7th Graders and their Attitudes towards Writing"

Writing in English is a life skill which nobody in the twenty-first century can do without. It is much more important for prospective teachers whose future career entails a lot of writing and on whose shoulders the responsibility of teaching writing is placed.

The present thesis aimed at investigating the effectiveness of using interactive writing strategy on developing writing skills among seventh graders and their attitudes towards writing. It attempted to find out to what extent the using of interactive writing strategy which is based on group and pair activities and other tasks on developing Palestinian seventh graders' writing skills and their attitudes towards writing.

To fulfill the aims of the study, the researcher followed the experimental approach. He used two tools to collect the needed data: a pre-posttest and a questionnaire. A sample consisting of (76) seventh grade female students was purposively chosen from Ian Goliath (B) in the East Directorate of Gaza in the scholastic year (2012-2013) and equally distributed into an experimental and a control group. The experimental group was taught writing using interactive writing strategy, while the control group was taught using the traditional methods of teaching writing throughout the intervention which lasted for one month.

An achievement pre-posttest and a questionnaire were administrated and a statistical analysis was conducted to collect data. The study findings revealed that there were statistically significant differences in achievement in writing between the mean scores attained by the experimental group and those by the control one in favor of the experimental group. Such difference was attributed to the interactive writing strategy used.

Finally, in the light of the study results and conclusions, the researcher recommends the following to the different stakeholders:

1) Elementary school teachers should use interactive writing as an approach to teaching the writing skills.
2) Adopting interactive writing strategies of teaching writing skills helps make the learning process to become more effective and dynamic.
3) Using the different useful techniques involved in interactive writing strategies in the writing lessons motivates students to participate in generating ideas and expressing themselves freely and clearly.
4) Conducting a training program involving using new approaches and methods in teaching writing skills may enhance and develop English teachers` performance in teaching writing and other language skills.
5) Cooperative learning is very helpful, so teachers are advised to be well trained on how to use it effectively.

Abstract in Arabic

أثر استخدام استراتيجية الكتابة التفاعلية على تنمية مهارات الكتابة لدى طلاب الصف السابع الأساسي واتجاهاتهم نحو الكتابة

تعتبر الكتابة في اللغة الإنجليزية مهارة حياتية، حيث لا يمكن لاحد في القرن الحادي والعشرين الاستغناء عنها، وبذلك فهي أكثر أهمية للمعلمين المستقبليين، الذين تقع على أكتافهم مهنة ومسئولية التعليم وبالأخص الكتابة.

تهدف هذه الرسالة إلى التعرف على اثر استخدام استراتيجية الكتابة التفاعلية على تنمية مهارات الكتابة لدى طلاب الصف السابع الأساسي واتجاهاتهم نحو الكتابة، وبذلك فإنه يكشف مدى تأثير استخدام استراتيجية الكتابة التفاعلية المبنية على الأنشطة الجماعية والزوجية، ومهام أخرى على تنمية مهارات الكتابة لدى طلاب الصف السابع الفلسطيني واتجاهاتهم نحو الكتابة.

ولقد استخدم الباحث المنهج التجريبي لتحقيق أهداف هذه الرسالة، بالإضافة إلى استخدام أداتين لجمع المعلومات، وهما امتحان قبلي، وامتحان بعدي، والاستبانة، وبالاستفادة من الإطار النظري، والدراسات السابقة، والمراجع، ومواقع الانترنت، قام الباحث بتطوير استراتيجية الكتابة التفاعلية، ووضع الإطار العام لها، وكيفية تطبيقها.

وتم اختيار عينة الدراسة بشكل قصدي، حيث تكونت من (76) طالبة في الصف السابع، وقسمت العينة بالتساوي إلى مجموعة تجريبية، وأخرى ضابطة، من مدرسة عين جالوت(ب)، في مديرية شرق غزة، في العام الدراسي 2013/2012.

وتم فحص مدى التحسن الذي طرأ على المجموعة التجريبية التي تم تدريسها باستخدام استراتيجية الكتابة التفاعلية وذلك لمدة شهر واحد، بينما المجموعة الضابطة لم يتم تدريسها بهذه الطريقة، ولكن تم استخدام الطريقة التقليدية في التدريس.

وتم استخدام الاستبانة والاختبار القبلي والبعدي، لجمع البيانات من عينة الدراسة، قبل وبعد تطبيق طريقة التدريس الجديدة، ومن خلال القيام بتحليل البيانات من خلال البرنامج الإحصائي SPSS ، وتوصلت الدراسة إلى أن هناك فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة، وذلك لصالح المجموعة التجريبية، ويعزى ذلك بسبب استخدام استراتيجية الكتابة التفاعلية.

أخيراً، وفي ضوء نتائج هذه الدراسة واستنتاجاتها، يقدم الباحث أهم التوصيات التالية:-

1. يجب على معلمي المدارس الابتدائية استخدام الكتابة التفاعلية كمنهج لتعليم مهارات الكتابة.
2. اعتماد استراتيجيات الكتابة التفاعلية لتدريس مهارات الكتابة، مما يساعد على جعل عملية التعلم أكثر فعالية وديناميكية.
3. استخدام تقنيات مفيدة ومختلفة والتي تعتمد على المشاركة في استراتيجيات الكتابة التفاعلية من خلال دروس الكتابة، مما يحفز الطلاب للمشاركة في توليد الأفكار والتعبير عن أنفسهم بحرية و بشكل واضح.
4. إجراء برنامج تدريبي يشمل استخدام منهج وأساليب جديدة في تعليم مهارات الكتابة والتي تعزز وتطور أداء معلمي اللغة الإنجليزية في تدريس الكتابة والمهارات اللغوية الأخرى.
5. يُنصح المعلمين باستخدام اساليب التعلم التعاوني، وأن يكونوا متدربين على استخدامهم بشكل فعال.
6. يُنصح بتقييم أداء المعلمين والعمل في المدارس بانتظام لأن ذلك يحفز المدرسين على بذل قصارى جهدهم في تحقيق الأهداف المرجوة

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List of Abbreviation

1.	**SPSS**	**Statistical Package for Social Science**
2.	**ESL**	**English as a Second Language**
3.	**EFL**	**English as a Foreign Language**
4.	**SRSD**	**Self-Regulated Strategy Development**
5.	**SRSD**	**Self-Regulated Strategy Development**
6.	**WAT**	**Writing Apprehension Test**
7.	**SWS**	**Self-Efficacy in Writing Scale**
8.	**WAQ**	**Questionnaire on Attitudes Towards Writing**
9.	**ATWES**	**Attitudes to Written Expression Scale**
10.	**WEAT**	**Written Expression Achievement Test**
11.	**SVF**	**Students' View Form**

Chapter I

Introduction

Chapter I

Introduction

A language is the written and spoken methods of combining words used by a particular group of people to create meaning. Language is something specific to humans; that is to say, it is one of the most important characteristics of the human beings and it distinguishes them from all other living beings. Language, therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes (Abu Armana, 2011: 1).

Nowadays, English is used all over the world as a common means of communication, especially for science and technology, not only by native speakers of English in English-speaking countries such as the United Kingdom and the U.S.A., but also by non-native speakers who use English as a second or foreign language.

English as a foreign language (EFL) is used world-wide (for example in Palestine and the rest of the Arab world) unofficially in everyday contacts and communications; it is also taught to almost all pre-university students (Hajjaj & Abbas, 2012: 8).

Writing, an integral as well as one of the most important language skills for those who want to learn English as a foreign language and become literate in it, requires special attention as it is the process of transforming thoughts and ideas into written communication. Writing proficiency plays a great role in conveying a written message accurately and effectively.

According to Millrood (2001: 134), "writing is a communicative skill to send, store and retrieve messages with the help of written symbols. Writing can be expressive, poetic, informative and persuasive. Depending on the type of writing, the writer concentrates either on the subject matter of the written piece, on the reader, or on one's own feelings and thoughts".

Despite this, writing, as several educationalists is a neglected skill**,** that is why the current study focuses on developing writing skills. However, writing is not

developed in isolation from other language skills. All language skills should be integrated if language is to be learnt properly (Burns, 2001: 89). In the case of English, writing as a skill becomes extremely important because it is a means of communication by which every branch of human thought is made available (Kailani & Muqattash, 2012: 8).

In addition, in the age of globalization, technology, information and internet, writing in English has become a critical demand for any individual who intends to follow up the galloping changes in our modern world. However, mastering the skill of writing in English is not an easy job for almost all our students, especially in our schools, which suffer from limited, resources, facilities, equipment and possibilities.

Writing is also an ongoing process that continues from early childhood to university and beyond. At this respect, Applebee (1986: 1) says, "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". Furthermore, writing is an active means of communication. It is equated with speech because both of them are used for conveying ideas, notions and information.

In English language teaching (ELT), writing is an important language activity and a major classroom procedure. It is an effective technique for reinforcing the oral language material. It is important for providing evidence of our students' achievements.

A lot of obstacles such as students' low achievement in English, crowded classes, difficult curricula and traditional evaluation instruments force our teachers to modify or even change their techniques to overcome these obstacles towards the targeted objectives. And thus responsible and serious research and researchers should provide teachers of English with alternative techniques aimed at improving students' achievement in all English language skills in general and the writing skill in particular because numerous studies conducted in Palestine such as those of Isleem (2012), Isa (2012), Abu Armana (2011), Salah (2010), Elshirbini (2013), Ibrahim (2006), and El-Shami (2011) found that there was a clear weakness in the skill of writing in English, so

it seems that there is an urgent need to search for other educational strategies to solve this problem, and one of those strategies, as suggested by the current study, is "Interactive Writing Strategy".

Interactive writing is an excellent teaching and learning activity that supports strong reading and writing connections. Interactive writing is a process that involves the teacher and students as co-constructors of written texts. This collaboration is called "sharing the pen." Through interactive writing, students learn about the process of writing as they plan and write together with the support of their teacher (Wall, 2008: 150).

During an interactive writing lesson, a teacher can demonstrate concepts and conventions of print, phonological skills, early reading strategies, and how words work. For the most part, students are in control of the writing leading to an increased knowledge of spelling. Students learn to develop spelling patterns similar to the decoding and phonics strategies students use for reading, again, strengthening the reading and writing connection. They learn how to construct words though linking letters, letter clusters, and sounds. Since the written texts created are read and reread many times during and even after the lesson, students are exposed to sight words and word recognition increases. Interactive writing can be used with both whole and small groups of students (Brotherton & Williams, 2002: 8-16).

To conclude, the researcher finds that there is a serious problem encountering students in learning English, especially the writing skills, so the researcher tried in this study to use another method to teach writing skills called interactive writing.

1.1 Need for the study:

Most of the Palestinian students who are learning how to write correctly face double difficulties. They are learning writing skills and learning the foreign language simultaneously. In many instances, foreign language writers face problems of different kinds: lexical, grammatical, phonological, or cultural. Such problems can be partly attributed to the ineffective teaching strategies used by their teachers as well as to their limited linguistic resources in the target language. Consequently, in this study the

researcher is concerned with teaching writing skills by using more effective and interactive writing strategy, which may contribute to alleviating the problems encountered by our students and help them master this extremely important language skill in order to be able to tackle these problems.

Also, the researcher aims at shedding light on the procedures that can be followed while using the writing strategy in order to help teachers become familiar with them and thus may help their students overcome some of the difficulties facing them while trying to learn how to write in English.

1.2 Statement of the problem:

Caudery (1997: 87) believes that writing is the least used of the four skills for the average foreign language learners. This means that it is frequently neglected and overlooked in spite of the fact that through writing learners can and do internalize vocabulary and structures. The problem of the study is that the pupils have poor writing skills. They also lack the sufficient opportunities to practice writing. 'English for Palestine', the currently used course book in all Palestinian schools, hardly provides individualized activities that consider pupils' needs. In large, mixed–ability classes in the Gaza Strip, pupils are taught traditionally regardless of their individual differences.

Richad and Renandya (2002) indicate that learning to write in either a first or a second language is one of the most difficult tasks a learner encounters. Palestinian seventh graders are expected to develop the ability to write simple sentences that have correct grammar, spelling, punctuation and meaning. The writing activities available in their course book do not provide enough practice for pupils and do not consider their individual needs. Furthermore, most teachers do not employ enough writing activities that consider these needs or match pupils' interests and motivate them to learn. This problem, indeed, has worried the researcher a lot and driven him to investigate this endeavor. Moreover, the researcher is looking forward to helping pupils overcome the difficulties facing them while learning to write in English.

1.3 Research Questions:

The problem of the study is crystallized in the following main question:

What is the effectiveness of using an interactive writing strategy on developing writing skills among 7th graders and their attitudes towards writing?

The following subsidiary questions were derived from the major question:

1. What is the framework of interactive writing strategy used to develop writing skills for 7th graders?
2. What are the writing skills needed to be developed for 7th graders by interactive writing?
3. Are there statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between 7th graders who use interactive writing (experimental group) and those who learn through traditional methods (control group)?
4. Are there statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between 7th grade high-achievers who use interactive writing (experimental group) and those who learn through traditional methods (control group)?
5. Are there statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between7th grade low-achievers who use interactive writing (experimental group) and those who learn through traditional methods (control group)?
6. Are there statistically significant differences at ($a \leq 0.05$) in the mean of the attitudes towards writing between 7th graders who use interactive writing (experimental group) and those who learn through traditional methods (control group)?
7. Are there statistically significant differences at ($a \leq 0.05$) in the mean of experimental group students' achievement in writing skills in pre-test and post-test?
8. Are there statistically significant differences at ($a \leq 0.05$) in the mean of the attitudes towards writing in pre-test and post-test among experimental group students?

1.4 Research Hypotheses:

1. There are no statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between 7th graders who use interactive writing (experimental group) and those who learn through traditional methods (control group).
2. There are no statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between 7th grade high-achievers who use interactive writing (experimental group) and those who learn through traditional methods (control group).
3. There are no statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between7th grade low-achievers who use interactive writing (experimental group) and those who learn through traditional methods (control group).

4. There are no statistically significant differences at ($a \leq 0.05$) in the mean of the attitudes towards writing between 7th graders who use interactive writing (experimental group) and those who learn through traditional methods (control group).
5. There are no statistically significant differences at ($a \leq 0.05$) in the mean of experimental group students' achievement in writing skills in pre-test and post-test.
6. There are no statistically significant differences at ($a \leq 0.05$) in the mean of the attitudes towards writing between the students in pre-test and post-test among experimental group students.

1.5 Objectives of the Study:

The objectives of the study are as follows:

1. Identifying the effect of manipulating interactive writing on developing 7th graders' writing skills in English.
2. Finding out the effect of using an interactive strategy on 7th grade high and low achievers.
3. Developing the traditional methods of teaching writing through adopting new techniques which have proved to be effective and of interest in developing the skills of writing.

1.6 Significance of the Study:

This study may prove to be significant for the following reasons:

1. The present study, according to the researcher's best knowledge, can be considered the first study conducted in the field of interactive teaching of the writing skills which comprise word building, sentence constructions, guided composition and paragraph building.
2. It is expected that the research findings will be of great benefit for the development of the teaching of English, with special emphasis on writing in the Palestinian context.
3. It may help English teachers of 7^{th} grade in organizing teaching and learning writing skills by using interactive writing motivationally.
4. Syllabus designers and supervisors may benefit from the present study in relying on a new guideline for developing writing skills in the Gaza Strip.
5. Other researchers may particularly make use of interactive writing by finding the relationship between writing and reading, for example, and get benefit from this relationship.

1.7 Operational Definitions of the Study Terms:

Following are the operational definitions of the study key terms:

Effectiveness:

The change in the learners' achievement level in writing skills that may result from implementing interactive writing strategy.

Writing:

A sophisticated cognitive process, in which the writer acquires, organizes and produces information (Flood & Salus, 1984: 98). Also, writing is a continuous process to discover the most effective form of language to communicate the individual's thoughts and feelings to others (Oluwadia, 1992: 24).

Writing skills:

The writing skills focused on in this study include word building, sentence constructions, guided composition and paragraph building.

Interactive Writing:

Interactive Writing is a collaborative writing experience for beginning writers in which the teacher guides students in the group-writing of a large-print text. Students participate in the composition and construction of the text by sharing the pen, physically and figuratively, with the teacher. The composition is read and reread by the group to make the reading and writing connection (MacCrrier, 2000: 47).

Attitudes:

An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Isa, 2012: 9).

1.8 Limitations of the Study:

The study has the following limitations:

1. The study focused on writing skills like word building, sentence constructions, guided composition and paragraph building among the 7th graders in English in the East Directorate of Gaza.
2. The study was limited to teaching the English language textbook "English for Palestine, Grade 7" writing lessons in units 16,17,18,19 and 20.
3. The sample of the study was confined to (38) 7th female graders in Ian Goliath (B) in the East Directorate of Gaza.
4. The time of the experiment was restricted to the allocated time for teaching the units in the plan recommended by the Ministry of Education, the second term, 2012 - 2013 from (15/04/2013) to (16/05/2013).

Summary:

Chapter one outlined the statement of the study concerned with examining the effectiveness of using interactive writing strategy on developing writing skills among 7th graders and their attitudes towards writing. This chapter also includes the purpose, the significance of the study, definitions of terms and the limitation of the study. Chapter two will deal with the study theoretical framework focusing on interactive writing and writing skills.

Chapter II

Section One: Theoretical Framework

Section Two: Previous Studies

Chapter II

This chapter deals with study theoretical framework and the previous studies. Section I focuses on some important points related to writing skills and interactive writing strategy and is divided into two parts: the first part deals with writing skills, while the second deals with interactive writing strategy. Section II is mainly concerned with presenting the previous related studies. It will shed light firstly on the effectiveness of using interactive writing strategy and secondly on developing writing skills among 7^{th} graders and their attitudes towards writing. While reviewing these studies, the researcher will concentrate on their main. Also, he will focus on the main objectives of these studies, their methodologies, and their samples. Finally, a commentary on all the studies reviewed in this chapter will be presented.

Section One: Theoretical Framework

The first part of this section starts by discussing language teaching skills in general and language skills. Then, it focuses on the nature of writing. Next, three types of writing (i.e. expressive, poetic and transactional) will be tackled. Special care and emphasis would be devoted to the process of producing a good piece of writing and what affects students' writing. Then, the chapter proceeds to investigate the writing process, process writing, writing process stages, and the process of teaching writing to elementary stage students. After that, some writing activities and teacher role in responding to students' writing will be highlighted. Finally, the chapter concludes with the assessment of writing under the title of "Assessing writing", which is classified into formative and summative.

The second part of this section deals with interactive writing strategy and focuses on its nature and its importance. This part also includes many definitions of interactive writing as well as its nature. In addition, this chapter discusses the goals of interactive writing, its features and some advantages of using this strategy. Finally, on this part concludes with some characteristic techniques of writing strategy and the teacher role.

Part One: Writing Skills

2.1 Language Teaching Skills:

Teaching reflects many aspects of the teacher performance and indicates much significance about the teachers` beliefs of the teaching process: their role in the class, the activities, the approaches and techniques, the students` participation, kind of grouping arrangements, and interactions that are going on in the classroom. The teacher should be aware of the needs of the participants in the teaching setting. In other words, he/she should know how to begin the lesson, present new material, instruct, explain, practice, ask questions, obtain and check on responses from all the students, guide, provide feedback, monitor, etc. Abu-Mohammed (1997:15) stresses that teaching is not just a matter of presenting information to students whose diverse learning needs have to be met. It is also the challenge of planning and presenting appropriate learning experiences for large mixed-ability classes where teachers face the contradiction between the ideal offered through previous training and the practical context of the classroom setting. Moreover, they should be flexible enough to employ appropriate strategies to deal with a broad range of students` characteristics, students` emotional responses and attitudes towards learning the language.

Richards and Lackhart (1995:29) define language teaching as a complex process which can be conceptualized in a number of different ways. Traditionally, language teaching has been described in terms of what teachers do: that is in terms of the actions and behaviors which teachers carry out in the classroom and the effects of these behaviors on learners.

According to Dunne and Wragg (1994), effective teaching is a wide range of competencies and skills and has nine dimensions that can be used to conceptualize teaching and consider some important aspects of classroom processes as follows:

- Dimension 0: Ethos - the teacher should progressively show interest in children as people, maintain warm relationships, create time for children's interests and conversation, and encourage self-evaluation and initiative, and cooperation.

- Dimension 1: Direct Instruction – the teacher should attract children's initial interests, organize suitable seating arrangements; introduce material well, use appropriate visual aids; check clarity of explanation by appropriate questions, examples, analogies and metaphors, choose concepts with both subject matter and children's interests in mind, ensure children's engagement and participation, and pace an efficient and concise explanation in the light of children's responses.

- Dimension 2: Management of materials – the teacher should provide and manage materials and check their availability, use them imaginatively and creatively, and design, produce and use novel materials effectively.

- Dimension 3: Guided practice – the teacher should distribute and manage provided materials, check children's responses and work, respond rapidly, reinforce, and understand how the exercises are sequenced and structured, provide a program of guided practice in core areas of the curriculum, properly use a range of techniques for practice, move children on to independent practice, and encourage children's self-evaluation through practice.

- Dimension 4: Structured conversation –the teacher should listen carefully to what children are saying and attempt to elicit their responses, use planned and unplanned opportunities to hold conversations with children and focus on their challenging ideas, and plan for and experiment with conversational teaching in many curriculum areas.

- Dimension 5: Monitoring – the teacher should observe children working and intervene to sustain the momentum of the work, give appropriate feedback, monitor flow of work to sustain availability of resources and ensure efficient transitions, create hypotheses about children's difficulties, and sustain a broad program of diagnostic teaching.

- Dimension 6: Management of order –the teacher should attempt to operate some procedures for an orderly activity and establish a framework of rules, achieve a situation in which order is mainly carried by and endemic to the work system on the basis of a careful analysis.

- Dimension 7: Planning and preparation –the teacher should plan basic resources for children working on a given activity with clear purpose, engage a variety of identified skills and intellectual processes, plan to allow for imaginative adaptation of ideas to circumstances, and plan for efficiency in use of time and resources with clear reference to the careful management of the teacher's time.

- Dimension 8: Written evaluation –the teacher should give some account and provide valid description of own performance, offer alternative analysis especially with respect to appropriate use of resources and materials, offer justifiable explanations of children's responses to work, reflect on evaluations to conceptualize personal model of teaching, and challenge own assumptions about subjects, curriculum, and organization.

Hamdan (1998:27) discusses effective teaching which leads to the furthest degree possible of learning in a shorter way and less time and effort, while achieving most other educational profits. He lists conditions to achieve effective teaching as stated by Kohli (1999) as follows:

- The teacher has to know how to teach by knowing the general and specific teaching methods.
- The teacher should love his work. The teacher who hates his work invites students to hate his lesson.
- The teacher has to know more than the text book materials. This necessitates his/her being conversant and continuing reading to acquire more knowledge in the field of what he/she teaches.
- The teacher has to prepare his/her lessons every day.
- The teacher's voice must be quite clear so as to be heard by everybody. His/Her voice must be of medium sonority to make it easy for students to follow up.
- The teacher should encourage his/her students by sincere praise, and other different ways to draw their attention and interests.
- The teacher has to observe or consider the individual differences among his students.

- The teacher has to lead or treat his/her students tenderly and in a friendly manner and make the class atmosphere dominated by healthy social relationships.
- The teacher should be firm, where firmness is needed to enable him/her to control the class and organize communications inside it.
- The teacher should give his/her students the opportunity to participate and be involved in the class activity.
- The teacher should be just and fair with all his/her students because being biased towards or against one of the students makes the relationship tense and often may lead to the loss of their respect to him/her.
- The teacher should keep good appearance because his/her students look upon him as an example for them and they criticize him/her from the top of his face to his toes.

An EFL teacher should be concerned all the time with the activities in the classroom, methods that are used, resources, classroom management and all other factors involved in teaching in the classroom. Saleh (1995:26) suggests a list of seven teaching skills chosen for use in a clinical supervisory program: preparation and lesson planning, classroom management, presentation of new language items, teaching reading, eliciting and questioning, correcting errors, and communicative activities.

In discussing the teaching situations, Richards and Lackhart (1995:106) did a good job. He introduced a comprehensive analysis of the different factors that are interfering and forming the whole picture of the activities and tasks in the classroom. He analyzed the dimensions of teaching into the following components:

- Classroom management and organization
- Teacher control (how teachers maintain an acceptable - level of performance in the classroom)
- Curriculum, content, and planning
- Instructional strategies
- Motivational techniques (strategies that teachers use to create classroom climate and motivation)
- Assessment philosophy (types of assessment procedures)

2.2 Language Skills:

Learning English means that learners are supposed to be able to read, write, explain, analyze, summarize, understand others and be understood by others, and express themselves in a simple way i.e. They should be competent in all language skills which is called linguistic competence. Hedge (2000: 47) considers that the linguistic competence is concerned with knowledge of the language itself, its forms, and meanings. It involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structures, sentence structures and linguistic semantics. The main skills of the language are listening, reading, speaking and writing. The main aim of the teaching-learning process is mastering these skills. So, the researcher will present them in the following section.

2.2.1 Reading and comprehension

The reading skill is one of the most practical skills that a teacher is exposed to during work. It is more than the oral pronunciation of words. Reading is not a single skill, but it requires a variety of skills such as: reading aloud that improves and increases reading speed, and reading silently that gives the chance to understand and appreciate.

Reading widens the learners` repertoire of general knowledge. It develops proper ways of pronunciation, intonation, and stress. Moreover, different skills are involved in reading such as: recognizing letters, numbers and word shapes and interpreting them into sound patterns, interpreting the meaning of words into sentence meanings and general understanding of a text. The reading skill has been researched from different points of view. Yue (1994: 180) agrees with these points and he reviewed Goodman (1992) and Smith and Ragan (1999) proposals about reading: “Reading is a psycholinguistic guessing game that involves an interaction between thought and language. Reading processes are cycles of sampling, predicting, testing and confirming.”

2.2.2 Writing:

Byrne (1996: 1) defines writing as the act of forming symbols, making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged to form sentences, although again we can say 'writing' if we are merely making lists of words, as in inventories of items such as shopping lists.

As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short- perhaps only two or three sentences – but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a 'text'.

Additionally, writing is a thinking process in its own right as White and Arndt (1991: 3) discuss. According to them, it demands conscious intellectual effort, which usually has to be sustained over a considerable period of time. The learner should master this skill through writing correct sentences grammatically, structurally, syntactically, and contextually. On the basis of this fact, the learner should be able to:

- Master the mechanics of letter formations
- Obey conventions of spelling and punctuation
- Use the grammatical system to convey one’s intended meaning
- Polish and revise one’s initial efforts
- Select an appropriate style for one’s audience
- And organize content at the level of the paragraph and the complete text to reflect given information and topic structures (Nunan, 1995: 7).

For the fact that language skills are integrative, writing skills cannot be developed in isolation of other skills, especially reading skills. Byrne (1996: 9) concentrates on the important part that reading plays in the development of writing.

Reading will play an extremely important part in the development of writing ability because although in itself it will not produce good writers, it appears to be an

essential pre-condition. Reading may of course be a goal in its own right and in any case is likely to be a more important one than writing. But the two skills can and should be developed in close collaboration.

Some requirements are essential for mastering the writing skill. Ali (1990) argues that a skilled writer must be taught writing communicatively. Learners must spell according to the convention of the target language, control the structure of the language, select from among possible combinations of words and phrases which best convey their ideas in the most appropriate register, and what they convey must be logically coherent and linguistically cohesive. As Ali sees, writing should be presented in the syllabus as a total skill, and the writing activities should concentrate on word order, mechanics of writing, the appropriate selection of words and phrases together with the use of cohesive devices.

The main topics that the teacher should concentrate on during writing activities have been indicated by White and Arndt (1996: 3). They say 'it is important for the teachers of writing to engage their students in that creative process, excite them about how their texts are coming into being, give them insights into how they operate as they create their work, and to alter their concepts of what writing involves.

To achieve a writing program, Byrne (1996: 27) lists these guidelines for the teacher:

- teach the learners how to write.
- provide adequate and relevant experience of the written language.
- show the learners how the written language functions as a system of communication
- teach the learners how to write different kinds of texts.
- provide appropriate support.
- use a variety of techniques and practice formats.
- integrate writing with other skills.
- make writing tasks realistic and relevant.
- be sympathetic.

2.2.3 Speaking:

Speaking is very important as other skills. Its relation to the other skills is very obvious, especially the listening skill .The learner does not listen all the time, but he/she listens to others and then participates according to the message and exchanges information with them. Then, listening and speaking are interwoven skills, and their materials and sources are integrated. In this sense, the learner should be a good speaker and a good listener at the same time.

It is worth mentioning that Byrne (1994: 8) points out that oral communication is a two–way process between speakers and listeners, and involves the productive skill of speaking and the receptive skill of understanding. The main goal in teaching the productive skill of speaking will be oral fluency which is defined as the ability to express oneself intelligibly, reasonably accurately and without too much hesitation.

2.2.4 Listening with understanding

Listening is the first skill in teaching a language. It is more than just listening to tapes. So, it is essential to have an overall understanding of what listening is, and how to overcome problems and difficulties that may hinder learners from mastering this skill. The first step in learning a language is to listen to the others speaking the language. It does not mean that students understand the meaning of the message since the early stages of their learning. On the other hand, it does not mean that the learners should be passive and just listen only to materials whose language is out of their control. On the contrary, they should be ready to get effective training in listening to different sources of language especially to native speakers in order to be able to communicate with others and achieve the objectives that have been stated previously. In this respect, language laboratories that produce different facilities should be available in the school, and the teacher should pay all efforts to develop the listening skill.

2.3 Teaching Writing:

Archibald (2004: 5) notes that "although proficiency in writing is somewhat related to overall language proficiency, improvements in general language proficiency do not necessarily affect a student's proficiency in writing in their L2. However, writing instruction can be effective in raising proficiency in a number of areas. Recent approaches to instruction have recognized that while weak areas can and should be specifically addressed, writing must always be seen as culturally and socially situated."

Cumming (2002:123-134) cautions writing teachers to be wary of exercises that attempt to break writing down into component skills such as exercises that often eliminate portions of the task that are important to the personal and cultural significance of the writing.

Learners' needs are different at various stages in their learning and teachers must develop tasks to accommodate this. A detailed discussion was given of teaching approaches at beginning, intermediate and advanced levels of proficiency. At lower levels frequent, short writing activities can help to build familiarity and develop a useful, productive vocabulary. The variety and length of tasks can be extended for intermediate level students - developing more complex themes and building a repertoire of strategies for effective writing. Advanced level students need to develop

a greater understanding of genres and the place of writing in particular discourse communities. They also need to develop their strategies and establish their own voice in the second language. Additionally, Monaghan (2007:4) notes that teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basis of grammar, syntax through various pedagogical methods. Ultimately, teaching writing means guiding students toward achieving the highest ability in communicating in words.

Hence, in the process of teaching writing the pupil should be asked to write only those structures and vocabulary items which he/she has practiced orally and read in word recognition exercises. Thus, the pupil is already familiar with the words and structures, and he/she is able to devote his whole attention to writing them.

So, writing should be begun just after word-recognition exercises. It may, thus, be started after about ten days of teaching English. There are three advantages of doing so. First, writing reinforces oral and reading work. The language items already learnt become firmly fixed in the minds of pupils. Secondly, writing provides a change of activity and, thus, helps in reducing monotony. Thirdly, it enables pupils to do some homework (Kohli, 1999: 186).

2.4 Five Steps to Successful Writing

Alerd et al. (2003:60-65) suggest five steps to successful writing as follows:

1. Preparation
2. Research
3. Organization
4. Writing
5. Revision

2.4.1 Preparation

Writing, like most professional tasks, requires solid preparation. So, adequate preparation is as important as writing the draft. In preparation for writing, our goal is to accomplish the following four major tasks:

- Establish your primary purpose.
- Assess your audience (or readers).
- Determine the scope of your coverage.
- Select the appropriate medium.

2.4.2 Research

The only way to be sure that we can write about a complex subject is to understand it. To do that, we must conduct adequate research, whether that means conducting an extensive investigation for a major proposal – through interviewing, library and Internet research, and careful note-taking – or simply checking a company website.(Applebee, 2000:90-110).

2.4.3 Organization

Without organization, the material gathered during our research will be incoherent to our readers. To organize information effectively, we need to determine the best way to structure our ideas; that is, we must choose a primary method of development.

2.4.4 Writing

When we have established our purpose, our readers' needs, and our scope and have completed our research and outline, we will be well prepared to write a first draft. So, we expand our outline into paragraphs, without worrying about grammar, refinements of language usage, or punctuation. Writing and revising are different activities; refinements come with revision.

2.4.5 Revision

In this stage, the clearer a finished piece of writing seems to the reader, the more effort the writer has likely put into its revision. If we have followed the steps of the writing process to this point, we will have a rough draft that needs to be revised. Revising, however, requires a different frame of mind than does writing the draft. During revision, be eager to find and correct faults and be honest.

We have to check our draft for accuracy, completeness, and effectiveness in achieving our purpose and meeting our readers' needs and expectations. Also, we have to trim extraneous information: our writing should give readers exactly what they need, but it should not burden them with unnecessary information or sidetrack them into loosely related subjects (Alerd, et al. 2003: 60-65)

In this regard, Macrorie (1980: 31) summarizes some properties for good writing which are clear, vigorous, honest, alive, sensuous, appropriate, unsentimental, rhythmic, without pretension, fresh, metaphorical, evocative in sound, economical, authoritative, surprising, memorable, and light.

2.5 The Writing Process and Process Writing

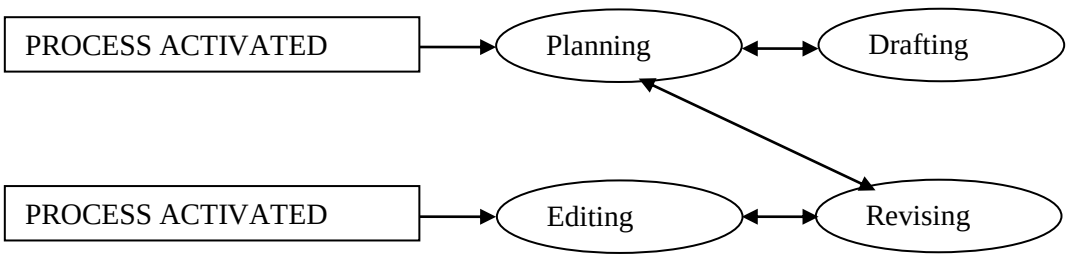
The writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing. As illustrated in Figure (1), the stages are neither sequential nor orderly. In fact, as research has suggested, "many good writers employ a recursive, non-linear approach – writing a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages" (Krashen, 1984: 17).

2.5.1 Process Writing

The term process writing has been bandied about for quite a while in ESL classrooms. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students through the various stages of the writing process but ' to construct process-oriented writing instruction that will affect performance' (Freedman, et al., 1987: 13).

Figure (2.1)

The Writing Process



Process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.

Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows.

2.5.1.1 Planning (Pre-Writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage:

2.5.1.2 Group Brainstorming

Group members spew out ideas about the topic. Spontaneity is important here. There are no right or wrong answers. Students may cover familiar ground first and then move off to more abstract or wild territories.

2.5.1.3 Clustering

Students form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters. Clustering is a simple yet powerful strategy: "Its visual character seems to stimulate the flow of association … and is particularly good for students who know what they want to say but just can't say it" (Proett & Gill, 1986: 6).

2.5.1.4 Rapid Free Writing

Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The time limit keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

2.5.1.5 Wh-Questions

Students generate who, why, what, where, when and how questions about a topic. More such questions can be asked of answers to the first string of wh-questions, and so on. This can go on indefinitely. In addition, ideas for writing can be elicited from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews, talk surveys, and questionnaires. Students will be more motivated to write when given a variety of means for gathering information during pre-writing.

2.5.1.6 Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing – that is, drafting – may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualize an audience.

Although writing in the classroom is almost always for the teacher, the students may also be encouraged to write for different audiences, among whom are peers, other classmates, pen-friends and family members. A conscious sense of audience can dictate a certain style to be used. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to their writing.

Depending on the genre of writing (narrative, expository or argumentative), an introduction to the subject of writing may be a startling statement to arrest the reader's attention, a short summary of the rest of the writing, an apt quotation, a provocative question, a general statement, an analogy, a statement of purpose, and so on. Such a strategy may provide the lead at the drafting stage. Once a start is made, the writing task is simplified 'as the writers let go and disappear into the act of writing' (D'Aoust, 1986:7).

2.5.1.7 Responding

Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts.

Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise. The failure of many writing programmes in schools today may be ascribed to the fact that responding is done in the final stage when the teacher simultaneously responds and evaluates, and even edits students' finished texts thus giving students the impression that nothing more needs to be done. (Reinking & Hart, 1991)

2.5.1.8 Revising

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

2.5.1.9 Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application does not disrupt the free flow of ideas during the drafting and revising stages. A simple checklist might be issued to students to alert them to some of the common surface errors found in students' writing. For instance:

- Have you used your verbs in the correct tense?
- Are the verb forms correct?
- Have you checked for subject-verb agreement?
- Have you used the correct prepositions?
- Have you left out the articles where they are required?
- Have you used all your pronouns correctly?
- Is your choice of adjectives and adverbs appropriate?
- Have you written in complete sentences?

2.5.1.10 Evaluating

In evaluating student writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to students in advance. They should include overall interpretation of that task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score or grade may be assigned. Students may be encouraged to evaluate their own and each other's texts once they have been properly taught how to do it. In this way, they are made to be more responsible for their own writing.

2.5.1.11 Post-Writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying text on notice-boards. The post-writing stage is a platform for recognizing students' work as important and worth-while. It may be used as a motivation for writing as well as to hedge against students finding excuses for not writing. Students must be made to feel that they are writing for a very real purpose.

Additionally, Hogue (1996:6) says that good writing is more than just using correct grammar. It also means thinking, planning, checking, and revising. In this aspect, we have four steps: (1) prewriting (getting ideas and organizing them), (2) writing the first draft, (3) editing the first draft (checking and correcting it), and (4) writing the final draft to hand in. In addition, the teacher may ask students to rewrite their final drafts again after he or she has checked them.

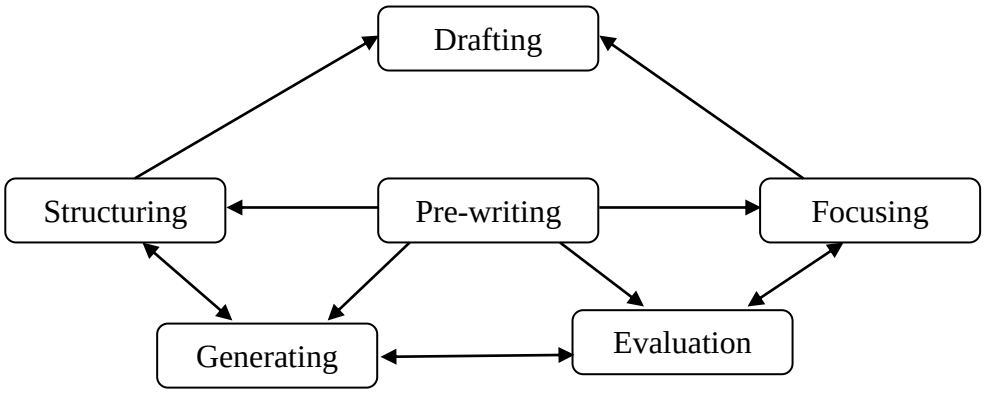
2.6 Writing Process Stages:

Writing is not an easy task as it needs skills and high thinking abilities. It is worth mentioning that this productive skill has important stages which should be focused on during teaching writing. White and Arndt (1991: 5) assert that writing serves as a cyclical process. This means that when students are revising their writing, they might return to the prewriting phase so as to expand their ideas. They show the nature of the writing stages as illustrated in the following diagram.

Figure (2.2)

The writing process

(White and Arndt, 1991)

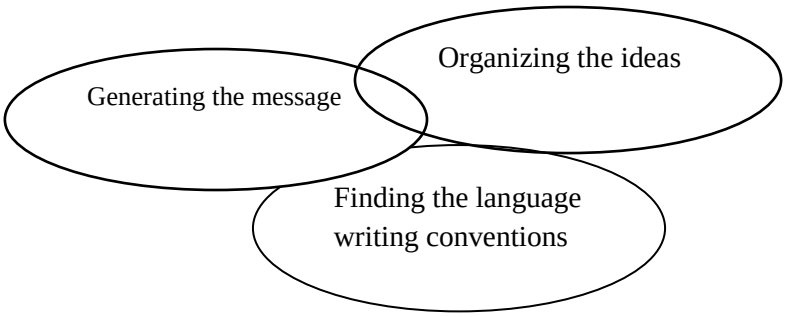


2.6.1 Writing Stages:

The diagram below proposed by Clifford (1991: 41) shows the three main stages of writing.

Figure (2.3)

Writing main stages (Clifford, 1991:41)



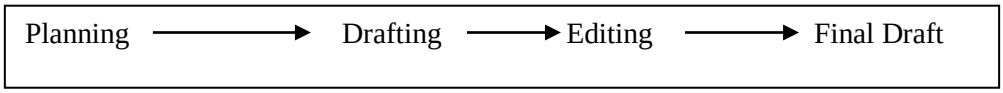
Clifford points out that the circle on the left refers to the initial stage of writing which is to generate the ideas, the message and the content. The second circle on the right refers to the organization of the ideas that suit the writer's purpose. The third circle, at the bottom, refers to the tools used to convey the message such as: the punctuation marks, vocabulary, spelling, syntax and morphology. These three circles (stages) overlap to give a sense of the dynamic nature of the process of writing.

Harmer (2004: 4-6), in his turn, divides the writing process into four stages a writer may go through so as to produce a piece of writing. He suggests four main elements: Planning: the writer has to think about three issues (purpose, audience and content structure); Drafting: the first version of a piece of writing; Editing (reflecting and revision); and finally the final version. He represents these stages in the following way:

Figure (2.4)

Stages of writing

(Harmer (2004: 4-6)



Moreover, Oshima and Houghu (1981: .4-15) identify four stages of the writing process: (prewriting, planning, writing and revising drafts and the final copy).

S**tage 1: Prewriting**: two steps should be focused on: choosing and narrowing a topic and brainstorming.

Prewriting (Step 1) choosing and narrowing a topic:

When students are given a choice to write about a topic they like, they must narrow the topic to a particular aspect of that general topic. This means the topic should not be too broad to write in one paragraph because it is impossible to cover a topic like "environment" in only one paragraph.

Prewriting (Step 2) Brainstorming:

Brainstorming means generating ideas that help students write more quickly on the topic they are interested in using three techniques: listing, free writing and clustering. Teachers should help students learn how to use each of them and decide which is the most productive one.

Stage 2: Planning: students are asked to organize the ideas they have generated by brainstorming.

Stage 3: Writing and revising drafts: Students are asked to write a draft or more till they produce a final copy. This can be done by writing the first draft, revising content and organization, proofreading the second draft for grammar, spelling and punctuation marks.

Stage 4: Writing the final copy: After making the needed corrections, students can write the final copy.

However, Timothy (1980:15-22) discusses three stages of the writing process. They are: rehearsing, drafting and revising. These stages blend and overlap, but there are significant things happening within them. They require skills on the student's and teacher's part.

Rehearsing: It is a preparation stage for writing.

Drafting: It is the central stage of the writing process since it implies the tentative nature of written experiments in meaning.

Revising: The writer tries to help the writing say what it intends to say.

Furthermore, Gardner and Johnson (1997: 4) describe the stages of the writing process and give a brief description to each of them. They say that "Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. Young writers, however, benefit from the structure and security of following the writing process in their writing".

Prewriting: students generate ideas for their writing using techniques such as: brainstorming, creating life map, developing word banks and deciding on form, audience and purpose. All of the above techniques can be done by the teacher's motivation and reinforcement.

Rough draft: during this phase students write without worrying about conventions of writing.

Reread: students read their writing aloud for sensibility.

Share with a peer reviser: students share and make suggestions for improvement, asking questions about unclear ideas and talking about how to make a better writing.

Revise: Students have to improve their work by writing additions or dropping unnecessary information.

Editing: Students edit their draft for spelling, grammar, punctuation and sentence structure errors.

Final draft: Students make their final copy to discuss with the teacher.

Publishing: Students publish their written work, reading it aloud or making articles and books.

Additionally, Hale (2006: 7) shares the same point of view as well. He says that when learners are asked to write an essay or a composition they go through difficult stages. These stages are divided by most researchers into three: prewriting, writing and revision. In prewriting, a learner thinks about the topic and organizes his/her ideas on the paper. It is the stage of generating ideas for writing the subject. In the writing stage, a learner writes down his/her thoughts. He/she writes down a brief introduction, the body and the conclusion. After finishing writing, a learner should revise what has been written. Revising is the most important and (difficult) part of the writing process. To revise means to evaluate and make changes in order to improve your writing. In revising a learner checks these points: (the main idea, organizing the paragraphs, transitions, introduction, conclusion and sentences). According to Hale, mechanical and grammatical errors should be avoided in this stage.

In a similar vein, Millrood (2001: 147) describes a three–phase framework of teaching to write:

Pre-writing (schemata - the previous knowledge a person already has - activation, motivation for writing, preparation for the writing, familiarization with the format of the text.).

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

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

Lindsay and Knight (2006,: 94-95) suggest that teachers should divide writing activities into three stages:

Pre-writing stage - the teacher sets the task, learners prepare for what they will write.

Writing stage - the learners do the task, for example, writing a report, a story, a letter.

Post-writing- feedback and follow-up work.

2.7 The process of teaching writing for elementary school students:

Al-Kailani (2012: 85-94)states that the process of teaching writing for elementary school students is long and graded. So, it can be divided at this stage into these steps or phases: pre-writing activities, handwriting, copying, dictation, constructing or completing simple sentences, and guided composition

2.7.1 Pre-writing activities

Writing practice for absolute beginners consists of getting them used to English script and how to write from left to right. The teacher should ensure that the children have mastered the correct hand movements of each letter before they begin writing. Once bad habits have been established, they will be difficult to change later. Adequate demonstration and constant monitoring of the hand movements are necessary. For example, children must learn to write the letter "O" by making an anticlockwise pen movement. Moreover, students must be encouraged to form the habit of moving their pens from left to right and not from right to left, as in Arabic.

2.7.2 Handwriting

A good handwriting is, in the main, that which gives no trouble to the reader, while a beautiful handwriting is like a beautiful flower (Kohli, 1999: 190). It is observed that a large number of our pupils do not have good handwriting. Unfortunately, this aspect is not given due attention in schools. Since a good

handwriting is a part and parcel of sound education, teachers should ensure that their pupils write legibly.

2.7.2.1 Characteristics of Handwriting

Additionally, (Kohli, 1999:190) suggests some of the characteristics of a good handwriting which are as follows:

1. **Distinctiveness**: Each letter, even if joined by the curves, stands distinct from the neighboring ones. It should not be mistaken for another letter.
2. **Proper spacing**: Each word is placed at a suitable distance from the others. Words kept too close are difficult to distinguish while those kept too far apart do not appear to make a sentence. Likewise, there should be proper and uniform space between the lines.
3. **Proportion size**: The sizes of the letters are moderate in proportion and the same proportion is maintained throughout. There should be no flourishes.
4. **Writing in straight lines**: The lines show reasonable distance apart and they run straight all through.
5. **Capitalization and punctuation**: Capital letters should be used at the right places. Likewise, the punctuation marks should be used appropriately.
6. **Simplicity**: Letters should be simple in form. There should be no unnecessary parts, tails or loops.
7. **Attractive**: The handwriting should be attractive to look at.
8. **Speed**: Speed is yet another characteristic of good handwriting. In the sputnik age, people cannot afford to write slowly. They have to write fast and legibly.

2.7.3 Copying

Scott and Ytreberg (2001: 70) assure that pupils can begin copying by writing names and words, and as oral ability and writing skills increase, it can extend to phrases and simple sentences. And later, as children become more efficient, they should be encouraged to copy complete texts like rhymes and paragraphs from their readers. Opportunities for copying can be given to children either during the lesson or as an extension of the lesson to be completed at home.

2.7.4 Dictation

Also in this respect, Henkel (2004: 22) adds that dictation is a very safe type of exercise if you can keep the language elementary and simple, and because, as a teacher, it is providing the actual language as well as the context.

For young learners, dictations should:

- Be short.
- Be made up of sentences which can be said in one breath.
- Have a purpose, and be connected to work which has gone before or comes after.
- Be read or said at normal speed.

Basically, the aim of every dictation lesson is that students should write, with correct spelling and punctuation, a word / phrase / sentence / passage dictated to them by the teacher. However, dictation provides, if properly handled, several skills.

2.7.5 Sentence Construction

There are various types of sentence construction which young beginners can practice in writing. Here are some such types.

Word Ordering

In this exercise of writing, children are asked to construct simple sentences form jumbled words. **Examples**:

1. *English / learn / at school / we.*
2. *milk / every morning / drinks / Laila.*

Completion with choice

The children complete sentences by choosing from a list. In each sentence they choose, they choose one item from the box given. **Examples**:

1- I like eating	*bananas* *fish.* *oranges.* *sweets.*

2- When	*Ali* *Sameer* *we*	**had finished**	*swimming,* *eating,* *playing,*	**it was**

time to go	*home.* *to market.* *to mosque.*

Substitution tables

A- Constructing sentences partly or wholly from a grid of substitution table:

	I		*walking*		*school*	*I …….*
While	*he*	*was*	*going*	*to*	*the cinema*	*he …….*
	she		*cycling*		*the garden*	*she …….*

Sentence building

Constructing sentences from a few given words :

Examples:

- *We / film / tonight*
- *You / my house / tomorrow*
- *They / Petra / week*

2.7.6 Paragraph building

Constructing a sequence of correct sentences to form a brief narrative.

Example:

They	*met*	*to Jerusalem*
Sameer	*went*	*at a restaurant*
He	*ate*	*Nabil*

This type of exercise brings young learners to practice writing connected sentences rather than isolated ones: " Sameer went to Jerusalem. He met Nabil. They ate at a restaurant. " It also (i.e. the exercise) introduces students to paragraph writing. This is an important step for anyone who wants to learn to use writing as a form of communication.

2.7.7 Guided Composition

This is an advanced stage of composition writing on the elementary level, and is often presented in its simplest form to suit the level of young learners whose English abilities are still limited. This composition is often based on a topic or story or a series of pictures that they have already been working on. After reading the text or looking at the pictures and sentences, the teacher writes on the blackboard sentences with a number of words missing. Children copy sentences and complete them from the text or given information.

Examples:

"Sameera lives in Amman. She lives with her father and mother. Her brother, Muneer, lives in Jerusalem with his wife."

Sameera lives in …….. with her …….. and …….. .

Her brother's name is …….. . He …….. in Jerusalem with …….. .

To sum up, writing is a process that usually involves several stages. Pupils need to have experience of this process and to develop their own approach to writing accordingly. However, the process of writing should not become a rigid system that specifies a given number of stages or drafts.

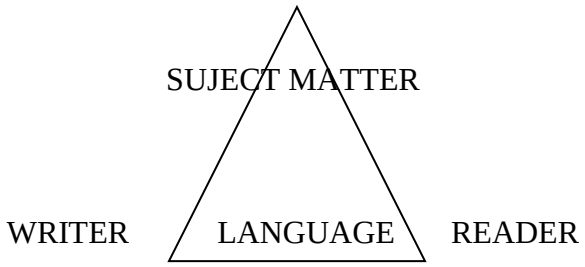
Also, there are certain ways of 'behaving' as a writer that are helpful. These include, for example, reading back while developing a text. Teachers should not expect such skills to develop naturally. They need to be taught, at least through examples.

2.8 Types of writing:

Millrood (2001: 134-142) gives a brief description of the types of writing. He says that writing can be expressive, poetic, informative and persuasive. Depending on the type of writing, the writer concentrates either on the subject matter of the written piece of writing, or on the reader, or on one's own feelings and thoughts. The triangle of the "subject matter", "writer" and "reader" is shown below.

Figure (2.5)
The triangle of the "subject matter", "writer" and "reader"

(Millrood, 2001:134-142)



In expressive writing an emphasis is made on the writer him/herself expressing one's own thoughts as in a diary. In **poetic writing** the emphasis is made on the language, as the choice of language creates the necessary poetic effect. In **informative writing** the emphasis is on the subject matter. In **persuasive writing** emphasis is on the reader who is in the focus of the writer's attention and whose train of thought the writer is intending to change. It is useful for teachers to know the purposes of writing.

Writing can be done with the purpose of **description, narration, exposition, persuasion and reasoning.** Description presents typical features of a living being, an object or an abstract image to make it recognizable. Narration tells of events in succession. Exposition describes circumstances. Persuasion makes people change their behavior or chain of thought. Reasoning invites the reader to follow the logic of the author and to producing ideas.

2.9 Purposes for Teaching Writing:

Teachers of English often choose writing tasks from text books to help students improve their writing ability. The writing tasks that teachers select from text books and assign to students can help them become confident writers and independent thinkers. Foong (1999: 30-47) points out four purposes for teaching writing:

2.9.1 Writing for language practice

Writing can be taught for practicing language forms to develop accuracy and correctness. It is basically for reinforcement, training and imitation of language forms. In language-based writing tasks, students would be given writing exercises that would reinforce language structures that have been taught through the manipulation of grammatical patterns. For example, students would be given a paragraph and asked to perform substitutions, transformations, expansions or completion exercises.

2.9.2 Writing for rhetorical practice

In writing tasks that teach rhetorical forms, teachers would provide the content and use model essays as stimuli for writing. Students will imitate the rhetorical and syntactic forms by following the chosen model passage. Examples of such tasks are writing guided compositions in which the content and organization are given by the teacher, reading a passage and writing a composition with parallel organization, and reading an essay and analyzing its organizational pattern and writing a similar essay on a related topic.

2.9.3 Writing **for communication**

Teaching writing began to shift its emphasis from accuracy and patterns to the ability to understand and convey information content. Completing communicative writing tasks would require greater awareness of writer's purpose, audience and the context of writing. Here, writing has a social function. Such communicative writing tasks stimulate real life situations where a writer will write to convey some information to a reader.

2.9.4 Writing as a discovery and cognitive process.

Writing tasks in the classroom have begun to shift their focus to the process of writing which has been influenced by the humanistic and cognitive approaches. The process approach has two main schools of thought: the expressive and the cognitive. The expressive school of thought stresses the importance of self-development. Writing is viewed as an expressive mode through which student writers use writing as a means to explore or discover meaning by themselves and develop their own voice. According to the cognitive school, writing researchers begin to study the mental processes during the act of composing. They find that good writers do not have only a large repertoire of strategies, but also they have sufficient self-awareness of their own process.

Harmer (2001: 79-84) adds three purposes for teaching writing to students of English as a foreign language: language development, learning style and writing as a skill.

Language development: the process of writing is different from the process of speaking; the former helps us to learn as we go along. The mental activity of constructing proper written texts is part of the ongoing learning experiences.

Learning style: Some students are quick at acquiring language just by looking and listening. Others may take longer time in producing language, so writing is more appropriate for those learners.

Writing as a skill: The most essential reason for teaching writing is that it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays and reports and how to use writing conventions.

Additionally, Tang (2006: 52-53) proposes some principles for developing writing skills and how they can be applied in a Chinese ESL classroom. The principles applied in teaching writing are:

-**Raise students' awareness**: Students should be helped to see the role of writing in language learning.

- Students have ideas: *"It is not only the exposition of ideas, but also the working out of ideas*". It is teachers' responsibility to help students analyze their own ideas through teaching.

- **Read to write**: Writing does not exist alone. Before a learner starts to write, he/she needs to read so as to learn the language and get familiar with certain patterns or rhetorical structures.

- Teach process writing: Process writing is characterized by the awareness of the writer of the writing process and the intervention of a teacher, or peers at any time during the process of writing to improve writing skills instead of fixing mistakes. This approach aims at enabling students to share information, make personal choices about reading and writing, take the responsibility of their own learning task, take writing as process, and develop cooperation.

- **Create a learner-centered classroom in active communication**: Basically, writing is a verbal communication. The view that writing is a verbal communication finds the strongest support in Bakhtin's dialogic theory of language. It implies the interactive nature of writing. The researcher suggests that these principles have a great importance due to their value and advises teachers to take them into account in teaching writing lessons.

2.10 Writing a paragraph:

Huegli (2008: 17) mentions that a paragraph is a group of sentences that are joined together by a main point. A good paragraph should have three main parts:

- A topic sentence.
- Supporting sentences.
- A closing sentence.

Also, he adds the following points to those who need to write a proper paragraph:

- The topic sentence is the first sentence. It should present the main idea of the paragraph.
- The supporting sentences support or give details on the main idea.
- The closing sentence is the last sentence in the paragraph. It should refer to the main idea in the topic sentence.

Additionally, Robinson and Modery (1966: 25-39) clarify that a paragraph is a group of sentences (usually three to fifteen) about the same topic. A paragraph can be a whole, separate piece of writing or it can be part of a longer piece, like an essay or a chapter of a book. To start a paragraph, begin on a fresh line and indent the first line of the paragraph one inch (five typewriter spaces) from the left margin. All the other lines in the paragraph should start at the left margin. After the end of the last sentence of the paragraph, leave the rest of the line blank.

To write clear, well-developed, well-organized paragraph:

- Have something to say.
- Write about one thing and tell the reader what that is.
- Explain and support your statements with specific details.
- Put the sentences in a logical order.
- Connect your ideas clearly.
- Do not cut your paragraph too short and do not let it drag on too long.

Writing the topic sentence:

Clarifying more information about the topic sentence, Boscolo and Mason (2001: 85) add that the topic sentence tells the main idea of the paragraph. All the sentences of a paragraph should offer information about the main idea said in the topic sentence.The topic sentence should be very clear, to the point, and easy to find, because you do not want to hide your main idea from the reader. For this reason, the topic sentence should usually be the first sentence of the completed paragraph.

Also, they add some properties to write good topic sentences which include the following:

- State the topic clearly—so both you and the reader will know what you are talking about.
- Limit the topic—so that you will not have too much to talk about.
- Give the topic a focus or point of view—so the reader will know why you are writing about the topic.
- Make sure you have a complete, correct sentence—so that you can use it as the first sentence of the finished paragraph.

To sum up, in the topic sentence you should state the topic and your focus or point of view. In addition to stating the topic, you must make it clear what you are trying to illustrate.

2.11 Qualities of a good paragraph:

2.11.1 Unity

A paragraph should deal with a single topic. This singleness of purpose is called unity.

Unity of the paragraph is maintained in three main ways:

1. When no irrelevant material is included in it, and the writer adheres very closely to the point or idea under discussion in that paragraph.

2. When certain linking words, phrases, and expressions are used to help the reader follow the writer's line of thought from one point or argument to another easily and smoothly.
3. When details are arranged in the paragraph according to the plan appropriate to the nature of the main idea of the paragraph (Karma & Muqattash, 2012: 218-223).

2.11.2 Coherence

Paragraphs must flow together in a logical and orderly manner. You cannot merely list ideas or points at random; you must show the relationship between them. Writers use certain devices to ensure coherence, much like a mason who uses mortar to cement bricks. Each idea and sentence should connect, just as bricks fit together to make a wall. The following are devices to achieve coherence (Bangeert, et al., 2004: 29-58).

Order

There are three ways that one can use order to aid coherence:

Time. Time order is used with events that progress through time to give accurate directions; you have to begin with the first step and proceed chronologically. Although this may seem obvious, people often do forget important sequences in time and have to backtrack, or they may jump ahead of themselves. Examples of subjects requiring time order are historical events, political situations, or any narrative of process. Usually when using time order, you will be moving forward in time. But you may also relate events moving backward in time (reverse chronological order).

Space. Space order is used mainly in descriptions. To establish coherence, choose one direction in space and maintain it. For example, if you are describing a person, list details from head to toe or vice versa. Or, if you are describing a room, present details from left to right or right to left. There are basically three directions you can take: left to right (or the reverse); top to bottom (or the reverse); and around in a circle (clockwise). Do not skip around at random.

Importance. Order of importance is used when your ideas are not equal in weight. You can choose to present ideas in one of two ways: from most important to least important or from least important to most important. The most important points, however, are generally left to the end—to make a greater impact on the reader.

In some writing, you may not find any clear-cut order. If an order seems obvious, however, make sure you use it. When appropriate, the use of order (time order, space order, order of importance) will strengthen your writing. Assign one predominant order and maintain it throughout the paragraph or essay.

2.11.3 Completeness

Another merit of paragraphs is completeness. A paragraph is complete when it provides enough details to support its topic sentence. It is incomplete when the topic sentence is not developed or when it is merely extended through repetition.

A well-written paragraph shows that each sentence leads to the one that follows it, with no gaps. In this aspect, there are four ways to arrange our thoughts logically. The choice of one particular method is dictated by the topic of the paragraph and the effect you want to create in your reader. To achieve completeness, you should keep in mind such matters as time order, space order, deduction or moving from the general to the particular, and induction or moving from the particular to the general (Mattlabi & Shedifat, 2012:159-165).

2.11.4 Emphasis

It can be said that not all parts of a paragraph receive equal attention. Some parts are more important than others. Three ways can be used to emphasize an idea. First, the part of the paragraph which receives more importance should receive more space because it is illogical to discuss a minor idea in a more detailed manner than discussing a major one. Second, we can motivate our reader to an important idea by using the following words which label the relevant idea: primarily, chiefly, especially, most important, secondarily, less important. A third method of giving emphasis to something links with the position the idea occupies in a paragraph. If an idea is placed at the

beginning or at the end of a paragraph, then the idea is emphasized (Mattlabi & Shedifat, 2012: 159-165).

2.11.5 Variety

It can be said that good prose is characterized by variety of expression. This is especially important if your paragraph is lengthy, for the longer the paragraph, the greater the chance that it may be monotonous. Variety is achieved when you vary the type and length of your sentences by using simple, compound, complex, and compound-complex sentences of different lengths and organization. Overuse of linking devices, parallelism and structural repetition makes your writing dull and uninteresting (Mattlabi & Shedifat, 2012:159-165)

2.12 Writing an essay:

Reid (1993: 25) mentions that an essay is built upon a three-part framework: an opening, a body, and a closing. The opening introduces your topic and presents your thesis statement to your reader. The body develops and supports your thesis with explanations and examples. Finally, the closing provides a smooth and coherent finish to your paper.

In this respect, Santos, (1992: 56) suggests three parts of an essay:

2.12.1 The Introductory Paragraph

The introductory paragraph introduces a clear idea about the ground, so it tries to arouse the interest of the reader, and often gives him/her an idea of what the rest of the essay is going to be about. The writer might define some of the terms and limit the scope of the essay.

2.12.2 The Concluding Paragraph

Again, depending on the length of the essay, you may need to round up your discussion with a whole paragraph, which might be quite short. What it does is that it summarizes or re-emphasizes the major point, or the main points of the essay.

2.12.3 Other Paragraphs

These constitute the main body of the essay. Each is, or should be, a coherent, cohesive unit dealing with one main point. As said above, this point is expressed in a sentence called the topic sentence and developed in the rest of the paragraph – as the main topic of the essay is developed throughout the whole essay. This topic sentence is usually placed at the beginning of the paragraph, but it can be at the end or somewhere else in the paragraph depending on the nature of the point treated and the nature or the topic of the whole essay.(Karma & Muqattash, 2012:218-223)

Additionally, Reinking and Hart (1991: 67) add that an essay develops one main thought using a number of paragraphs. The structure of an essay is much like that of a paragraph, as the following list shows:

Table (2.1)

The difference between a paragraph and an essay

Reinking and Hart (1991, p.68)

A paragraph has	An essay has
One main idea developed in a number of sentences A topic sentence	One main idea developed in a number of paragraphs An opening paragraph with a topic statement
Middle sentences giving supporting details, explanation, description, and so forth A strong ending sentence	Middle paragraphs giving supporting details, explanation, description, and so forth A strong ending paragraph
An orderly paragraph Pattern	An orderly plan or outline

2.13 Why is writing important?

Most contexts of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands. Proficient writers can adapt their writing flexibly to the context in which it takes place.

In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter (Keys, 2000; Shanahan, 2004; Sperling & Freedman, 2001).

2.14 Why is writing difficult?

According to Byrne (1997), writing is considered difficult even in the mother tongue because of three factors: psychological, linguistic and cognitive. From the psychological side, when students write, they write on their own because writing is a solitary activity so students have to write without possible interaction or feedback. Hence, writing in itself is considered difficult.

On the other hand, regarding the linguistic problem, students have to compensate for the absence of the features of speaking. Also, they have to keep the channel of communication open through their own efforts and ensure both the choice of sentence structure and the way of how our sentences are linked together and sequenced. So, the produced text can be interpreted on its own. With regard to the cognitive problem, students learn to write through a process of instructions. To do so, students have to master the written form of the language and to learn the structures of writing which are not used in speaking. Students also have to learn how to organize their ideas in a way by which a reader can absorb it without being present or knowing the writer.

2.15 Writing Strategies:

Teaching adolescents strategies for planning, revising, and editing their compositions has shown a dramatic effect on the quality of students' writing. Strategy instruction involves explicitly and systematically teaching steps necessary for planning, revising, and/or editing text (Graham, 2006). The ultimate goal is to teach students to use these strategies independently. Strategy instruction may involve teaching more generic processes, such as brainstorming (e.g. Troia & Graham, 2002), or collaboration for peer revising (MacArthur, et al. 1991). In other instances, it involves teaching strategies for accomplishing specific types of writing tasks, such as writing a story (Fitzgerald & Markham, 1987) or a persuasive essay (Yeh, 1998). Whether generic or highly focused, explicitly teaching adolescents strategies for planning, revising, and/or editing has a strong impact on the quality of their writing. Writing strategy instruction has been found especially effective for adolescents who have difficulty writing, but it is also a powerful technique for adolescents in general.

2.15.1 Writing Strategies: An Example

Self-**Regulated Strategy Development (SRSD)** is an approach for helping students learn specific strategies for planning, drafting, and revising text. SRSD instruction is also characterized by explicit teaching, individualized instruction, and criterion-based versus time-based learning. Children are treated as active collaborators in the learning process. Instruction takes place in six stages:

Develop Background Knowledge: Students are taught any background knowledge needed to use the strategy successfully.

Describe It: The strategy as well as its purpose and benefits is described and discussed.

Model It: The teacher models how to use the strategy.

Memorize It: The student memorizes the steps of the strategyand any accompanying mnemonic.

Support It: The teacher supports or scaffolds student mastery of the strategy.

Independent Use: Students use the strategy with little or no support.

Students are also taught a number of self-regulation skills (including goal setting, self-monitoring, self-instruction, and self-reinforcement) designed to help them manage writing strategies, the writing process, and their behavior. Mnemonics are introduced to help students remember strategies to increase writing performance. Two such strategies are PLAN and WRITE:

PLAN (*P*ay attention to the prompt, *L*ist the main idea, *A*dd supporting ideas, *N*umber your ideas).

WRITE (*W*ork from your plan to develop your thesis statement, *R*emember your goals, *I*nclude transition words for each paragraph, *T*ry to use different kinds of sentences, and *E*xciting, interesting, 10,000 words) (De La Paz & Graham, 2002; Harris & Graham, 1996).

2.16 Techniques used to improve pupils' writing:

The studies of Al-Alami (2003), Brown (2001), El-Naggar (2002), and Hedge (2001) propose some techniques to improve pupils' writing. These can be summed up as follows:

1. Training pupils on practices of good writers: pupils should use the processes of writing in the classroom. Pupils may be encouraged to talk about their writing before and during the writing process.
2. Integrating writing with other skills.
3. Immersion in writing: pupils should be immersed in models of good writing. They should also be allowed to write about topics of their own choice . Teachers should provide as much authentic writing as possible (writing with a clear purpose to certain audience).
4. Raising awareness about writing: this can be done through a questionnaire that raises pupils' awareness of their possible roles and responsibilities in relation to the teacher's.
5. Balancing approaches to writing teaching.

6. Varying strategies of responding to writing: Self correction and peer editing are widely recognized today.
7. Designing a grading scheme: teacher and pupils should agree on criteria for evaluating a piece of writing as well as a key for correction.

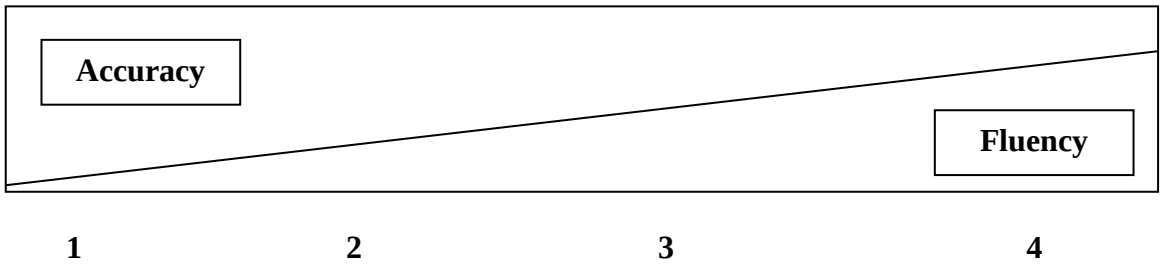
Teachers should accept mistakes in the early drafts; they should be selective when correcting mistakes since pupils become unmotivated when their written work is full of red marks.

2.17 Writing activities:

Scrivener (1994) presents a continuum showing how written work in the class develops from copying to free writing Figure (2.6). Accuracy and fluency are related to the types of exercises given.

Figure (2.6)
Developing writing work

(Scrivener, 1994: 50)



Bowen and Marks (1994) discuss different writing activities in detail:

1. Copying: (vocabulary, structures, dialogues, narratives).

2. Written structure- based exercises:

For example:

- Writing sentences from prompts

- Answering questions using a particular structure

- Sentence completion

- Matching halves of sentences

-Gap-filling.

3. Guided writing exercises:

Examples of these are:

- Reassembling jumbled sentences to form paragraphs.

- Shadow paragraphs writing with accord to a model.

4. Dictations:

Dictation is felt to be a valid test of all language proficiency (grammar- syntax – lexis – phonology – listening – writing). It also motivates pupils.

5. Dialogues

These are criticized since they are not authentic activities.

6. Summaries

These are useful for consolidating language (structure and lexis in particular).

7. Authentic writing tasks:

These are carried out by native speakers, e.g.:

- letters and e- mails.

- Filling in forms.

- Leaving messages or taking them down

- Writing messages

8. Essays.

9. Other writing activities.

- Story telling.

- Diary writing

- Poetry writing

- Pupil magazines

Pupils should not be passive during lessons. It is important to engage them with school work so that they may learn. The active involvement of pupils in learning leads to more successful learning (Marks, 2000; Roa, 2007).

2.18 The Role of the Teacher in Writing Lessons:

To help students become better writers, teachers have a number of tasks to perform. Harmer (2004: 41-42) discusses five tasks a teacher can do before, during and after student writing. They are as follows:

1- Demonstrating: students should be aware of writing conventions and genre constraints in specific kinds of writing. So, teachers have to be able to put these features into their consideration.

2- Motivating and provoking: teachers should motivate, help and provoke students to get ideas, enthuse them with the value of the task and persuade them what fun it can be.

3-Supporting: teachers need to be supportive in writing lessons and help students to overcome difficulties that students face in writing.

4-Responding: teachers should react to the content and construction of a piece of writing supportively and make suggestions for its improvement.

5-Evaluating: when evaluating students` writing, teachers can indicate the positive points, the mistakes that students made and may award grades.

From psychologists` viewpoints, writing anxiety should be reduced in schools and universities. Harrison (2006: 10-12) explains writing apprehension as a problem in writing classes because it has consequences for students' learning experience, and for the decisions they make about engaging in productive, fulfilling writing projects. Furthermore, Harrison recommends that teachers should value students` feelings and opinions and accept individual differences.

Zhan (2007: 121) clarifies that L2 writing teachers use the process approach to help students work through their composing process - getting started, drafting, revising and editing. The teacher functions as an ideas generator, encourager, coach and collaborator. A writing teacher could do a good job by giving assignments, marking papers, and providing readings and by recognizing the complexity of composing.

Siew-Rong (2003: 1) believes that the teacher plays an important role as a facilitator and guide in the learning process, especially in collaborative learning, which is beneficial in facilitating learning because through active participation, students can engage deeply in their knowledge construction as they integrate the new knowledge into their own schema and present it in a meaningful way. The researcher suggests that educators cannot improve the teaching and learning process if they ignore the effective role of the teacher at school.

2.19 Writing: Assessment and Evaluation

NSW Department of Education and Training (2007: 17) mentions that assessment is the process of collecting, analyzing and recording information about student progress towards achievement of syllabus outcomes. An important purpose of assessment is to design appropriate learning programs for all students. The principles below underpin effective assessment.

• Assessment is integral to teaching and learning. It should be based on learning outcomes that specify what students know, understand and are able to do with language.

• A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate, in an authentic manner, what they know and understand about language as well as what they can do.

• Assessment procedures should relate to the knowledge and skills that are taught within the school program, and to the syllabus outcomes.

Regarding this aspect, Davison and Dowson (1998: 140-144) discuss three kinds of writing evaluation: self-evaluation, peer evaluation and teacher assessment of writing.

- **Peer evaluation:** This kind of evaluation can be guided by prompt questions established by the teacher or in negotiation, which draws attention to matters such the total impression a piece of writing is intended to make on readers, and the effect it has, specific strengths in relation to matters such as its use of genre, its selection of content, its appropriateness for its audience and its technical accuracy, and general points which the writer could address in redrafting or revising the text. It is useful if the teacher can intervene in peer evaluation processes and respond to self-evaluations before the writer takes action, both to provide further advice and to monitor the responses which are being made to writing. Students` comments can be important and informative about the development of their writing.

- **Self- evaluation:** It is particularly valuable when students produce especially sensitive or personal writing, or when they use genres such as poetry. Writers who are asked to discuss what they were trying to achieve and to indicate the source of their ideas, can provide a teacher with very important guidance as to what kind of response is appropriate. The self–evaluation forms a kind of objectification of the personal, and the teacher needs to pay attention not only to the quality of the work, but also the extent to which the writer is able to distance him- or herself from the content, in deciding how to respond.

- **Teacher assessment**: Teacher assessment of writing should also draw attention to the issues indicated for peer and self-evaluation. Many teachers begin their responses to writing with comments which indicate their reaction to the way in which the piece has made meaning, and may include emotional responses as well as analytical ones. Positive achievements should always be identified and the teacher should then target a limited and manageable number of areas for further development**.** The formative assessment and evaluation of writing should take the form of a developmental dialogue between the teacher and students and among groups of students.

Furthermore, Richards (2003: 212-225) says that assessment refers to the variety of ways used to collect information on a learner's language ability or achievement. It is therefore an umbrella term that includes such diverse practices as once- only class tests, short essays, report writing portfolios or large-scale standardized examinations. In the classroom, any assessment can be formative or summative. Formative assessment is designed to identify a learner’s strengths and weaknesses to affect remedial action. Summative is concerned with "summing up" how much a student has learned at the end of the course. Richard also points out five reasons for evaluating learners.

1- Placement: To provide information that will help allocate students to appropriate classes. These tests may also serve a diagnostic function.

2- Diagnostic: To identify students` writing strengths and weaknesses. This kind of test can also identify areas where remedial action is needed as a course progresses, helping teachers plan and adjust the course and inform learners of their progress.

3- Achievement: To enable learners to demonstrate the writing progress they have made in their course. These assessments are based on a clear indication of what has been taught, testing the genres that have been the focus of the course. These results are often used to make decisions for course improvements.

4- Performance: To give information about students` ability to perform particular writing tasks, usually associated with known academic or workplace requirements.

5- Proficiency: To assess a student's general level of competence, usually to provide certification for employment, university study, and so on. These tests seek to give an overall picture of ability, often standardized for global use such as (TOEFL).

2.20 Methods of Correcting Writing:

Alkhuli (1983:96-97) suggests four methods of correcting students` writing. He says, "When actual writing comes to an end, the teacher collects copybooks for correction, which may take one of the following forms":

1- Error hunting. The teacher may correct all mistakes made by the student. However, this method of correction may cause some negative side effects. A student who sees that almost every word he/she has written has been red-marked by the teacher becomes quite frustrated and forms a conclusion that he/she will never write correctly. Such a conclusion usually ends up with despair or losing the motivation for learning or progress.

2- Selective correction. In this method, the teacher does not correct all the mistakes. He/She only selects some of them and especially those big ones. This method saves the teacher's time and effort and may motivate students better.

3- Symbolized correction. The first two methods deal with the quantity of mistakes to be corrected. On the other hand, this method deals with how to correct regardless of quantity. In symbolized correction, the teacher underlines the mistake without writing the correct alternative. He/she only writes a symbol such as I, P, G, S, or V. which tells the student that he/she has made a mistake in indentation, punctuation, grammar, spelling, or vocabulary. The student himself/herself is expected to discover the correct alternative with the teacher's guidance.

4- Detailed correction. In detailed correction, the teacher underlines the mistake and writes down the correct alternative in detail.

Part Two: Interactive Writing Strategy:

2.1 The concept of interactive writing strategy

Pinnell and McCarrier (1994: 149-170) says that interactive writing is similar to shared writing in that the teacher and students collaboratively decide on a message and work through the writing process together; however, in interactive writing the student "shares the pen" with the teacher. The teacher will generally solicit a sentence from students based on a reading, conversation, or prior class experience. Deciding the exact point at which the students serve as scribe is a responsive teaching decision that offers a scaffold to the students related to their concepts of print

Additionally, Brotherton and Williams: (2002: 8-19) add that the pattern of exchange is directed by the teacher, who makes responsive and strategic decisions about which literacy concepts to highlight, principles of writing to address and spelling strategies to scaffold the young writers into using. The teacher serves as an audience member and a guide, carefully choosing the direction of the conversation for instructional effectiveness.

Regarding this point, Button et al. (1996: 446–455) mention that interactive writing is a cooperative event in which the teacher and children jointly compose and write the text. Not only do they share the decision about what they are going to write, they also share the duties of scribe. The teacher uses the interactive writing session to model reading and writing strategies as he or she engages children in creating text. Additionally, they add that interactive writing can be used to demonstrate concepts about print, develop strategies, and learn how words work. It provides children with opportunities to hear sounds in words and connect those sounds with corresponding letters. Students are engaged in the encoding process of writing and the decoding process of reading, all within the same piece of text. Interactive writing is a unique opportunity to help children see the relationship between reading and writing.

Also, Craig (2003:438–440) says that during the interactive writing process, students and the teacher talk about what they are going to write. The teacher serves as the facilitator of the discussion—guiding, modeling, adding, summarizing, confirming,

combining, and synthesizing the children's ideas. As the actual writing begins, many opportunities for specific teaching are available. The goal is to get the children's thoughts on paper, discussing the topic and the process of writing, dealing with the conventions of print, and working on grammar, spelling, punctuation, letter formation, phonics, and voice. As children become more proficient writers, lessons can focus on style and writing for different purposes.

The finished writing is displayed in a way that allows for continued use as a text for shared reading or independent reading. The work is not as neat as teacher writing or commercial posters, but children are more likely to use it as a source of information because of the ownership that comes with their involvement in the writing process. The goal of interactive writing is that the skills learned will transfer to students' independent writing and support the development of reading skills as well.

To sum up, interactive writing involves teacher choices based on observation of student needs, and uses the grade level curriculum. Teachers can begin with basic procedures and use interactive writing for more advanced purposes as they become more familiar with the procedures.

2.2 Values of Interactive writing:

McCarrier, et al. (1999) mention some values of interactive writing which are as follows:

- Demonstrates concepts about print, early strategies, and how words work.
- Provides opportunities to hear sounds in words and connect sounds with letters.
- Helps children understand the decoding and encoding process in reading and writing.
- Increases spelling knowledge.

Additionally, they add that "Interactive writing provides powerful demonstrations of writing that help young children make progress in their own writing." Interactive writing can take on many different forms and is used in a variety of ways in the classroom. This type of writing helps build a bridge between writing and all other

areas of the curriculum. In this process, students and teachers collaborate in the construction of text while building on prior knowledge. Students use what they know about language, conventions of print, and how words work to create meaningful writing.

Interactive writing can be a valuable instructional method that greatly enhances engagement in the classroom. This technique improves spelling knowledge, provides a letter–sound connection, and links the decoding process to writing. It reaches all students and ability levels by developing language and building schema. Classroom reading materials are created by children's language and experiences, which helps to illustrate the connection between written and oral language (Rubadue, 2002: 58–59).

Finally, interactive writing is a collaborative writing experience for beginning writers in which the teacher guides students in the group-writing of a large-print text. Students participate in the composition and construction of the text by sharing the pen, physically and figuratively, with the teacher. The composition is read and reread by the group to make the reading and writing connection.

2.3 Materials, tools, and resources used in Interactive Writing

In addition to a space to gather together and space to display written material, these materials and tools should be easily accessible for interactive writing. Button, et al. (1996: 446-454) suggest some materials, tools, and resources used in interactive writing which are as follows:

a) Easel: large white or light colored paper (butcher paper, light-brown wrapping paper, plain newsprint, large- size construction paper)
b) Markers
c) Correction Tape
d) Magnetic Letters
e) Magna Doodle
f) White dry erase board
g) Pointers
h) Name chart (for reference)
i) Word Wall

j) Alphabet linking chart
k) Word charts
l) A collection of books for shared reading

2.4 When should Interactive Writing be used?

Interactive writing is a powerful tool for beginning writers. Emergent Early Writers and Emergent Transitional Writers (generally grades K-1) should experience interactive writing frequently. In doing so, children learn concepts of print, spelling, phonics, and strategies for reading and writing. As students become Early Transitional Writers (generally late first-grade and second grade), they become more adept at writing independently. At this time, interactive writing may be used for specific purposes to meet the challenges of more complex writing (i.e., complex punctuation, complex sentence structure, vocabulary). The teacher may also use interactive writing to establish a community of writers (i.e., group thank-you letter).

2.5 The steps used for Interactive Writing

McCarrier (2000: 73) mentions the following steps for interactive writing teaching:

a) Provide a base of active learning experiences.

b) Talk to establish purpose.

c) Compose the text.

d) Construct the text.

e) Reread, revise, and proofread the text.

f) Revisit the text to support word solving.

g) Summarize the learning.

h) Extend the learning.

2.6 The benefits of Interactive Writing

Additionally, McCarrier, (2000: 8-9) adds some benefits of interactive writing which are as follows:

a) Children become apprentices, working alongside a more expert writer.
b) Everyone in the group sees the process of producing a piece of writing.
c) Children who read and write very little independently have a chance to see themselves as readers and writers.
d) Students have a sense of control and ownership over the text.
e) Students gain knowledge that can be used to create other texts.
f) Students think about audiences for their writing.
g) Most importantly, students have fun doing it!

Additionally, Fountas (2006:35) adds that "interactive writing lessons may begin to look more like shared writing as the teacher and students collaborate to create longer and more complex texts. "As the children become more adept at writing, they will spend less and less of their language block time involved in the activity of interactive writing and more time in elements such as writing workshop."

2.7 The way of using interactive Writing

Brotherton and Williams (2002: 8-16) mention that writers need a purpose for writing and an audience. Use the learning experiences of the students to establish a purpose and audience to create written text collaboratively. Some examples are listed below.

a) Create a shopping list.
b) Compose a group story.
c) Create a sign.
d) Write a letter.
e) Compose a set of directions.
f) Respond to a survey question.
g) Summarize or extend a story read in guided reading.

h) Summarize or extend a story that has been read aloud.
i) Label art or a classroom item.
j) Record information from an experiment.
k) Record information from a class study or research.

2.8 Some helpful hints for making interactive writing successful

Here are some helpful tips that may be used to make interactive writing successful.

a) Use light-colored, oversize paper.
b) Ensure paper is wide enough to fit an entire sentence.
c) Guide students and take advantage of teaching moments.
d) Keep the pace of the lesson fast. Young students get restless!
e) Keep the entire group engaged.
f) Feel free to increase teacher input if the lesson starts to bog down.
g) Focus on the positive.
h) Ensure the final composition is a correct model. All mistakes should be corrected.
i) Display final compositions to create a student-generated, print-rich environment.
j) Create class books that can be displayed in centers if space on the walls is limited.
k) Make the activity fun and positive for the student!

2.9 The WHY of Interactive Writing

Teachers implement interactive writing as a transition tool to help children learn how to write [or to shift writers from where they are to their next step]. But for interactive writing lessons to be truly powerful, teachers must move beyond procedural knowledge. They must refine their lessons to meet the needs of the group of children they are teaching as well as for the individual students within the group. The teachers' knowledge of students is what enables them to make just the right instructional decisions at just the right moment. The power of the "teachable moment" is that when children are working at the cutting edge of their abilities they are more engaged, there are fewer management concerns, and learning occurs. When children work with very easy, known material, they may be "spinning their wheels" and not learning because

they have lost interest. If children work with material that is over their heads, they may become frustrated and escape by tuning out. Either way, children will not continue to make [optimal] progress as writers (McCarrier, 2000: 8-9).

2.10 Essential elements of interactive writing:

Smoke (1987:70-80) mentions (8) essential elements of interactive writing which are as follows:

1. Provide active learning experiences:

There are many ways for teachers to create opportunities for writing. Students share many common experiences at school that can be written about. Students can share experiences and news about life at home or in the community. Reading and responding to a story a teacher has read is yet another way to share a learning experience. Whatever way a teacher chooses to activate a writing experience, the important part is that students are active in the process and that the teacher is drawing from students' prior knowledge of an experience they shared together.

2. Establishing the topic (talking):

What will we write about? The topic for the interactive writing activity comes out of the students' shared common experience. Teachers facilitate a conversation with students about their shared experience as they shape sentences they will later take to print.

3. Composing the text (negotiating):

How will we say what we want to write? The wording is a co-constructed effort between the teacher and students. The teacher facilitates a conversation to develop a story or a sentence. She has the students repeat what they will write several times before beginning to write. The teacher does this so the students remember the sentences and can predict the next word when it comes time to write.

4. Writing the text (constructing):

The teacher and students "share the pen". The students write as much as they can. It takes a skilled teacher to notice what the students can do. She chooses her students carefully, knowing that participation and pacing in the lesson is important. The teacher is also modeling, questioning, and focusing students' attention on concepts, such as conventions of print and sounds in words. The teacher should ask different children to contribute to the writing.

5. Reread, revise, and proofread:

The teacher asks students to reread what has been written. This will often create opportunities for students to suggest revision and for the teacher to help students clarify the meaning. The importance of this step is to help students understand that, as writers, we are always checking the text to make sure it makes sense, sounds right, and that what we meant is being communicated.

6. **Revisit text to support word solving:**

There are times when a teacher will revisit text after an interactive writing experience. This is a good opportunity to work on word solving and word work. When a teacher works on word solving with her students, she is helping them to understand the inner working of words. This helps students figure out unknown or unfamiliar words, to see spelling patterns in words, and to connect words and meaning by how they look.

7. Summarize the learning:

At the end of an interactive writing experience, the teacher should go over some salient learning points with the students. Summarizing the lesson reinforces what has been learned. By highlighting some new learning, the teacher is making sure what they have just done together will show up in the students' independent writing. In other words, summarizing helps students consolidate information so they can apply it on their own.

8. Extend the learning:

The writing that the teacher and students have done is purposeful and can be used as a reference, if displayed in the classroom. Children can illustrate the story, or the teacher may make copies to be read and reread. There are endless possibilities for teachers to take one piece of writing and extend it in many ways.

Summary:

This section discussed some important points related to writing skills and interactive writing strategy. The section was divided into two parts: the first discussed writing skills, while the second discussed interactive writing strategy.

The first part discussed language teaching skills in general, and language skills. Then, it focused on the nature of writing. Next, three types of writing (i.e. expressive, poetic and transactional) were tackled. Special care and emphasis were devoted to the process of producing a good piece of writing and what affects students' writing. Then, the section investigated the writing process, process writing, writing process stages, and the process of teaching writing to the elementary stage. After that, some writing activities and the teacher role in responding to students' writing were highlighted. Finally, the chapter concluded with the assessment of writing under the title of "Assessing writing", which was classified into formative and summative.

The second part of this section discussed interactive writing strategy and focuses on its nature and its importance. It included many definitions of interactive writing as well as its nature. In addition, this chapter discussed the goals of interactive writing, its features and some advantages of using this strategy. Finally, this part concluded with some characteristic techniques of writing strategy and the teacher role.

Section Two: Previous Studies

This section is mainly concerned with presenting the previous related studies. It will shed light firstly on the effectiveness of using interactive writing strategy and secondly on developing writing skills among 7th graders and their attitudes towards writing. While reviewing these studies, the researcher will concentrate on their main objectives. their methodologies, and their samples. Finally, a commentary on all the studies reviewed in this chapter will be presented.

2.1 Studies on Interactive writing strategy

Roth, et al. (2012)

The study of Roth, et al. (2012) examined the effects of Interactive Writing, a dynamic approach to writing instruction designed specifically for young children, on the independent writing of first graders enrolled in urban schools in a large metropolitan area. Children in the interactive writing condition (N = 49) showed greater growth on measures of independent writing than a comparison group (N = 52). Students' written performance in response to a prompt indicated that those who participated in interactive writing not only improved in their overall independent writing but also made greater gains on nine out of 10 of the individual subcomponents of writing measured: ideas, organization, word choice, sentence fluency, spelling of high-frequency words, spelling of other words, capitalization, punctuation, and handwriting. These results were obtained in classrooms that spent an average of 10.5 minutes a day engaged in Interactive Writing and thus demonstrated its potential as a daily practice to improve children's independent writing**.**

El-Shami (2011)

The study of El-Shami (2011) aimed to investigate the effect of using interactive writing on developing the mechanics of writing of eighth graders in Gaza private schools. The researcher purposively chose a sample consisting of (37) male students of eighth graders divided into two groups, an experimental one consisting of (18) students and a control group consisting of (19) students. The researcher used two

tools, pre-post achievement test and a portfolio. The results of the pre-test showed that the two groups were equivalent in their previous learning and general achievement. During the implementation of the study, the interactive writing was used to teach the experimental group, whereas the traditional method was used with the control group. The two groups were tested again in mechanics of writing after the application of the experiment.

The study findings revealed that there were statistically significant differences between the mean scores attained by the experimental group and those by the control one in favor of the experimental group. This was attributed to the interactive writing method used.

Craig (2006)

In addition, **the study of Craig (2006)** aimed investigate the effects of two instructional approaches on the phonological awareness, alphabetic knowledge, and early reading of kindergarten children. The primary goal was to compare a form of contextualized instruction based on an adapted interactive writing program with a field-tested program of meta-linguistic games. The researcher adopted the experimental approach, using a pretest-posttest comparison-group design. For instructional purposes, the children in each treatment group were divided into small intervention classes, with groupings based on children's common strengths and needs. Each week, these classes met with trained literacy tutors for 4 20-minute lessons. Pretest and posttest measures provided data on children's phonological awareness, spelling, and reading development.

Results revealed statistically significant differences between the two groups on word identification, passage comprehension, and word reading development measures, with the adapted interactive writing group demonstrating greater achievement. These findings verified that the children participating in a contextualized program matched or exceeded the achievement of the children participating in a structured program of meta-linguistic games.

Yang, et.al (2005)

The study of Yang, et.al (2005) examined the development and evaluation of a web-based interactive writing environment designed for elementary school students. The environment included three writing themes, "story pass on", "story chameleon" and "thousand ideas" to encourage reading comprehension, creativity and problem-solving skills of students. Three assessment mechanisms, "expert assessment," "self-assessment" and "peer assessment" were also designed to provide constructive comments to foster students to review and criticize other writers' essay, to enable students to review their own essay to find strengths and weaknesses in writing, and to encourage students to improve their writing skills.

The writing environment comprised four functional modules-writing, assessment, tool and system management. The system was integrated with multilayer educational service platforms, which were designed to support the establishment of online social learning communities for (12) students and teachers. The system logs and assessment results were analyzed through the system usage over two years.

The results revealed that students could improve their writing skills by participating in the writing environment, submitting many essays, interacting with other students online and reviewing other essays. The comparison result of early and late student writing also demonstrated the improvement of writing. Analysis of the assessment mechanism revealed that expert assessment and peer assessment did not significantly differ. It appears that the assessment criteria proposed in this study fitted the needs of both the expert and elementary school students.

Cicalese (2003)

The study of Cicalese (2003) aimed to examine children's perspectives on interactive writing versus independent writing. Studies were analyzed to determine the perspectives of students toward writing when they experienced an interactive writing event and when they did not share this experience. The researcher adopted the experimental approach, using a pretest-posttest comparison-group design.

The study supported interactive writing as an essential first-step to independent writing. It was also determined that further research was needed to follow the change in students' perspectives toward writing as they advance through the grades. Emergent writers held more positive perspectives toward writing when they first experienced interactive writing events. Children were more successful in writing when interactive writing was used as a scaffold on their journey toward proficient literacy development.

Tammie (2003)

The study of Tammie (2003) examined a first grade teacher's instruction during interactive and independent writing times as she taught and prompted her students how to go about spelling unfamiliar words and employ various writing strategies while they were composing.

The researcher followed a qualitative approach to data collection and analysis, used observations and artifacts as the tools of the study. The sample of the study was (18) interactive writing lessons and independent writing sessions taking notes on the interaction between teacher and students.

Results of the study indicated that the teacher’s strategic use of an apprenticeship model across two writing contexts allowed her to make explicit for her first graders the processes involved in spelling and writing from one context to another. Educational implications from the study support an apprenticeship model of writing instruction across contexts in classrooms that fits the needs of learners and addresses important curriculum standards in early literacy.

Rubadue (2002)

The study of Rubadue (2002) proved that "sharing the pen" made a big impact on students as it gave them the opportunity to associate letters with sounds. They were doing more of the writing; they were engaged in the activity, which helped them to become better at segmenting sounds in words. It also gave them ownership and encouraged the possibility of re-creating writing independently on their own. As they

wrote in their journals, they were constantly experimenting with written language. It was "sharing the pen" that made the difference."

Brandt (2002)

Another **study by Brandt (2002)** examined interactive writing through socio-cultural lens Interactive writing is intended to be a collaborative group writing experience with an opportunity for children to practice writing and reading behaviors in a supported learning environment. The writing is the ownership of the class and therefore it values all the students' responses before the message is written. Brandt writes, "This collaboration is a dynamic process and changes with every interactive writing experience. The environment the teacher creates during the interactive writing process should support risk-taking" (Button, et al.: 449).

This study supported that collaboration is essential in interactive writing. Collaboration means working in groups to give each student an opportunity to practice writing with his/her colleagues

2.2 Studies on writing skills and students' attitudes towards them.

Elshirbini (2013)

The study of Elshirbini (2013) aimed at developing some writing skills for 4th graders and find out their attitudes towards using the genre based approach. The study adopted the experimental design. The experimental group received genre-based instruction while the control group received traditional writing instruction. The genre-based instruction was provided to the experimental group at Satamooni Al-Azhar Secondary Institute for Girls at Satamooni whereas the traditional writing instruction was provided to the control group at Roda Al-Azhar Secondary Institute for Girls at Roda Egypt. The instruction lasted for nine weeks for each group. The study instruments designed by the researcher included: a writing performance test, a holistic scoring rubric, an analytic scoring rubric and a writing attitude scale.

The study provided evidence for the effectiveness of using genre-based approach in developing students' writing performance and attitudes towards writing. Further, the study highlighted the advantages of using genre-based approach in developing writing skills and attitudes towards writing.

Graham et al. (2012)

The study of Graham et al. (2012) examined whether attitude toward writing is a unique and separable construct from attitude toward reading for young beginning writers. The study participants were (128) first-grade children (70 girls and 58 boys) and (113) third-grade students (57 girls and 56 boys). An attitude scale was used as a tool in this study which adopted the analytical descriptive approach in this study.

The study indicated that attitude toward writing is a separable construct from attitude toward reading at the third-grade level, where writing attitude made a unique and significant contribution beyond the other attitude measures to the prediction of measures of writing: quality, length, and longest correct word sequence. At the first-grade level, none of the attitude measures predicted students' writing performance. Finally, girls had more positive attitudes concerning reading and writing than boys.

Isleem (2012)

The study of Isleem (2012) aimed at investigating the effectiveness of a suggested program based on individualized activities in developing Palestinian sixth graders' writing skills. It attempted to find out the effectiveness of a suggested program based on individualized activities in developing Palestinian sixth graders' writing skills in general and in particular their graphical, grammatical and expressive skills.

The researcher followed the descriptive analytical approach using two tools to collect the needed data: pre / post test, checklist and worksheets. The study examined the improvement shown by the experimental group, which received the suggested program for two months, while the control group did not receive any program and followed the traditional teaching method.

Comparing the results of the pre- post test revealed that the suggested program proved to be effective in developing pupils' achievement in three sub skills: graphical, grammatical and expressive. This considerable gain was attributed to the impact of the program. On the other hand, the traditional method in teaching was ineffective because pupils made no progress on all levels as the statistical analysis revealed.

Isa (2012)

The study of Isa (2012) aimed at investigating the effect of using wikis on improving Palestinian ninth graders' English writing skills and their attitudes towards writing. The targeted skills were writing an email from notes, ordering events into a paragraph as well as writing a report from notes.

The researcher employed a representative sample of (39) EFL students studying at Bureij Prep. Girls' School 'A', which is run by UNRWA in the Gaza Strip. The sample was divided into two groups: experimental group consisting of (20) students and control one consisting of (19) students. The two groups were equivalent in their previous learning, achievement in English language in general and achievement in English writing in particular. Regarding the instrumentations, the researcher used three tools: an observation card to explore students' performance in utilizing Wikis and practicing writing skills and activities, a questionnaire to reveal students' attitude towards using Wikis in teaching and learning writing skills and pre/ post writing test.

The findings of the study revealed that there were significant differences in participants' performance before and after implementing the wiki project in favor of the post-performance. The findings also pointed toward the presence of significant differences between the attitudes of the experimental group before and after the experiment of utilizing wikis to develop their writing skills in favor of the post experiment. Moreover, the study findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group due to use of the wiki technology. Additionally, implementing the effect size equation, the study revealed that wiki project had a large effect size in favor of the experimental group.

The study recommended that teachers should use the wiki technology in teaching writing skills in order to develop and improve their students' ability in writing skills. Also, it was suggested that further research should be conducted on the effects of wikis on different English skills and other school subjects.

Jahin and Idrees (2012)

The study of Jahin and Idrees (2012) titled "EFL Major Student Teachers' Writing Proficiency and Attitudes Towards Learning English" aimed to assessing the current EFL major students' writing proficiency and examine the relationship between their writing proficiency and their attitudes (motivational intensity and desire to learn) towards learning English.

Data were collected through two instruments administered to a sample of 50 participants studying in the Department of English, Teachers' College, Taibah University, Saudi Arabia. The first was Writing Proficiency Test, which aimed to assess participants' current English writing proficiency level. Participants were given scores in the light of a rating scale designed for that purpose. The second instrument was Motivational Intensity and Desire to Learn Scale, which aimed to measure their attitudes towards learning English.

Analysis showed that (46%) of the participants had a low writing proficiency level. Analysis also showed that the majority of participants (86%) held positive attitudes towards learning English. Yet, it showed no statistically significant correlation between participants' writing proficiency and their attitudes towards learning English. However, it showed a highly significant correlation (sig. = 000) between students' writing proficiency levels and their overall English language proficiency, as represented by their GPAs.

Nevertheless, analysis showed no significant correlation between participants' attitudes towards learning English and their overall English language proficiency, as represented by their GPAs. Pedagogical implications of the findings and suggestions for further research are discussed.

Abu Armana (2011)

In a similar vein, **the study of Abu Armana (2011)** aimed to examine the impact of a remedial program on English writing skills of the seventh grade low achievers at UNRWA Schools in Rafah and adopted the experimental approach. The sample of the study consisted of (127) seventh grade low achievers distributed into four groups. Two experimental groups, one consisting of (31) male students and another consisting of (37) female students. The other two were control groups, one consisting of (25) male students and another consisting of (34) female students. The samples were from Rafah Prep Boys "E" school and Rafah Prep Girls "D" school. Both are UNRWA schools in Rafah Governorate where two teachers administered the experiment and were helped and guided by the researcher. The remedial program was used in teaching the experimental group, while the ordinary teaching periods and the textbook were used with the control one in the second term of the scholastic year (2009-2010). A writing test of three scopes with (30) items was designed and validated to be used as a pre and post test.

The study indicated that there were statistically significant differences at the level ($\alpha = 0.05$) in English writing skills of the seventh grade low achievers in favor of the experimental groups, which meant that the use of the program in remedying the writing weaknesses of the low achievers had a significant impact on the students.

Based on those findings, the study recommended the necessity of implementing remedial programs for the low achievers to bring about better outcomes in students' writing skills in English language. It also suggested that further research related to other writing skills should be conducted.

LAN, et al. (2011)

The study of LAN, et al. (2011) titled “Effects of guided writing strategies on students’ writing attitudes based on media richness theory” aimed to develop different guided writing strategies based on media richness theory and further evaluate the effects of these writing strategies on younger students’ writing attitudes in terms of motivation, enjoyment and anxiety.

A total of (66) sixth-grade elementary students with an average age of twelve were invited to join the experiment for a period of twelve weeks. The researcher adopted the experimental approach in this study. A repeated-measure one-way ANOVA analysis was utilized to examine the differences among the three strategies including a rich media guided writing strategy, lean media guided writing strategy, and pen-and-paper guided writing strategy, test was used as a tool of this study.

The findings of this study showed the rich media guided writing strategy had higher significant differences than the pen-and-paper guided writing strategy in terms of writing attitudes toward motivation, enjoyment and anxiety. However, there were no significant differences between the rich media guided writing strategy and lean media guided writing strategy in terms of motivation and anxiety. The findings imply that providing a web-based learning environment with high richness media could guide students to write and achieve more positive writing attitudes in terms of motivation, enjoyment and anxiety.

Siragusa (2011)

The study of Siragusa (2011) titled "Determining higher education student attitudes towards engaging with online academic writing skills programs" aimed to determine the effectiveness of these online programs and to predict when students are likely to engage with online academic writing skills programs.

A questionnaire containing quantitative and qualitative items was added at the end of these online programs. The Theory of Planned Behavior was used as a framework in order to determine students'attitudes and planned use of such online academic writing skills programs. The researcher adopted the descriptive approach.

The results revealed that, while students felt anxious with starting such programs, the instructional design process employed in the development of these resources made them intuitive, interesting and useful to the vast majority of participants. Circumstances in which students are likely to engage with such online programs in the future were also identified.

Salah (2010)

The study of Salah (2010), which aimed at investigating the effectiveness of a suggested program for developing teaching writing skills among secondary school teachers, used two tools: an observation card to identify the skills that the teachers used in teaching writing and a suggested program which tackled all the points that the teachers needed in teaching writing skills.

The suggested program consisted of ten training sessions for teaching writing. It included activities, techniques, and teaching aids that could be used in teaching writing. The random sample of the study consisted of twenty secondary school male teachers from different schools in Khan Younis Governorate.

The findings of this experimental study revealed that there were significant differences in secondary school teachers` performance before and after implementing the program and teachers` level after the program reached eighty seven percent. In the light of the study findings, the researcher recommended that secondary school teachers should use the writing process in teaching writing skills in order to develop and improve their abilities in teaching writing skills.

Aydin et al. (2010)

The study of Aydin et al. (2010) aimed to investigate the attitudes of pre-service teachers towards writing in English as a foreign language and the relationship between their attitudes and certain variables. A questionnaire and a scale intending to measure the attitudes were administered to a sample of (162) pre-service teachers of English. The researcher adopted the analytical descriptive approach. The collected data were used to provide a descriptive and correlational analysis.

The results of the study indicated that pre-service teachers mainly had positive attitudes towards writing in English as a foreign language. Furthermore, it was found that age, gender, educational background and language proficiency significantly correlated with some statements in the scale.

Zumbrunn (2010)

Also, **the study of Zumbrunn (2010)** titled "Nurturing Young Students' Writing Knowledge, Self-Regulation, Attitudes, and Self-Efficacy: The Effects of Self-Regulated Strategy Development (SRSD)" aimed to investigate the effectiveness of implementing the Self- Regulated Strategy Development (SRSD) model of instruction on the writing skills and writing self-regulation, attitudes, self-efficacy, and knowledge of 6 first grade students

A multiple-baseline design across participants with multiple probes was used to test the effectiveness of the SRSD instructional intervention. Each participant was taught an SRSD story writing strategy as well as self-regulation strategies. All students wrote stories in response to picture prompts during the baseline, instruction, independent performance, and maintenance phases. Stories were assessed for essential story components, length, and overall quality. All participants also completed a writing attitude scale, a writing self-efficacy scale, and participated in brief interviews during the baseline and independent performance phases. The researcher adopted the descriptive and experimental approaches.

Results indicated that SRSD can be beneficial for average first grade writers. Participants wrote stories that contained more essential components, were longer, and of better quality after SRSD instruction. Participants also showed some improvement in writing self-efficacy from pre- to post-instruction. All of the students maintained positive writing attitudes throughout the study.

Erkan and Saban (2010)

The study of Erkan and Saban (2010) titled "Writing Performance Relative to Writing Apprehension, Self-Efficacy in Writing, and Attitudes towards Writing: A Correlational Study in Turkish Tertiary-Level EFL" identified whether writing performance in students of English as a foreign language (EFL) is related to writing apprehension, self-efficacy in writing, and/or attitudes towards writing

The subjects were tertiary-level EFL(188) students at Çukurova University School for Foreign Languages (YADIM) in Turkey. Three instruments were used to collect data: a writing apprehension test (WAT), a self-efficacy in writing scale (SWS), and a questionnaire on attitudes towards writing (WAQ). The researcher adopted the descriptive and experimental approaches.

The results of the study suggest that, in these tertiary-level EFL students, writing apprehension and writing performance are negatively correlated, writing apprehension and writing self-efficacy are negatively correlated, and writing apprehension and attitude towards writing are positively correlated. Writing apprehension and writing attitude are supposed to be negatively correlated but although WAQ was devised to test attitude, it has subscales that measure apprehension, too. That is why the result regarding the relationship between writing apprehension and attitude towards writing is surprising.

Sahin (2010)

The study of Sahin (2010) titled "Effects of jigsaw II technique on academic achievement and attitudes to written expression course" aimed to explore the effects of a cooperative technique Jigsaw II (experimental group, n = 42) and instructional teacher-centered teaching method (control group, n=38) on Turkish language teacher education department students' attitudes to written expression course (a course in which writing skills were taught), their academic achievement, retention and their views, in 2009 to 2010 academic year. In this research "pre-test/post-test with control group experimental design" was used. The data was collected through Attitudes to Written Expression Scale (ATWES) and Written Expression Achievement Test (WEAT), Students' View Form (SVF).

The results revealed that there were significant differences between the experimental and control groups in terms of their attitudes, academic achievement, and retention in favor of the experimental group. In addition, It was determined that the experimental group students had positive views on the use of Jigsaw II technique.

Zhou and Siriyothin (2009)

Additionally, **the study of Zhou and Siriyothin (2009)** titled "an investigation of university EFL students' attitudes towards writing-to-read tasks" examined EFL students' attitudes towards two types of writing-to-read tasks, namely reading with summary writing and reading with journal writing

Fifty four Chinese EFL learners participated in the eighteen-week study. Data were collected using students' self-report questionnaires, students' written feedback and face-to-face semi structured interviews. The researcher adopted the descriptive approach.

Results show that the students had a positive tendency towards the two tasks, while they still had some problems and suggestions. It is recommended that writing-to-read activities be introduced into TEFL classrooms to enhance reading teaching and learning.

Ibrahim (2006)

The study of Ibrahim (2006) examined the effect of using the reading for writing approach on developing the writing ability of Egyptian EFL learners and their attitudes towards writing.

Thirty, first year secondary school students participated in this study. A quasi-experimental pretest posttest control group design was used to form an experimental group. This small scale study enabled students to develop their writing skills and their attitudes towards writing, with no statistically significant differences between males and females.

The study corroborated the efficacy of the reading for writing approach as a feasible tool for enhancing the writing ability of Egyptian EFL learners and their attitudes towards writing.

McCarthey and Garcia (2005)

The study of McCarthey and Garcia (2005) aimed to investigate English language learners' writing practices and attitudes. The sample of this study was six Mandarin-speaking and five Spanish-speaking elementary students. An attitude scale was used as a tool in this study, which adopted the analytical descriptive approach.

The study concluded that students' writing practices and attitudes toward writing were influenced by home backgrounds and classroom contexts. Home background influences included parents' educational backgrounds and income levels, plans for staying in the United States, support for writing at home, and cultural expectations. School and classroom factors included frequency and quality of opportunities for writing and teachers' expectations for writing tasks. Implications of the study include the necessity to provide multiple opportunities for students to write for purposeful audiences in their native language as well as in English.

Karakas (2000)

Also, **the study of Karakas (2000)** titled "motivational_attitudes of ELT students towards using computers for writing and communication" aimed to explore the aspects of computer use that students find motivating and investigates the differences among these aspects for students having different backgrounds in terms of computer skills.

Forty five first grade ELT students of Mehmet AkifErsoy University participated in the study. The data was collected through a questionnaire adapted from Warschauer (1996). The researcher used the descriptive methodology.

The findings indicated that participants mainly made use of computers for communication, learning, achievement and empowerment. Their personal aspects, except for computer knowledge, related to computers, did not significantly affect the participants' motivational attitudes towards the use of computers. There were not even significant differences between male and female participants in terms of being motivated to use computers and computer facilities for communication and writing.

Finally, having or not having a computer at home was not a decisive factor influencing motivational attitudes of participants.

2.3 General Commentary on the Previous Studies:

There are similarities and differences between this study and the previous ones in many things:

2.3.1 The Subject of the Previous Studies and their Purposes:

Most of the previous studies concentrated on teaching EFL by using interactive writing and supported the importance of the interactive writing in teaching writing skills as: **Roth, et al. (2012), El-Shami (2011), Rubadue (2002), Brandt (2002), Craig (2006), Yang, et.al (2005), Cicalese (2003), Tammie (2003).** In addition, some studies suggested programs and techniques to develop teaching writing skills, and others discussed attitudes towards writing skills as **the study of Isleem (2012)** which aimed at investigating the effectiveness of a suggested program based on individualized activities in developing Palestinian sixth Graders' writing skills; the study of **Isa (2012)** which aimed at investigating the effect of using wikis on improving Palestinian ninth graders' English writing skills and their attitudes towards writing; the study of **Abu Armana (2011)** which aimed to examine the impact of a remedial program on English writing skills of the seventh grade low achievers at UNRWA Schools in Rafah and adopted the experimental approach; **the study of Salah (2010)** which aimed at investigating the effectiveness of a suggested program for developing teaching writing skills among secondary school teachers; the study of **Elshirbini (2013)** aimed at developing some writing skills for 4th graders and find out their attitudes towards using the genre based approach; and finally the study of **Graham et.al (2012)** examined whether attitude toward writing is a unique and separable construct from attitude toward reading for young beginning writers.

Additionally, the study of **Aydin et al. (2010)** aimed to investigate the attitudes of pre-service teachers towards writing in English as a foreign language and the relationship between their attitudes and certain variables. Also, the study of **Ibrahim (2006)** examined the effect of using the reading for writing approach on developing the

writing ability of Egyptian EFL learners and their attitudes towards writing. Further, the study of **McCarthey and Garcia (2005)** aimed to investigate English language learners' writing practices and attitudes.

Also, the study of LAN, et al. (2011) aimed to develop different guided writing strategies based on media richness theory and further evaluate the effects of these writing strategies on younger students' writing attitudes in terms of motivation, enjoyment and anxiety.

Finally, the study of **Zumbrunn (2010)** aimed to investigate the effectiveness of implementing the Self- Regulated Strategy Development (SRSD) model of instruction on the writing skills and writing self-regulation, attitudes, self efficacy, and knowledge of 6 first grade students

In this study, the researcher focused on interactive writing as a process and its importance on developing writing skills among 7^{th} graders and their attitudes towards writing.

2.3.2 Methodology

Some of the previous studies used the experimental method such as those of **Roth, et al. (2012), El-Shami (2011), Rubadue (2002), Brandt (2002), Craig (2006), Yang, et.al (2005), Cicalese (2003),** and **Tammie (2003).** Other studies used the two methods the experimental and descriptive such as those of **Aydin et al. (2010), Ibrahim (2006), McCarthey and Garcia (2005), the study of LAN, et al. (2011.** In this study, the researcher used two methods, the experimental and descriptive.

2.3.3 Tools

The tools used in the previous studies were different from one study to another in number and type of tools. For example, the tools of the study of **Roth, et al. (2012), El-Shami (2011), Rubadue (2002), Brandt (2002), Craig (2006), Yang, et.al (2005), Cicalese (2003), Tammie (2003)** were pre-tests and post-tests.

Other studies used two tools which were pre-test and post-test and a questionnaire as the study of **Aydin et al. (2010), Ibrahim (2006), McCarthey and Garcia (2005), the study of LAN, et al. (2011).** In this study, the researcher used two tools: pre-test and post-test and a questionnaire.

2.3.4 Samples of Studies

The samples of the previous studies were different from one study to another in number, gender and age. **El-Shami (2011)** applied his study on a sample consisting of (37) male students of eighth graders divided into two groups, an experimental one consisting of (18) students and a control group consisting of (19) students. **Yang, et.al (2005)** did his study on a sample of (12) students and teachers. **Isleem (2012)** conducted his study on a sample of two groups: experimental group consisting of (18) students and control one consisting of (18) students. **Jahin and Idrees (2012)** sample consisted of (50) participants studying in the Department of English, Teachers' College, Taibah University, Saudi Arabia. The random sample for **Siragusa** (2011) consisted of sixty third preparatory grade students.

The sample of **Sahin (2010)** consisted of two groups: experimental group consisting of (42) students and control one consisting of (38) students. **Erkan and Saban (2010)** applied their study on a random sample of tertiary-level EFL (188) students at Çukurova University School for Foreign Languages (YADIM) in Turkey. The sample of the current was selected randomly from 7^{th} classes. It consisted of (76) students distributed into two groups; the experimental group consisting of (38) students and the control group consisting of (38) students.

2.3.5 Place

All the previous studies were applied in different countries in Palestine, America, Europe, Egypt, Turkey, and China. This study was conducted in the Gaza strip, Palestine.

2.3.6 Statistical Treatments

Concerning the statistical treatments which were used in the previous studies to measure the results, they were T-test, ANOVA and others. In this study, the researcher used Mann-Whitney (U), means, standard deviation, T-test, ANOVA, and Wilcoxon Signed Ranks Test (Z) and Criterion of "Effect Size".

2.3.7 The researcher benefited different points as follows:

1. The related studies helped the researcher to explain the results, give solutions and design the questionnaire and pre-posttests.
2. Also, they helped the researcher to explain the procedures of the current study.
3. They helped the researcher to formulate the methodology used in this study.
4. Finally, they helped the researcher to choose the population and the sample of this study.

Summary

In this section, the researcher provided a relevant review of related literature concerning the importance of teaching writing skills. The researcher also presented previous studies which were applied to show the importance of the writing process in teaching writing skills by using interactive writing strategy and he also presented the importance of the this method in developing writing skills. The following chapter will tackle the methodology of the study.

Chapter III

Methodology

Chapter III

Methodology

This chapter outlines the procedures used in the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, a description of the interactive writing strategy used in the study and the research design. Eventually, it introduces the statistical treatment of the study findings.

3.1 Research approach

After determining the study statement and reviewing the related literature, the researcher adopted the experimental approach because it is the most appropriate one for the nature of the study which aimed at examining the effectiveness of interactive writing strategy on 7th graders' writing skills and their attitudes towards writing. To determine the effect of the independent variable (interactive writing strategy) on the dependent variable (writing skills), two groups of students were selected: an experimental group and a control one. The interactive writing strategy was used in teaching the subjects of the experimental group, while the traditional method was used with the control group.

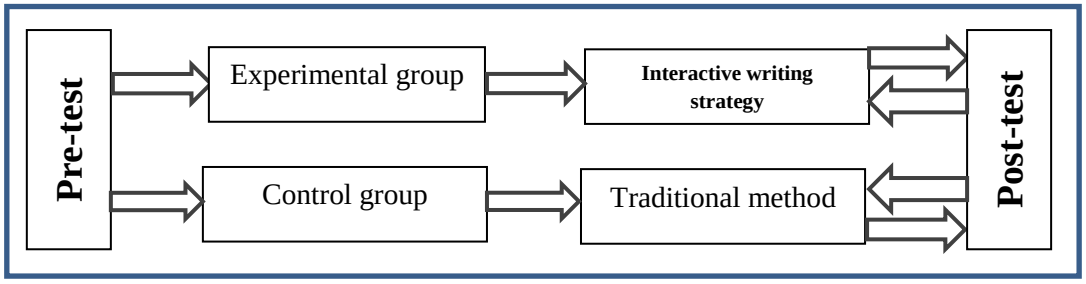
3.2 Research design

To test the study hypotheses, the researcher adopted the equivalent groups design (Experimental and Control groups) through selecting two similar groups and applying the experimental factor (independent variable) presented in the interactive writing strategy on the experimental group, while the traditional method was used with the control group. As Ebeedat et al. (2005: 230) explain "Researchers adopt the equivalent groups design to avoid the defects of one group design; more than one group are used when applying the experimental factor on one of them and leaving the other in its natural circumstances. Thus, the difference will be the result of the experimental factor effect on the experimental group provided that the groups are completely equivalent except for the experimental variable which affects the experimental group".

So, the researcher depended on the following design to test the study hypotheses as shown in Figure (3.1) below.

Figure (3.1)

The experimental design



3.3 Population of the study

The population of the current study consisted of all seventh graders in East Gaza Governorate schools for the scholastic year (2012- 2013) who amounted to (3003) students according to the Ministry of Education records.

3.4 Sample of the study

Selecting the study sample is one of the most important steps of the study. Ebeedat et al. (2005: 132) define the sample as "A part of the study main population chosen by the researcher using various techniques and includes members of the main population". The study sample was determined through the simple random method. In East Gaza, there are (male and female) schools that have seventh grades. The researcher used the lot to select the sample from them. East Gaza Basic School was selected. The sample was selected randomly from these classes. It consisted of (76) students distributed into two groups; the experimental group consisted of (38) students and the control group consisted of (38) other students. Table (3.1) shows the distribution of the sample:

Table (3.1)

Distribution of the sample according to the groups

Group	Experimental	Control
Female	38	38

The subjects in both groups were similar in their general achievement in accordance with the statistical treatment of their results in the second term of the scholastic year (2012-2013). They were also equivalent in their English language achievement according to the statistical treatment of their results in the first term exam of the scholastic year (2012-2013). The age variable of the sample was also controlled before carrying out the experiment.

3.5 Variables of the study

The study included the following variables:

A. The independent variables represented in

1- The teaching program

1.1 interactive writing strategy

1.2 Traditional method to teaching writing which depends on memorization, drilling and testing in teaching writing skills.

2- The students' general ability of English language

2.1 High achievers

2.2 Low achievers

B. The dependent variable represented in

1. Seventh graders' writing skills.

2. Students' attitudes towards the writing skills.

3.6 Pilot Study

The pilot study sample consisted of (30) students distributed into two groups; the experimental group which consisted of (15) students and the control group which consisted of (15) other students.

In the spring of 2013, a field study was conducted to examine the appropriateness, clarity of the test, the items as well as to acquire an estimate of reliability and validity of the test and a questionnaire.

3.7 Controlling the variables

To make sure of the accuracy of the results and avoid any marginal interference, the researcher tried to control some variables before the study.

3.7.1 Age variable

The researcher recorded the students' ages from their school personal files at the start of the scholastic year (2012-2013). T-Test was used to measure any statistical differences.

Table (3.2)

T-test results of controlling the age variable

SAMPLE	N	df	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
Experimental	15	28	9.97	5.020	0.779	0.443	**Not sig.**
Control	15		8.78	3.223			

"t" table value at (28) d f. at (0.05) sig. level equals 1.686.

"t" table value at (28) d f. at (0.01) sig. level equals 2.429

Table (3.2) indicates that there were no statistically significant differences at (0.05) level between the experimental and the control groups due to the age variable.

3.7.2 General achievement variable

T-test was used to measure the statistical differences between the groups due to their general achievement. The subjects' results in the second term test of the scholastic year (2011-2012) were recorded and analyzed.

Table (3.3)

T-test results of controlling general achievement variable

SAMPLE	N	df	Mean	Std. Deviation	T. value	Sig.(2-tailed)	sig. level
Experimental	15	28	15.25	2.321	0.654	0.754	**Not sig.**
Control	15		13.55	2.154			

"t" table value at (28) d f. at (0.05) sig. level equals 1.686.

"t" table value at (28) d f. at (0.01) sig. level equals 2.429

Table (3.3) shows that there were no statistically significant differences at (0.05) between the experimental and the control groups due to the general achievement variable**.**

3.7.3 General achievement in English language variable

The T-test was used to measure the statistical differences between the groups due to their general achievement. The subjects' results in the first term test of the scholastic year (2012-2013) were recorded and analyzed.

Table (3.4)

T-test results of controlling general achievement in English

SAMPLE	N	df	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
Experimental	15	28	14.32	4.754	0.974	0.478	**Not sig.**
Control	15		13.25	5.647			

"t" table value at (28) d f. at (0.05) sig. level equals 1.686.

"t" table value at (28) d f. at (0.01) sig. level equals 2.429

Table (3.4) shows that there were no statistically significant differences at (0.05) between the experimental and the control groups in their general achievement in general achievement in English**.**

3.7.4 General achievement in English writing skills variable

To make sure that the sample subjects were similar in their previous English writing skill achievement, the researcher applied the pre-achievement test. The results of the subjects were recorded and statistically analyzed using T-Test technique.

Table (3.5)

T-test results of controlling previous learning in English variable on the Pre-test

Groups	N	df	Mean	Std. Deviation	T. value	Sig.(2-tailed)	sig. level
Experimental	15	28	6.41	6.21	0.454	0.875	**Not sig.**
Control	15		7.24	6.02			

"t" table value at (38) d f. at (0.05) sig. level equals 1.686.

"t" table value at (38) d f. at (0.01) sig. level equals 2.429

Table (3.5) shows the mean and the standard deviation of each group in English previous English writing skills learning. The analysis of the results indicated that there were no statistically significant differences between the experimental and the control groups at (0.05) level due to their previous learning of English writing skills before the experiment.

3.8 Interactive writing strategy

To achieve the aims of the study, the researcher designed the following instruments and tools:

1. Achievement test.
2. Questionnaire

3.9 Preparing the skills list

A) The initial skills draft

After reviewing the literature and related previous studies and identifying the required skills for the 7th graders in the second semester, the researcher prepared the skills initial draft which included four domains (word building – sentence construction – guided composition- paragraph building) with (100) items.

B) The referees' validity

"We can achieve this type of validity by introducing the test to a number of experts who are specialized in the same field." (Ebeedat et al. 2005: 160). To examine the list suitability to the English content for seventh graders, the list, in its initial draft, was introduced to a panel of specialists in English language and methodology from IUG and experienced supervisors and teachers in Governmental schools as shown in Appendix (1). The items of the list were modified according to their recommendations.

C) The final draft

After modifying the list according to the referees' recommendations and suggestions, the final draft consisted of the same four domains with (64) items.

3.10 Achievement test

The test is considered one of the most important and common tools of measurement (Al-Heela, 2005: 359), and it is used to explore the extent of students' achievement in a subject at the end of specific period of time according to the determined instructional objectives (Maaroof, 2008: 209).

Since the test is the most suitable tool for collecting accurate data that could help in making more accurate decisions, the researcher used it to measure the subjects' achievement in writing skills mainly (word building – sentence construction – guided composition- paragraph building) before the experiment to examine the subjects' equivalence and as a post test after the experiment to measure the difference in the subjects' achievement. The test was designed according to the content analysis, the

objectives of each level and the percentage weight for each domain according to Bloom's taxonomy and the table of specifications. The test consisted of (64) varied items as presented in Appendices (2 and 3). It included four domains:

A. Word Building
B. Sentence Constructions
C. Guided Composition
D. Paragraph building

3.11 The test validity

Al Agha (1996: 118) states that a valid test is the test that measures what it is designed to measure, and Al-Heela (2005: 400) defines it as "The test ability to test the thing it was really designed for and not another thing." The study used the referees' validity and the internal consistency validity.

A. The referees' validity

The test was introduced to a panel of specialists in English language and methodology from IUG and experienced supervisors and teachers in Governmental schools as shown in Appendix (1). The items of the test were modified according to their recommendations.

B. The internal consistency validity

Al Agha (1996: 118-121) elaborates 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 coefficient of the average of each domain with the total average. This validity was calculated by using Pearson Coefficient. The correlation coefficient of each item with the total average is significant at level (0.05) as stated in Table (3.6) below.

Table (3.6)

Pearson correlation coefficient of each domain with the overall score and other domains

Domain	Word Building	Sentence Constructions	Guided Composition	Paragraph building	sig. level
Word Building	1				0.000
Sentence Construction	0.987**	1			0.000
Guided Composition	0.947**	0.881**	1		0.000
Paragraph building	0.846**	0.875**	0.877**	1	0.000

(**) The correlation coefficient is significant at (0.05) level.

Table (3.6) shows the correlation coefficient of each domain with the whole test and other domains. According to Appendix (A.7) and Table (3.6), it can be concluded that the test was highly consistent and valid as a tool for the study.

3.12 The reliability of the test

After applying the test on the pilot study, the researcher used Kuder-Richardson (K_R20) and Spearman Brown (Spilt-half) methods and Cronbach's Alpha to measure the test reliability as it is presented in Table (3.8). (K_R20) depends on calculating the percentage of correct answers of the test items, and also on the variance of every item.

$$r = \frac{K}{K-1}\left[1 - \frac{\sum_{i=1}^{K} p_i q_i}{\sigma_X^2}\right]$$

Table (3.7)

(K_R20) coefficient and Split-half for all the domains of the test

(K_R20) coefficient			Split –half		
Domain	**Number of items**	**(K_R20)**	**Correlation between forms**	**Spearman Brown**	**Alpha cronbachs**
Word Building	**27**	**0.856**	**0.777**	**0.854**	**0.745**
Sentence Constructions	**18**	**0.880**	**0.588**	**0.740**	**0.845**
Guided Composition	**14**	**0.794**	**0.592**	**0.740**	**0.787**
Paragraph building	**5**	**0.874**	**0.642**	**0.782**	**0.875**
total	**64**	**0.845**	**0.745**	**0.835**	**0.874**

According to Table (3.7), the test proved to be highly reliable and could be used confidently in the basic experiment. (K_20) coefficient was (0.845) and the Spilt- half coefficient was (0.835) and Cronbach's Alpha was (0.874). They are good coefficients which could be depended on in applying the achievement test.

3.13 Difficulty Coefficient

Difficulty coefficient is measured by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994: 308). The coefficient of difficulty of each item was calculated according to the following formula:

$$\text{Co. of Difficulty} = \frac{\boldsymbol{Number\ of\ studnts\ with\ wrong\ answers}}{\boldsymbol{total\ number\ of\ students}} * \mathbf{100}$$

Having applied the formula, the difficulty coefficient of the test items varied between (0.37 - 0.64) with a total mean of (0.53). Since the accepted items of the achievement test vary between (0.35-0.65), all the items were accepted as stated in Appendix (A.8).

3.14 Discrimination coefficient

The discrimination coefficient was calculated according to the following formula: (Abu Nahia, 1994: 311)

$$\text{Co. of Disc.} = \frac{\textit{correct answers of higher group} - \textit{correct answers of lower group}}{\textit{total number of sudents in one group}} * \mathbf{100}$$

The discrimination coefficient of the test items varied between (0.40-1.00) with a total mean of (0.590). And since the accepted achievement test items should have discrimination coefficients larger than (0.25), all the items were accepted as shown in Appendix (A.9:).

3.15 The validity of the questionnaire

This section presents the pilot study and tests of reliability and validity of questionnaire and the process of data analysis.

3.16 Research Design

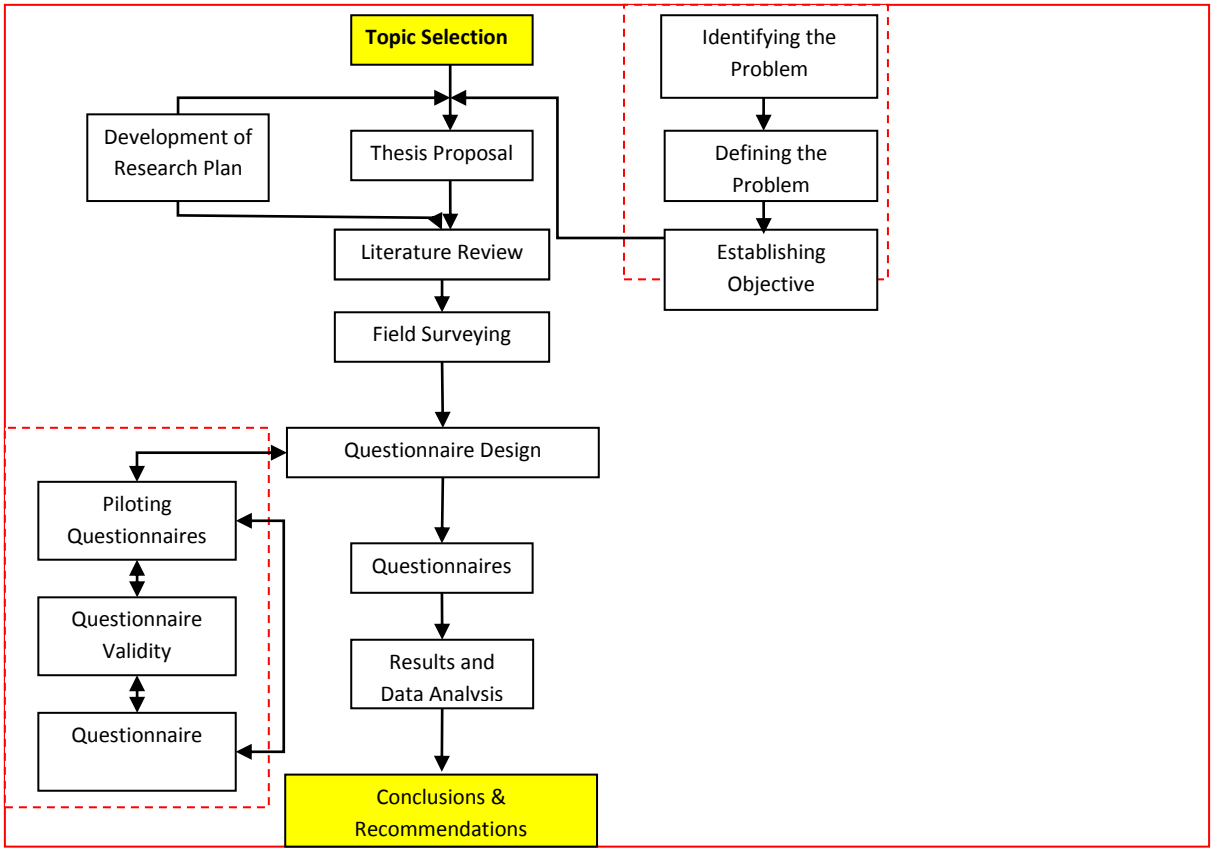
1. Reviewing the literature in the field of English teaching methodology related to educational techniques in general and interactive writing in particular.
2. Choosing the purposive study sample which consisted of two-female classes. The researcher specified one-female class to learn by means of interactive writing and the other class to learn by traditional methods.
3. Designing the study instrumentation as follows:

A. Specifying the educational objectives of the suggested lessons, their subject matter, and their learning outputs.
B. Designing and preparing an achievement test according to the table of specifications and refereeing it by a jury of experts and specialists in both the academic and educational fields to verify its validity and reliability, and to judge the factors of simplicity and complexity.
C. Piloting the test on a small sample.

4. Carrying out the experiment through which the experimental lessons were taught to the experimental group using interactive writing. The control group was taught by traditional methods.
5. Applying the achievement test as a posttest – on the study groups before carrying out the experiment.
6. Applying the questionnaire on the study groups before and after carrying out the experiment.
7. Collecting data, analyzing and discussing them, and making conclusions.
8. Giving recommendations and providing suggestions in the light of the study findings.

Figure (3.2)

Methodology flow chart



3.17 Data Measurement:

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this research, ordinal scales

were used. An ordinal scale is a ranking or a rating data that normally uses integers in ascending or descending order. The numbers assigned to the important (1,2,3,4,5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels. Based on Likert scale we have the following:

Table (3.8)

Likert scale

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Scale	5	4	3	2	1

3.18 Statistical analysis tools:

The researcher analyzed the utilizing (SPSS 15). The researcher utilized the following statistical tools:

1. Cronbach's Alpha for Reliability Statistics
2. Spearman Rank correlation for Validity
3. Frequency and Descriptive analysis

3.19 Validity of Questionnaire:

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which includes criterion-related validity and construct validity.

3.19.1 Statistical Validity of the Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring (Pilot & Hungler, 1985). Validity has a number of different aspects and assessment approaches.

To ensure the validity of the questionnaire, two statistical tests were applied. The first test was Criterion-related validity test (Spearman test) which measures the correlation coefficient between each paragraph in one field and the whole field. The second test was structure validity test (Spearman test) used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one filed and all the fields of the questionnaire that have the same level of similar scale.

3.19.2 Criterion Related Validity

Internal consistency of the questionnaire is measured by a scouting sample, which consisted of (22) items through measuring the correlation coefficients between each paragraph in one field and the whole field.

3.19.3 Structure Validity of the Questionnaire

Structure validity is the second statistical test that is used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of likert scale. The results are illustrated in Table (3.9) below.

Table (3.9)

Correlation coefficient of each item of the first domain and the total of this field

No.	Item	Spearman Correlation Coefficient	P-Value (Sig.)
1.	I am greatly happy when I have English writing lessons.	0.597	0.000*
2.	I spend more time learning topics related to English writing than ever before	0.490	0.000*
3.	I feel happy when I do tasks related to English writing.	0.520	0.000*
4.	I enjoy myself when I learn something new in English writing.	0.431	0.000*
5.	I think that the study of English writing skills is really enjoyable.	0.589	0.000*
6.	I like to know a lot about the skills and arts of English writing.	0.591	0.000*
7.	I like to participate in activities and competitions related to English writing organized by clubs outside school.	0.506	0.000*
8.	I like to participate in English writing competitions held by the school.	0.686	0.000*
9.	I watch television programs related to teaching and learning English writing.	0.551	0.000*
10.	I listen attentively when there is a discussion on topics related to teaching and learning English writing skills.	0.600	0.000*

Correlation is significant at the 0.05 level

Table (3.9) clarifies the correlation coefficient for each item of the first field and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what they were set for.

Table (3.10)

Correlation coefficient of each item of the second domain and the total of this field

No.	Item	Spearman Correlation Coefficient	P-Value (Sig.)
1.	I think that English writing skills are useful and make great use of time.	0.646	0.000*
2.	I feel that learning English writing is one of the most important skills that I benefit from in my practical life.	0.506	0.000*
3.	I think that the study of English writing skills is important for all students.	0.497	0.000*
4.	I feel that the grammar of English is important in English writing.	0.567	0.000*
5.	I think that learning English writing helps the learner to develop her creativity.	0.595	0.000*
6.	I feel proud when I write anything in English.	0.556	0.000*
7.	I like learning English writing to be able to communicate with others worldwide.	0.575	0.000*
8.	I would like to teach English writing skills in the future.	0.498	0.000*
9.	I benefit from learning English writing skills in studying other courses.	0.519	0.000*
10.	I think that English writing skills are necessary for each student.	0.754	0.000*

Correlation is significant at the 0.05 level

Table (3.10) clarifies the correlation coefficient for each item of the second domain and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what they were set for.

Table (3.11)

Correlation coefficient of each item of the third domain and the total of this field

No.	Item	Spearman Correlation Coefficient	P-Value (Sig.)
1.	I think that English writing is easy and interesting.	0.667	0.000*
2.	I think that English writing is a source of happiness for me.	0.619	0.000*
3.	I eagerly wait for tasks of English writing.	0.579	0.000*
4.	I prefer school English writing tasks to other tasks.	0.538	0.000*
5.	I can succeed and excel in English writing.	0.458	0.000*
6.	I think that English writing skills are easy to acquire and practice.	0.664	0.000*
7.	I easily understand a lot of the skills of English writing.	0.677	0.000*
8.	I try to develop my English writing skills.	0.690	0.000*
9.	I feel happy learning to write in English.	0.587	0.000*
10.	I think that learning to write in English increases my ability to express my thoughts fluently and easily.	0.468	0.000*

Correlation is significant at the 0.05 level

Table (3.11) clarifies the correlation coefficient for each item of the third domain and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this domain are consistent and valid to be measure what they were set for.

Table (3.12)

Correlation coefficient of each item of the fourth domain and the total of this field

No.	Item	Spearman Correlation Coefficient	P-Value (Sig.)
1.	I seek to acquire new information in English writing skills.	0.599	0.000*
2.	I expect to get involved in any topic concerning English writing after I have finished this school year.	0.646	0.000*
3.	I eagerly follow my English writing homework.	0.595	0.000*
4.	I am pleased to transfer English writing skills to other language skills.	0.560	0.000*
5.	I tend to learn English writing skills.	0.647	0.000*
6.	I hope I can study English writing skills at university.	0.618	0.000*
7.	I eagerly follow the topics on English writing skills.	0.661	0.000*
8.	I think it is impossible to learn without studying English writing skills.	0.493	0.000*
9.	I learn writing skills easily.	0.678	0.000*
10.	I think that the study of English writing skills adds a lot to my knowledge	0.728	0.000*

*Correlation is significant at the 0.05 level

Table (3.12) clarifies the correlation coefficient for each item of the fourth field and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to be measure what they were set for.

3.19.4 Structure Validity

The researcher assessed the field structure validity by calculating the correlation coefficients of each field of the questionnaire and that of the whole questionnaire.

Table (3.13)

Correlation coefficient of each field and the whole of questionnaire

No.	Field	Spearman Correlation Coefficient	P-Value (Sig.)
1.	Students attitudes towards enjoying English writing	0.754	0.000*
2.	Students attitudes towards the value of English writing	0.842	0.000*
3.	Students attitudes towards nature English writing	0.895	0.000*
4.	Students attitudes towards learning to write in English	0.901	0.000*

* Correlation is significant at the 0.05 level

Table (3.15) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at $\alpha = 0.05$, so it can be said that the fields are valid to measure what they were set for to achieve the main aim of the study.

3.19.5 Reliability of the Research:

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (Polit & Hunger, 1985). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient.

3.19.5.1 Cronbach's Coefficient Alpha

This method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

3.19.5.2 Reliability Statistics

To measure the reliability of the questionnaire, the Cronbach's coefficient alpha was calculated for each field of the questionnaire as illustrated in Table (3.14) below.

Table (3.14)

Cronbach's Alpha for each filed of the questionnaire and all the questionnaire

No.	Field	Cronbach's Alpha
1.	Students attitudes towards enjoying English writing	0.747
2.	Students attitudes towards the value of English writing	0.765
3.	Students attitudes towards nature English writing	0.799
4.	Students attitudes towards learning to write in English	0.823
	Total	**0.925**

Summary

Summing up the results of the above tables that investigate the differences of the participants' performance before and after teaching writing skills by using interactive writing strategy, it can be stated that there are significant differences between pre and post implementation of this method among the experimental group. This can be attributed to the availability of a lot of activities and techniques which develop students` performance during teaching writing skills.

Chapter IV

Results: Analysis of Data

Chapter IV

Results: Analysis of Data

The study aimed at investigating the effectiveness of using interactive writing strategy on developing writing skills among and 7th graders' and their attitudes towards writing. To achieve this purpose, the interactive writing strategy was designed, and the study instruments, which included a questionnaire, and an achievement test. The researcher adopted the experimental approach in his study. The pre-test was conducted on the groups, and then the program was implemented on the experimental group and the traditional (face-to-face) method on the control group. After that, the test was re-conducted on both groups after five weeks on both groups. Finally, data were collected and analyzed statistically to answer the study questions and to test the hypotheses. This chapter tackles the results and data analysis using as follows:

4.1 Data Analysis

4.1.1 The First Hypothesis

The study first hypothesis was "there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean of writing skills between 7th graders who use interactive writing (experimental group) and those who learn through the traditional method (control group)". To examine the first hypothesis, the mean and standard deviation of experimental and control groups' results which were obtained from post test and responses to questionnaire were computed. T-Test was used to measure the significance of differences. Table (4.1) shows the results.

Table (4.1)

T-Test results of differences between the experimental and the control group in the post-test

Domain	SAMPLE	N	Df	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
Word Building	Control	38	74	20.00	13.23	**-3.88**	0.000	**Sig. At 0.05**
	Experimental	38		30.39	9.85			
Sentence Construction	Control	38	74	14.57	8.68	**-4.55**	0.000	**Sig. At 0.05**
	Experimental	38		22.78	6.94			
Guided Composition	Control	38	74	5.15	4.62	**-5.12**	0.000	**Sig. At 0.05**
	Experimental	38		10.02	3.59			
Paragraph Building	Control	38	74	4.52	4.35	**-4.73**	0.000	**Sig. At 0.05**
	Experimental	38		8.47	2.72			
Total	Control	38	74	11.06	6.61	**-5.13**	0.000	**Sig. At 0.05**
	Experimental	38		17.92	4.88			

* Mean difference is significant at 0.05 level.

"t" table value at (74) d f. at (0.05) sig. level equal 1.686

"t" table value at (74) d f. at (0.01) sig. level equal 1.990

Table (4.1) shows that "T" computed value (-5.13) is smaller than "T" tabulated value (-1.686) in all domains and the total degree. The P value is (0.000), which means that there are significant differences at ($\alpha = 0.05$) in the students' scores in favor of the experimental group. There is also a significant difference between the mean of both groups in favor of the experimental group. The mean of the control group is (11.06), whereas the mean of the experimental group is (17.92). As a result, the first hypothesis is rejected.

To measure the effect size of interactive writing strategy, the researcher computed "η^2" using the following formula as stated in Table (4.2).

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

Table (4.2)

The suggested table for identifying effect size level for each effect size domain

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14

(Mansour, 1997: 57)

Table (4.2) shows the effect size of applying interactive writing strategy on the subjects' achievement in writing skills.

Table (4.3)

"T" value, and" η 2" effect size for each of the test domain and the total degree

Domain	T value	η^2	Effect Size
Word Building	**-3.88**	0.169	**Large**
Sentence Construction	**-4.55**	0.218	**Large**
Guided Composition	**-5.12**	0.261	**Large**
Paragraph Building	**-4.73**	0.232	**Large**
Total	**-5.13**	0.262	**Large**

To determine the size of the effect on the experimental group interactive writing strategy on developing writing skills, the researcher applied the "Effect Size" technique depending on the following criterion of (Afana, 2000: 38). Implementing the above mentioned equation of the effect size, the researcher found that the effect size, as shown in the table (11), is (0.50), which is a large effect. This large effect could be attributed to the application of the interactive writing strategy, which aimed at developing writing skills.

4.1.2 The Second Hypothesis

The study second hypothesis was "there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean of writing skills between the 7th graders who use interactive writing of the experimental group before and after the experiment."

To investigate the second hypothesis, the mean and standard deviation of the experimental group's results in the pre-post application were computed. T-Test paired sample was used to measure the significance of differences. Results are presented in Table (4.4) below.

Table (4.4)

T.Test results of differences between the experimental group scores in the pre-post test

Domain	SAMPLE	N	Df	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
Word Building	Pre	38	75	16.39	8.99	**-7.00**	0.000	**Sig. At 0.05**
	Post	38		25.19	12.71			
Sentence Construction	Pre	38	75	11.98	5.29	**-7.57**	0.000	**Sig. At 0.05**
	Post	38		18.68	8.83			
Guided Composition	Pre	38	75	4.05	3.33	**-5.67**	0.000	**Sig. At 0.05**
	Post	38		7.59	4.76			
Paragraph Building	Pre	38	75	2.81	3.17	**-6.49**	0.000	**Sig. At 0.05**
	Post	38		6.50	4.11			
Total	Pre	38	75	8.81	4.22	**-8.38**	0.000	**Sig. At 0.05**
	Post	38		14.49	6.72			

* Mean difference is significant at 0.05 level.

"t" table value at (74) d f. at (0.05) sig. level equal 1.686

"t" table value at (74) d f. at (0.01) sig. level equal 1.990

Table (4.4) shows that "T" computed value (-8.38) is smaller than "T" tabulated value (1.686) in all domains and the total degree. The *P* value is (0.000), which means that there are significant differences at ($\alpha \leq 0.05$) in students' scores in favor of the experimental group. There is also a significant difference between the mean of students

in favor of the post application. The mean of the post application is (8.81), whereas the mean of the pre application is (14.49). This difference is due to the Interactive writing strategy. As a result, the second hypothesis is rejected.

Implementing the equation of the effect size, mentioned on (page 101), the researcher found that the effect size of interactive writing strategy, as shown in Table (4.5), is large. This large effect could be attributed to interactive writing strategy. Table (4.5) shows the effect size of applying interactive writing strategy on the subjects' developed writing skills.

Table (4.5)

"T" value, and" η 2" effect size for each of the test domains and the total degree

Domain	T value	η^2	Effect Size
Word Building	-7.00	0.398	**Large**
Sentence Construction	-7.75	0.448	**Large**
Guided Composition	-5.67	0.302	**Large**
Paragraph Building	-6.49	0.362	**Large**
Total	-8.38	0.486	**Large**

4.1.3 The Third Hypothesis

The study third hypothesis was "there are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the high achievers in the experimental group and their counterparts in the control one."

To investigate the third hypothesis, the mean and standard deviation of the high achievers' results in the experimental and the control groups were computed. T-Test was used to measure the significance of differences. Table (4.6) shows the results.

Table (4.6)

T- Test results of differences between the exp. and the cont. high achievers in the post-test

Domain	SAMPLE	N	Df	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
Word Building	Control	6	10	34.83	2.639	**-2.35**	0.042	**Sig. At 0.05**
	Experimental	6		37.66	1.366			
Sentence Construction	Control	6	10	28.00	0.894	**-7.05**	0.000	**Sig. At 0.05**
	Experimental	6		30.83	0.408			
Guided Composition	Control	6	10	12.66	1.211	**-2.79**	0.019	**Sig. At 0.05**
	Experimental	6		14.33	0.816			
Paragraph Building	Control	6	10	10.00	1.414	**-3.05**	0.012	**Sig. At 0.05**
	Experimental	6		1183	0.408			
Total	Control	6	10	20.16	1.136	**-8.08**	0.000	**Sig. At 0.05**
	Experimental	6		24.08	0.341			

"t" table value at (8) d f. at (0.05) sig. level equal 1.812

"t" table value at (8) d f. at (0.01) sig. level equal 2.764

Table (4.6) shows that "T" computed value (-8.08) is smaller than "T" tabulated value (1.812) in the total degree. The *P* value is (0.000), which means that there are significant differences at ($\alpha = 0.05$) between the control and experimental groups' high achievers' scores in favor of the experimental group. There is also a significant difference between the mean of both groups in favor of the experimental group in all the four domains. The mean of the experimental group is (24.08), whereas the mean of the control group is (20.16). Mean difference is (3.92). As a result, the third hypothesis is rejected.

Table (4.7)

"T" value, and" η 2" effect size for the total degree & all the domains

Domain	T value	η^2	Effect Size
Word Building	-7.05	0.832	**Large**
Sentence Construction	-2.79	0.437	**Large**
Guided Composition	-3.05	0.481	**Large**
Paragraph Building	-8.08	0.867	**Large**
Total	-8.38	0.486	**Large**

According to "η^2" values shown in Table (4.7), the effect size of interactive writing strategy is large on students' developed writing. This significant effect may be because of students' care and keen involvement in the strategy to develop their writing competencies.

4.1.4 The Fourth Hypothesis

The study fourth hypothesis was "there are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the low achievers in the experimental group and their counterparts in the control one."

To investigate the fourth hypothesis, the mean and standard deviation of the experimental and the control groups' results were computed. T- Test was used to measure the significance of differences. Table (4.8) shows the results.

Table (4.8)

T-Test results of differences between the experimental and the control group low achievers in the post-test

Domain	SAMPLE	N	Df	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
Word Building	Control	6	10	3.83	2.857	**-2.95**	0.014	**Sig. At 0.05**
	Experimental	6		13.33	7.339			
Sentence construction	Control	6	10	4.83	2.401	**-4.68**	0.001	**Sig. At 0.05**
	Experimental	6		12.83	3.430			
Guided Composition	Control	6	10	2.33	1.366	**-3.02**	0.013	**Sig. At 0.05**
	Experimental	6		5.00	1.673			
Paragraph Building	Control	6	10	1.833	0.752	**-4.11**	0.002	**Sig. At 0.05**
	Experimental	6		4.166	1.169			
Total	Control	6	10	3.00	0.758	**-4.54**	0.001	**Sig. At 0.05**
	Experimental	6		9.91	3.649			

* Mean difference is significant at 0.05 level.

"t" table value at (8) d f. at (0.05) sig. level equal 1.812

"t" table value at (8) d f. at (0.01) sig. level equal 2.764

Table (4.8) shows that "T" computed value (-4.54) is smaller than "T" tabulated value (1.812) in the total degree and the *P* value is (0.001), which means that there are significant differences in students' scores of the low achievers in favor of the experimental group. The mean of the experimental group is (9.91), whereas the mean of the control group is (3.00). The mean difference is (6.91) and this is significant. As a result, the fourth hypothesis is rejected.

Table (4.9)

"T" value, and" η 2" effect size for the total degree & all the domains

Domain	T value	η^2	Effect Size
Word Building	-2.95	0.465	**Large**
Sentence Construction	-4.68	0.686	**Large**
Guided Composition	-3.02	0.476	**Large**
Paragraph Building	-4.11	0.628	**Large**
Total	-4.54	0.673	**Large**

According to "η^2" values shown in Table (4.9), the effect size of interactive writing strategy is large on students' developed writing skills. This significant effect may be because of students' care and keen involvement in the strategy to develop their writing competencies.

4.1.5 The Fifth Hypothesis

The study fifth hypothesis was "there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean level of the 7th graders attitudes toward writing between the experimental group students and their counterparts in the control group".

To investigate the fifth hypothesis, the mean and standard deviation of the experimental and the control groups' results in the attitude measurement scale were computed. (T-Test) was used to measure the significance of differences. Table (4.10) shows the results.

Table (4.10)

T- Test results of differences between the attitudes of the experimental and the control groups

Domain	SAMPLE	N	Df	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
enjoying English writing	Control	38	75	3.91	0.486	**-2.00**	0.048	**Sig. At 0.05**
	Experimental	38		4.13	0.489			
the value of English writing	Control	38	75	3.88	0.567	**-2.24**	0.028	**Sig. At 0.05**
	Experimental	38		4.16	0.516			
nature English writing	Control	38	75	3.36	0.756	**-3.18**	0.002	**Sig. At 0.05**
	Experimental	38		3.85	0.559			
learning to write in English	Control	38	75	3.28	0.715	**-4.35**	0.000	**Sig. At 0.05**
	Experimental	38		3.97	0.653			
Total	Control	38	75	3.61	0.541	**-3.65**	0.000	**Sig. At 0.05**
	Experimental	38		4.03	0.453			

* Mean difference is significant at 0.05 level.

"t" table value at (74) d f. at (0.05) sig. level equal 1.686

"t" table value at (74) d f. at (0.01) sig. level equal 1.990

Table (4.10) shows that "T" computed value (-3.65) is smaller than "T" tabulated value (1.686) in the total degree and the *P* value is (0.000), which means that there are significant differences in the mean level of the attitudes towards writing between the experimental group students and their counterparts of the control group in favor of the experimental group. The mean of the experimental group is (4.03), whereas the mean of the control group is (3.61). The mean difference is (0.42) and this is essential. As a result, the fifth hypothesis is rejected.

Table (4.11)

"T" value, "d" and" η 2" effect size for the each domain total degree

Domain	T value	η^2	Effect Size
enjoying English writing	-2.00	0.285	**Large**
the value of English writing	-2.24	0.334	**Large**
nature English writing	-3.18	0.502	**Large**
learning to write in English	-4.35	0.654	**Large**
Total	-3.65	0.571	**Large**

According to "η^2" values shown in Table (4.11), the effect size of interactive writing strategy is large on students' developed writing skills. This significant effect may be because of students' care and keen involvement in the strategy to develop their writing competencies.

4.1.6 The Sixth Hypothesis

The study sixth hypothesis was "there are no statistically significant differences at ($\alpha \leq 0.05$) in the mean levels of the attitudes toward writing between the students' results in pre-test and post-test application on the experimental group".

To investigate the sixth hypothesis, the mean and standard deviation of the experimental group's results in the pre-post application were computed. T-Test paired sample was used to measure the significance of differences. Results are presented in Table (4.12) below.

Table (4.12)

T.Test results of differences of the experimental group scores in the pre-post test

Domain	SAMPLE	N	Df	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
enjoying English writing	Pre	38	76	3.55	0.542	**-3.42**	0.002	**Sig. At 0.05**
	Post	38		4.04	0.725			
the value of English writing	Pre	38	76	3.80	0.628	**-2.84**	0.007	**Sig. At 0.05**
	Post	38		4.16	0.487			
nature English writing	Pre	38	76	3.42	0.631	**-3.75**	0.001	**Sig. At 0.05**
	Post	38		3.95	0.628			
learning to write in English	Pre	38	76	3.49	0.677	**-2.94**	0.006	**Sig. At 0.05**
	Post	38		3.89	0.485			
Total	Pre	38	76	3.48	0.661	**-2.52**	0.016	**Sig. At 0.05**
	Post	38		3.84	0.518			

* Mean difference is significant at 0.05 level.

"t" table value at (76) d f. at (0.05) sig. level equal 1.664

"t" table value at (76) d f. at (0.01) sig. level equal 2.374

Table (4.12) shows that "T" computed value (-2.52) is smaller than "T" tabulated value (1.664) in all domains and the total degree. The *P* value is (0.016), which means that there are significant differences at ($\alpha = 0.05$) in the experimental group attitudes toward writing in pre-test and post-test in favour of the post-test application. The mean of the post application is (3.84), whereas the mean of the pre application is (3.48). This difference can be attributed to the interactive writing program. As a result, the sixth hypothesis is rejected.

Implementing the equation of the effect size, mentioned on (page 101), the researcher found that the effect size of interactive writing strategy, as shown in the Table (4.13), is large. This large effect could be attributed to interactive writing strategy. Table (4.13) shows the effect size of applying the program on the subjects' developed writing skills.

Table (4.13)

"T" value, and" η 2" effect size for each of the test domains and the total degree

Domain	T value	η^2	Effect Size
Word Building	-3.42	0.539	**Large**
Sentence Construction	-2.84	0.446	**Large**
Guided Composition	-3.75	0.584	**Large**
Paragraph Building	-2.94	0.463	**Large**
Total	-2.52	0.388	**Large**

According to "η^2" values shown in Table (4.13), the effect size of interactive writing strategy is large on students' developed writing. This significant effect may be attributed to students' care and keen involvement in the strategy to develop their writing competencies.

Summary

To sum up, Chapter Four dealt with data analysis and results. The results of each hypothesis were analyzed statistically using different statistical techniques. The results of all the hypotheses showed that were statistically significant difference between the experimental group and the control one in favor of the experimental group due to the implementation of the interactive writing strategy.

Chapter V

Findings, Discussion, Conclusions, Pedagogical Implications and Recommendations

Chapter V

Findings, Discussion, Conclusions, Pedagogical Implications and Recommendations

This chapter discusses the results of the study. Prior to this discussion, the researcher will outline the previous results, then he will provide some implications and recommendations which can be beneficial for curriculum designers, educators, teachers and researchers because they could help improve teaching English language in general and writing skills in particular**.**

5.1 Findings

The findings can be outlined as follows:

1. The findings of the first hypothesis indicated that there were statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between 7th graders who used interactive writing (experimental group) and those who learnt through traditional methods (control group)).
2. The findings of the second hypothesis indicated that there were statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between 7th grade high-achievers who used interactive writing (experimental group) and those who learnt through traditional methods (control group).
3. The findings of the third hypothesis indicated that there were statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between7th grade low-achievers who used interactive writing (experimental group) and those who learnt through traditional methods (control group).

7. The findings of the fourth hypothesis indicated that there were statistically significant differences at ($a \leq 0.05$) in the mean of the 7th graders' attitudes towards writing between those who used interactive writing (experimental group) and those who learnt through traditional methods (control group)?
8. The findings of the fifth hypothesis indicated that there were statistically significant differences at ($a \leq 0.05$) in the mean of experimental group students' achievement in writing skills in pre-test and post-test?

9. The findings of sixth hypothesis indicated that there were statistically significant differences at ($a \leq 0.05$) in the mean of the attitudes towards writing between the students in pre-test and post-test among experimental group students.

5.2 Discussion

5.2.1 Interpretation of first hypothesis findings

The study first hypothesis was as follows: 'There are statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between 7th graders who use interactive writing (experimental group) and those who learn through traditional methods (control group)'.

According to the results obtained from chapter four, it was found that the effect size ($\eta 2$) was (0.50), which is a large effect. This large effect could be attributed to the application of the interactive writing strategy, which aimed at developing writing skills.

The researcher adopted the interactive writing strategy for teaching writing skills to the experimental group, while the traditional method was used for teaching writing skills to the control group. The traditional method depended on memorization, drilling and testing in teaching writing skills. Interactive writing did not neglect memorization, drilling and testing. Both the interactive writing and the traditional method emphasized drilling and repetition for teaching writing skills in isolation; however, they differed in the objectives of teaching them. The aim of teaching writing skills in the traditional method is to provide the correct form, organization of ideas and correcting errors in writing, while interactive writing focuses on both the form and the usage as cited in **King (2003).** In interactive writing, the students in the experimental group may work together in groups of four. They will share the pen or the pencil and they may write after a discussion. This is the aim of the interactive writing in this study.

The findings concerning the first question agree with previous studies such as the study of **El-Shami (2011)** which revealed that there were statistically significant differences between the mean scores attained by the experimental group and those by the control one in favor of the experimental group. This was attributed to the interactive writing method used.

Additionally, the findings of the first question are in line with those of the study of **Rubadue (2002)**, which proved that "sharing the pen" made a big impact on students as it gave

them the opportunity to associate letters with sounds. They were doing more of the writing; they were engaged in the activity, which helped them to become better at segmenting sounds in words. It also gave them ownership and encouraged the possibility of re-creating writing independently on their own. As they wrote in their journals, they were constantly experimenting with written language. It was "sharing the pen" that made the difference." The findings also agree with those of the study of **Brandt (2002),** which asserts collaboration work is essential in interactive writing. Collaboration means working in groups to give each student an opportunity to practice writing with his/her colleagues; and this is considered one of the basics of interactive writing strategy.

Furthermore, the findings of the current study agree with the findings of **Craig**'s (2006) study, which revealed statistically significant differences between the two groups on word identification, passage comprehension, and word reading development measures, with the adapted interactive writing group demonstrating greater achievement. These findings verified that the children participating in a contextualized program matched or exceeded the achievement of the children participating in a structured program of metalinguistic games. And these are the fundamentals of interactive writing. Also, in a similar vein, the studies of **Yang, et.al** (2005), **Cicalese** (2003), and **Tammie (2003),** revealed similar results to those of the current study and indicated that students could improve their writing skills by participating in the writing environment, submitting many essays, interacting with other students online and reviewing other essays through using interactive writing.

5.2.2 Interpretation of the second hypothesis findings

The study second hypothesis was as follows: 'There are statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between 7th grade high-achievers who use interactive writing (experimental group) and those who learn through traditional methods (control group).'

According to the results obtained from chapter four, it was found that the effect size

($\eta 2$) was (5.7), the effect size of interactive writing strategy is large on students' developed writing. This significant effect may be because of students' care and keen involvement in the strategy to develop their writing competencies.

The study finding proved that there were differences of statistical significance in 7th grade high achievers due to the method in favor of interactive writing. The interactive writing

exhibited advantages over the traditional method in improving writing skills. Analysis of the data in chapter 4 indicated that this difference was due to the method since the researcher previously controlled all extraneous variables, such as age, previous learning and achievement. Additionally, these differences were due to the fact that interactive writing emphasizes the integration of language skills. In this context, it emphasizes the integration between writing and writing skills in order to improve writing skills of students. It asserts that learners should practice interactive writing in actual writing activities. During the experiment process, students in the experimental group were involved in writing lessons where they practiced different types of writing activities. This experiment which lasted for six weeks improved writing skills of the subjects in the experimental group remarkably.

Additionally, this approach emphasizes group and pair work, which encourages students to learn writing skills. On the other hand, subjects in the control group did not practice actual writing activities such as sentence writing, short paragraph and answering written questions. The traditional method focused on memorization, drilling and testing.

The findings of the current study related to the second hypothesis agree with the previous studies such as the study of **El-Shami (2011),** which revealed that there were statistically significant differences between the mean scores attained by7th grade high achievers graders in the experimental group and those in the control one in favor of the experimental group. This was attributed to the interactive writing method used. Many other studies such as that of **Brandt (2002)** asserts that collaboration work is essential in interactive writing. The study of **Craig** (2006) also agrees with the results of this study as it revealed statistically significant differences between the two groups on word identification, passage comprehension, and word reading development measures, with the adapted interactive writing group demonstrating greater achievement.

Also, in this aspect the studies of **Yang, et.al** (2005), **Cicalese** (2003), and **Tammie (2003)** revealed similar results and indicated that students could improve their writing skills by participating in the writing environment, submitting many essays, interacting with other students online and reviewing others' essays through using interactive writing.

5.2.3 Interpretation of the third hypothesis findings

The study third hypothesis was as follows: 'There are statistically significant differences at ($a \leq 0.05$) in the mean of writing skills between7th grade low-achievers who use interactive writing (experimental group) and those who learn through traditional methods (control group)'.

According to the results obtained from chapter four, it was found that the effect size

($\eta 2$) was (5.9), the effect size of interactive writing strategy is large on students' developed writing skills. This significant effect may be because of students' care and keen involvement in the strategy to develop their writing competencies.

Since all variables were previously controlled, the interactive writing used in this research emphasized integration between writing and writing skills and did not neglect the role of repetition, drilling, or memorization. In the classroom, the researcher told his students to work together in groups of four. They had a variety of tasks to do like word building, sentence constructions, guided composition and paragraph building according to the lessons. The students worked, wrote and shared the pen together in a large text like posters. They also had colored markers (green, blue, red, brown and yellow) to write the tasks on the white board. The researcher means they could write it in big size to know where and how to use it. The researcher's role here was to go around the groups and check their writing and their answers. Then, this method would encourage low-achievers to improve their performance, which is proved in this result.

In this aspect the studies of **Yang, et.al (2005), Cicalese (2003), and Tammie (2003)** revealed similar results and indicated that low-achievers students could improve their writing skills by participating in the writing environment, submitting many essays, interacting with other students online and reviewing others' essays through using interactive writing.

5.2.4 Interpretation of the fourth and sixth hypothesis findings:

The study fourth hypothesis was as follows: 'There are statistically significant differences at ($a \leq 0.05$) in the mean of the attitudes towards writing between 7th graders who use interactive writing (experimental group) and those who learn through traditional methods (control group)'.

The study sixth hypothesis was as follows: 'There are statistically significant differences at (a ≤ 0.05) in the mean of the attitudes towards writing between the students in pre-test and post-test among experimental group students'.

According to the results obtained from chapter four, it was found that the effect size (η2) was (0.571), the effect size of interactive writing strategy is large on students' developed writing skills. This significant effect may be because of students' care and keen involvement in the strategy to develop their writing competencies.

Additionally, the results obtained from chapter four, it was found that the effect size (η2) was (0.388), the effect size of interactive writing strategy is large on students' developed writing skills. This significant effect may be because of students' care and keen involvement in the strategy to develop their writing competencies.

After the experiment, participants had a more favorable attitude towards the idea that interactive writing motivated their writing skills more than before the experiment. Moreover, participants had a more positive vision towards the idea that interaction and collaboration learning improved their writing. In their responses to the questionnaire, participants asserted that interactive writing provided a very useful tool for them to share their writing and manage their tasks and activities. In addition, most participants agreed that interactive writing increased their productivity in writing group tasks and activities. They considered the interactive writing as a tool that facilitated their writing skills effectively. This is consistent with the idea that the writing viewing and editing process provides a friendly environment for the participants in the collaborative work which was asserted by using interactive writing.

In support of these implications, according to the researcher's observation notes, the participants in the experimental group showed positive attitudes towards interactive writing. In fact, it was observed that many participants were keen on participating in the writing skill activities and always asked the researcher to give them extra tasks to do. Particularly, out of 20 participants, the researcher can say that 15 were working hard and submitting their writing without delay, which reflected the students' enjoyment in practicing writing using this new method.

In general and according to the questionnaire results, it can be concluded that interactive writing seemed to be a logical predictor of the participants' positive attitudes towards writing skills using interactive writing.

This notion here fosters the findings of **Isa (2012)** which pointed toward the presence of significant differences between the attitudes of the experimental group before and after the experiment of utilizing interactive writings to develop their writing skills in favor of the post experiment. The results are also consistent with those of **Elshirbini (2013)**, which also showed positive attitudes and perceptions towards writing skills using the genre based approach. The results are also in agreement with those of other studies such as the studies of **Graham et.al (2012), Ibrahim (2006)**, **McCarthey and Garcia (2005)**, **LAN and others (2011)**, **Karakas (2000)**, **Zhou and Siriyothin (2009)**, **Erkan and Saban (2010)**, **Siragusa (2011)** and **Jahin and Idrees (2012)**, which indicate that there are positive attitudes towards writing skills after using new methods or approaches.

5.2.5 Interpretation of the fifth hypothesis findings

The study sixth hypothesis was as follows: 'There are statistically significant differences at ($a \leq 0.05$) in the mean of experimental group students' achievement in writing skills in pre-test and post-test.'

According to the results obtained from chapter four, it was found that the effect size

($\eta 2$) was (0.486), the effect size of interactive writing strategy is large on students' developed writing skills. This significant effect may be because of students' care and keen involvement in the strategy to develop their writing competencies.

The results of this fifth hypothesis findings agree with the previous studies such as the study of **El-Shami (2011),** which revealed that there were statistically significant differences at ($a \leq 0.05$) in the mean of experimental group students' achievement in writing skills in pre-test and post-test. Additionally, the study of **Rubadue (2002)** proved that "sharing the pen" made a big impact on students as it gave them the opportunity to associate letters with sounds. They were doing more of the writing; they were engaged in the activity, which helped them to become better at segmenting sounds in words. It also gave them ownership and encouraged the possibility of re-creating writing independently on their own. As they wrote in their journals, they were constantly experimenting with written language. It was "sharing the pen" that made the difference."

The findings of the current study are also consistent with those of **Brandt's (2002) study,** which asserts that collaborative work is essential in interactive writing. Collaboration means working in groups to give each student an opportunity to practice writing with his/her colleagues; and this is considered one of the basics of interactive writing strategy. Also, the results agree with those of **Craig**'s (2006) study, which revealed statistically significant differences between the two groups on word identification, passage comprehension, and word reading development measures, with the adapted interactive writing group demonstrating greater achievement. These findings verified that the children participating in a contextualized program matched or exceeded the achievement of the children participating in a structured program of metalinguistic games. And this is the fundamentals of interactive writing.

Also, in a similar vein, the studies of **Yang, et.al** (2005), **Cicalese** (2003), and **Tammie (2003)** revealed similar results and indicated that students could improve their writing skills by participating in the writing environment, submitting many essays, interacting with other students online and reviewing other essays through using interactive writing.

5.3 Study Conclusions

Drawing upon the results of this study, many insightful implications and substantial gains can be briefly concluded as outlined below:

1. Interactive writing provided students with a better learning environment that was positively reflected in their writing skill achievement in English.
2. Interactive writing motivated students towards an independent practice of English language instead of direct directions. This was clear through group work activities.
3. Interactive writing developed collaborative writing among participants. This was clear because students learned through idea exchange and learned from their own mistakes as well as the mistakes of their partners.
4. Interactive writing provided great opportunities for low and intermediate achievers to get involved with high achievers and learn from them.
5. Interactive writing is a very beneficial tool for teaching English writing where participants in the experiment showed remarkable improvement in the post writing test.
6. Interactive writing helped participants build a sense of leadership because groups always have leaders.
7. Interactive writing reinforced participants with a sense of ownership and authority which promoted participants' responsibility for their writing.

8. Interactive writing is an impetus tool to the extent that low and intermediate achievers have the opportunity to get involved with high achievers and learn from them since there are activities that are designed according to their levels or strengths.
9. Interactive writing helped the beginning students build their confidence in English foreign language writing. This was obvious because interactive writing enabled participants to remind their partners as well as encourage them to complete activities and fulfill their requirements.
10. Interactive writing enabled participants to learn through modeling. The content in interactive writing was available to every participant so participants expressed that they could learn from others' work.
11. Interactive writing had superiority over the traditional method in teaching the mechanics of writing.
12. Interactive writing provided students with a better learning environment that was positively reflected in their writing achievement.
13. Interactive writing stimulated students towards an independent practice of English language instead of direct instruction. This was clear through the group work activities and the homework writing tasks.
14. Interactive writing developed cooperative learning within the same group and competition with other groups. This was clear in students' daily practices in the classroom.
15. Interactive writing provided students with a great amount of fun, enjoyment, enthusiasm and variation to learn effectively.
16. Interactive writing provided students with the spirit of cooperation, every group works as a family; high achievers helped the low achievers in interactive writing.

5.4 Pedagogical Implications

Interactive writing is one way to promote literacy competencies in writing using explicit instructional techniques that offer students a variety of tools that they need in writing. Indeed, interactive writing is an effective way to teach, model, or prompt spelling and writing strategies that give early writers the tools they need to be successful.

The findings of the study led the researcher to conclude that interactive writing is one form of early writing instruction that allowed students to be explicit about the processes and strategies during writing that the students could use during independent writing. It is recommended that elementary school teachers use interactive writing as an approach to teach writing skills.

It is also recommend that elementary school teachers make themselves available to support students during their own writing in order to guide them to employ the tools and strategies from interactive writing in their own work. Instruction utilizing interactive writing supported students' independent writings. The teacher's presence, prompting of tool and strategy use, and discourse supported the students in their work of written text.

The findings presented in this study leave us with a great deal to consider about how we present tools within activities to help children organize their thinking and how we might organize our instructional time and availability in the most supportive way for young writers. Clearly, interactive writing is a strong approach for early writing. Interactive writing, using an apprenticeship model across contexts, draws our attention to the active role of children in their learning process. It also provides a structure that allows many opportunities for students to take part in culturally valued literacy events by guiding them to levels of increased participation, responsibility and problem solving during a variety of writing activities.

5.5 Recommendations

In the light of the results of this study and its conclusions, the researcher recommends the following to different stakeholders.

5.5.1 Recommendations for the teachers:

The researcher would like to recommend the teachers of English in elementary school stages to search for resources that help improve the teaching process which affects our students` achievement positively. In this vein, the recommend the following:

1. Elementary school teachers should use interactive writing as an approach to teaching the writing skills.
2. Adopting interactive writing strategies of teaching writing skills helps make the learning process more effective and dynamic.
3. Using the different useful techniques involved in interactive writing strategies in the writing lessons motivates students to participate in generating ideas and expressing themselves freely and clearly.
4. Using pair work and group work techniques in the writing lesson helps students to exchange their ideas and help each other.
5. Focusing on the outline of the paragraph or the composition is very important in organizing the topic.

6. Providing students with frequent feedback, including positive reinforcement and suggestions for improvement.
7. Focusing on the elements of satisfactory writing which are: clarity, coherence and focus.
8. Elementary school teachers should make themselves available to support students during their own writing in order to guide them to employ the tools and strategies from interactive writing in their own work.

5.5.2 Recommendations for the Ministry of Education:

The researcher puts forward the following recommendations to the Ministry of Education:

1. Conducting a training program involving using new approaches and methods in teaching writing skills that enhance and develop English teachers` performance in teaching writing and other language skills.
2. Cooperative learning is very helpful so teachers are advised to be well trained on how to use it effectively.
3. Assessing teachers` performance and work at schools regularly could motivate head teachers to do their best in achieving the desired aims.
4. Using the new approach of this study in assessing teachers` performance during teaching writing could result in substantial improvement in teaching writing.
5. Head teachers` technical competences are advised to be developed to help them give valid feedback to their teachers.
6. In-service training should include all teachers regardless of their years of experience.
7. More periods are advised to be given for teaching creative writing and other writing types.

5.5.3 Recommendations for Further Studies:

In order to have a more comprehensive understanding of this topic, further research should be considered including the following:

1. The effect of using writing process in teaching writing skills on the achievement of primary school students.
2. The effect of using interactive writing strategy in teaching writing skills on the achievement of secondary school students.
3. A suggested program to primary school students` mechanics of writing on developing writing skills.

4. Investigating students` writing strategies that students use in English writing skills periods at basic schools.
5. Investigating English teachers` methods of evaluating students` achievement in writing skills.
6. Improving primary school students` writing skills and attitudes towards writing.

Summary

This chapter presented findings drawn from the findings of each hypothesis in the current study. It also presented conclusions based on these findings and finally it outlined recommendations to various stakeholders and for further studies in interactive writing in English language in primary schools.

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Appendixes

Appendix 1

List of Experts

The primary two tools which are achievement, pre and posttest and questionnaire was handed to these expertise in education in the Islamic University and English teachers who have a good experience in learning and teaching EFL

Dr. Mohammed El-Haj Ahmed	Department of English – IUG
Dr. Musheer Amer	Department of English – IUG
Dr. Awad Qishta	Department of English – IUG
Dr. Kamal Murtaja	Department of English – IUG
Dr. Abd Rabu Abu Elayan	Department of English – IUG
Mr. Ahmed Salman Abd El-Hadi	Department of English – IUG
Mrs. Safa,a Salman Abu Jreban	Ain Jalout Girls (B) Headmistress
Mrs. Kefah Abd El- Satar Dalloul	Ain Jalout Girls (B) Teacher

Appendix 2

Writing skills Test for Grade 7(First Draft)

The Islamic University of Gaza
Deanery of Higher Studies
Faculty of Education
Department of Curricula and Methodology

Student name : …… **Mark : 100 /** …
Class : …….. **Time :……..**

First Skill – Word Building :

Question one :

1. Write the opposite of the following words : (9 marks)

The word	The opposite
Safe	**Dangerous**
Beautiful	
Healthy	
Begins	
Die	
Ugly	
Modern	
Hot	
Different	
Carelessly	

2. Write the meaning of the following words in English : (9 marks)

The word	The meaning
Beautiful	**Handsome**
Wonderful	
Famous	
Many	
New	
Plant	
Hard	
Tourists	
Clean	
kinds	

3. <u>Classify the following words : (12 marks)</u>

Bens – gas – Edison – petrol – coal – newspaper – light bulb – wood – washing machine – Kailue – book – TV

Electricity	Fuel	Paper	Names of inventors

4. " quickly – down – church – turn – Hebron – recently – narrow histrorical – see – to – home – country – huge – is – buy – carelessly – in " (12 marks)

Write three things that are verbs :

…… see …… , …… , …… ,
…… .

Write three things that are nouns :

…… home …… , …… , …… ,
…… .

Write three things that are adverbs :

…… quickly …… , …… , …… ,
…… .

Write three things that are prepositions :

…… to …… , …… , …… ,

Write three things that are adjectives :

…… huge …… , …… , …… ,

Second Skill – Sentence Constructions:

Question two:

Word ordering: (8 marks)

1. Rearrange :

1- are – of – Desks – wood – made

Desks are made of wood ……

2- are – on – Animals – farms – kept

…… .

3- Pollution – smoke – causes.

…… .

4- My – plays – football – at – school – brother.

…… .

5- The – is – very – expensive – car.

…… .

2. Underline the right choice : (5 marks)

1. The …… is the air surrounding the Earth.
   (atmosphere – metal – decays – scientist)
2. The cars , buses, planes are made of ……
   (atmosphere – metal – decays – scientist)
3. Doctors …… sick people and give them medicine
   (process – cut down – treat – bottom)
4. It is healthy to use the clean and …… water.
   (Clear – collect – treat – bottom)
5. Water, oil, tea and juice are all ……
   (jugs – toys – liquids – ovens)

Substitution tables : (4 marks)

3. **Make meaningful sentences from the following table :**

While	I	Was	Walking	To	School	I ……
	he		Going		The cinema	He ……
	she		cycling		The garden	She ……

While I was going to school, I met my friend.

…… .

…… .

4. Join the sentences using (who , which) : (4 marks)

1. Basem is the student	gets full marks
2. We live in the house	looks over the river
3. Ahmed will wear the shirt	I bought for the party

Besem is the student who gets full marks

…… .

…… .

Sentences building:

5. Make meaningful sentences from the following words : (10 marks)

1. We / film / tonight
   We will watch an interesting film tonight
2. You / visit / my house / tomorrow
   …… .
3. They / travel to / Petra / week .
   …… .
4. Pollution / man-made.
   …… .
5. Pollution / divided / three types.
   …… .
6. Hebron / well / known / glass.
   …… .

Third Skill – Guided Composition:

Question three (8 marks)

1. Complete the following composition by suing the following words :

Creatures – earth – world – recycled – process – water – people – life

Water is …… Nothing can live without it so it's for all …… on the …… The water we have in the …… is all we ever have. It is also all we have ever had. It is …… in a natural …… that never ends. The …… you drink today has already been used through many …… .

2. Complete the following composition : (6 marks)

Pollution is …… Nature doesn't …… pollution .
It …… everything. The pollution is divided into three …… ; land, …… and …… pollution.

Fourth Skill – Paragraph building :

3. Write a short paragraph about " A Day in my life " (13 marks)

By using the following ideas :

Ideas :

What time I get up – what I do before I leave my house – what I do in my work – when I return home – how I spend the evening.

……
……
……
……
……

4. Write a short paragraph about " The duties of a student "

By using the following ideas:

Ideas:

The result a student gains by studying and carrying out his duties – Obeying his parents and teacher's orders – His duty towards his brothers – How he serves his school – How he serves his society.

……
……
……
……
……

Appendix 3

Writing skills Test for Grade 7(Final Draft)

The Islamic University of Gaza
Deanery of Higher Studies
Faculty of Education
Department of Curricula and Methodology

Student name: …… **Mark: 100 /** …….
Class: …….. **Time:** ……

First Skill – Word Building:

Question one:

1. Write the opposite of the following words : (9 marks)

The word	The opposite
Safe	**Dangerous**
Beautiful	
Healthy	
Begins	
Die	
Ugly	
Modern	
Hot	
Different	
Carelessly	

2. Write the meaning of the following words in English : (9 marks)

The word	The meaning
Beautiful	**Handsome**
Wonderful	
Famous	
Many	
New	
Plant	
Hard	
Tourists	
Clean	
kinds	

3. <u>Classify the following words : (12 marks)</u>

Bens – gas – Edison – petrol – coal – newspaper – light bulb – wood – washing machine – Kailue – book – TV

Electricity	Fuel	Paper	Names of inventors

4. " quickly – down – church – turn – Hebron – recently – narrow histrorical – see – to – home – country – huge – is – buy – carelessly – in " (12 marks)

Write three things that are verbs:

…… see …… , …… , …… ,
…… .

Write three things that are nouns:

…… home …… , …… , …… ,
…… .

Write three things that are adverbs:

…… quickly …… , …… , …… ,
…… .

Write three things that are prepositions:

…… to …… , …… , …… ,
…… .

Write three things that are adjectives:

…… huge …… , …… , …… ,

Second Skill – Sentence Constructions:

Question two :

Word ordering: (8 marks)

1. Rearrange :

6- are – of – Desks – wood – made

…… Desks are made of wood ……

7- are – on – Animals – farms – kept

…… .

8- Pollution – smoke – causes.

…… .

9- My – plays – football – at – school – brother.

…… .

10- The – is – very – expensive – car.

…… .

2. Underline the right choice : (5 marks)

6. The …… is the air surrounding the Earth.
   (atmosphere – metal – decays – scientist)
7. The cars , buses, planes are made of ……
   (atmosphere – metal – decays – scientist)
8. Doctors …… sick people and give them medicine
   (process – cut down – treat – bottom)
9. It is healthy to use the clean and …… water.
   (Clear – collect – treat – bottom)
10. Water, oil, tea and juice are all ……
    (jugs – toys – liquids – ovens)

Substitution tables: (4 marks)

3. **Make meaningful sentences from the following table :**

While	I	Was	Walking	To	School	I ……
	he		Going		The cinema	He ……
	she		cycling		The garden	She ……

While I was going to school, I met my friend.

…… .

…… .

4. Join the sentences using (who , which) : (4 marks)

1. Basem is the student	gets full marks
2. We live in the house	looks over the river
3. Ahmed will wear the shirt	I bought for the party

Besem is the student who gets full marks

…… .

…… .

Sentences building:

5. Make meaningful sentences from the following words : (10 marks)

7. We / film / tonight
We will watch an interesting film tonight

8. You / visit / my house / tomorrow
   …… .
9. They / travel to / Petra / week .
   …… .
10. Pollution / man-made.
    …… .
11. Pollution / divided / three types.
    …… .
12. Hebron / well / known / glass.
    …… .

Third Skill – Guided Composition:

Question three (8 marks)

1. Complete the following composition by suing the following words :

Creatures – earth – world – recycled – process – water – people – life

Water is …… Nothing can live without it so it's for all …… on the …… The water we have in the …… is all we ever have. It is also all we have ever had. It is …… in a natural …… that never ends. The …… you drink today has already been used through many …….

2. Complete the following composition : (6 marks)

Pollution is …… Nature doesn't …… pollution.
It …… everything. The pollution is divided into three ……; land, …… and …… pollution.

Fourth Skill – Paragraph building :

3. Write a short paragraph about " A Day in my life " (13 marks)

By using the following ideas:

Ideas:

What time I get up – what I do before I leave my house – what I do in my work – when I return home – how I spend the evening.

……
……
……
……
……

Appendix 4

Questionnaire towards attitudes (First Draft)

بسم الله الرحمن الرحيم

الجامعة الإسلامية – غزة
الدراسات العليا – كلية التربية
قسم المناهج وطرق التدريس

الموضوع: تحكيم مقياس الاتجاه نحو الكتابة باللغة الإنجليزية لدى طالبات السابع الأساسي

الأستاذ الكريم/ ..... حفظه الله

السلام عليكم ورحمة الله وبركاته،،،

الرجاء تحكيم هذا المقياس: لقياس اتجاهات طالبات السابع الأساسي نحو الكتابة باللغة الإنجليزية

والذي يُعد أداة ثانية لرسالة ماجستير بعنوان :

The Effectiveness of Using Interactive Writing Strategy on Developing Writing Skills Among 7th Graders and Their Attitudes towards Writing.

وقد صُمم هذا المقياس بحيث يشتمل على المجالات الآتية :

1. اتجاه الطالبات نحو الاستمتاع بالكتابة.
2. اتجاه الطالبات نحو قيمة الكتابة.
3. اتجاه الطالبات نحو طبيعة الكتابة.
4. اتجاه الطالبات نحو تعلم الكتابة.

لذا يرجو الباحث من سيادتكم التكرم بتحكيم هذا المقياس من حيث :

1. مدى ملائمة عبارات المقياس لكل مجال من المجالات المطروحة.
2. مدى مناسبة العبارات لمستوى طالبات الصف السابع الأساسي.

مع خالص الشكر والتقدير لتعاونكم

الباحث : حسني محمد الصلحات
إشراف : د. صادق فروانة

The first domain : Students' attitudes towards enjoying English writing	غير منتمية	منتمية	غير مناسبة	مناسبة	المجال الأول : اتجاه الطالبات نحو الاستمتاع بالكتابة باللغة الإنجليزية	الرقم
I am greatly happy when I have English writing lessons.					أشعر بسعادة كبيرة في اليوم الذي يكون فيه الدرس عن الكتابة باللغة الإنجليزية.	.1
I spend more time learning topics related to English writing then ever before.					أسرف وقتاً في مذاكرة موضوعات الكتابة باللغة الإنجليزية أكثر من ذي قبل.	.2
I feel happy when I do tasks related on English writing.					أشعر بالسعادة عند القيام بأنشطة تتعلق بالكتابة باللغة الإنجليزية.	.3
I enjoy my self when I learn something new in English writing.					أشعر بالاستمتاع عندما أتعلم شيئاً جديداً في الكتابة باللغة الإنجليزية.	.4
I think that the study of English writing skills is really enjoyable.					أرى أن دراسة مهارات الكتابة باللغة الإنجليزية ممتعة حقاً.	.5
I like to know a lot about the skills and arts of English writing.					أحب أن أعرف الكثير عن مهارات وفنون الكتابة باللغة الإنجليزية.	.6
I like to participate in English writing organized by clubs outside school.					أحب الاشتراك في الأنشطة والمسابقات المتعلقة بالكتابة باللغة الإنجليزية التي تنظمها الأندية خارج المدرسة.	.7
I like to participate in English writing competition held by the school.					أحب المشاركة في مسابقات الكتابة باللغة الإنجليزية التي تقيمها المدرسة.	.8
I watch television programs related to teaching and learning English writing.					أتابع معظم البرامج التي يعرضها التلفزيون عن تعليم الكتابة باللغة الإنجليزية.	.9
I listen attentively when there is a discussion on topics related to teaching and learning English writing skills.					أستمع بشغف عند وجود مناقشة تتعلق بموضوعات متعلقة بمهارات تعليم الكتابة باللغة الإنجليزية.	.10

The second domain : Students' attitudes towards the value of English writing	غير منتمية	منتمية	غير مناسبة	مناسبة	المجال الثاني : اتجاه الطالبات نحو قيمة الكتابة باللغة الإنجليزية	الرقم
I think that English writing skills are useful and make great use of time.					أعتقد أن مهارات الكتابة باللغة الإنجليزية ذات فائدة ودراستها مفيدة للوقت.	.1
I feel that learning English writing is one of the most important skills that I benefit from in my practical life.					أشعر أن تعلمي للكتابة باللغة الإنجليزية من أكثر المهارات التي يمكن أن أستفيد منها في حياتي العملية.	.2
I think that the study of English writing skills is important for all students.					أرى أن دراسة مهارات الكتابة باللغة الإنجليزية مهمة لكل الطلاب.	.3
I feel that the grammar of English is important in English writing.					أشعر أن قواعد اللغة الإنجليزية مهمة في الكتابة باللغة الإنجليزية.	.4
I think that learning English writing helps the learner to develop her creativity.					أرى أن تعلم الكتابة باللغة الإنجليزية يساعد المتعلم في تطوير وتنمية الإبداع لديه.	.5
I feel proud when I write anything in English.					أشعر بالفخر عند قيامي بكتابة أي شيء يتعلق باللغة الإنجليزية.	.6
I like learning English writing to be able to communicate with others worldwide.					أحب تعلم الكتابة باللغة الإنجليزية لأنها مهمة من أجل التواصل مع الآخرين في جميع أنحاء العالم.	.7
I would like to teach English writing skills in the future.					أحب أن أدرس مهارات الكتابة باللغة الإنجليزية في المستقبل.	.8
I benefit from learning English writing skills in studying other courses.					أستفيد من تعلم مهارات الكتابة باللغة الإنجليزية في دراسة المقررات الأخرى.	.9
I think that English writing skills are necessary.					أرى أن تعلم مهارات الكتابة باللغة الإنجليزية ضروري لكل طالبة.	.10

The third domain : Students' attitudes towards the nature of English writing	غير منتمية	منتمية	غير مناسبة	مناسبة	المجـال الثالث : اتجاه الطالبات نحو طبيعة الكتابة باللغة الإنجليزية	الرقم
I think that English writing is easy and interesting.					أرى أن الكتابـة باللغـة الإنجليزيـة مادة سهلة وممتعة.	.1
I think that English writing is a source of happiness for me.					أرى أن الكتابـة باللغـة الإنجليزيـة تبعث في النفس السعادة.	.2
I eagerly wait for tasks of English writing.					أنتظـر أنشـطة الكتابـة باللغـة الإنجليزية بشوق.	.3
I prefer school English writing tasks to other tasks.					أفضـل أنشـطة الكتابـة باللغـة الإنجليزية في المدرسة عن الأنشطة الأخرى.	.4
I can succeed and excel in English writing.					يمكـن النجـاح والتفـوق فـي الكتابـة باللغة الإنجليزية.	.5
I think that English writing skills are easy to acquire and practice.					أرى أن مهـارات الكتابـة باللغـة الإنجليزية سهلة الاكتساب والتطبيق العملي لها.	.6
I easily understand a lot of the skills of English writing.					أشـعر بسـهولة فـي فهـم الكثيـر مـن المهـارات المتعلقـة بالكتابـة باللغـة الإنجليزية.	.7
I try to develop my English writing skills.					أسـعى لتنميـة مهـاراتي فـي الكتابـة باللغة الإنجليزية.	.8
I feel happy learning to write in English.					أشـعر بالسـعادة فـي تعلـم الكتابـة باللغة الإنجليزية.	.9
I think that learning to write in English increases my ability to express my thoughts fluently and easily.					أرى أن تعلم الكتابة باللغة الإنجليزية يزيـد مـن قـدراتي فـي التعبيـر عـن أفكاري بطلاقة وسهولة.	.10

The fourth domain : Students' attitudes towards learning to write in English	غير منتمية	منتمية	غير مناسبة	مناسبة	المجـال الرابــع : اتجاه الطالبات نحو تعلم الكتابة باللغة الإنجليزية	الرقم
I seek to acquire new information in English writing skills.					أسعى لاكتساب معلومات جديدة في مهارات الكتابة باللغة الإنجليزية.	.1
I expect to get involved in any topic concerning English writing after I have finished this school year.					أتوقع الاندماج في أي موضوع يتعلق بالكتابة باللغة الإنجليزية بعد انتهائي من هذا العام الدراسي.	.2
I eagerly follow my English writing homework.					أتابع وبشغف واجباتي المنزلية في الكتابة باللغة الإنجليزية.	.3
I am pleased to transfer English writing skills to other language skills.					يسرني نقل مهارات الكتابة المكتسبة باللغة الإنجليزية إلى مهارات اللغة الأخرى.	.4
I tend to learn English writing skills.					أميل إلى تعلم مهارات الكتابة باللغة الإنجليزية.	.5
I hope I can study English writing skills at university.					أتمنى أن أدرس مهارات الكتابة باللغة الإنجليزية في الجامعة.	.6
I eagerly follow the topics on English writing skills.					أتابع وبشغف الموضوعات المتعلقة بموضوع مهارات الكتابة باللغة الإنجليزية.	.7
I think it is impossible to learn without studying English writing skills.					أرى أنه من غير الممكن التعلم بدون دراسة مهارات الكتابة باللغة الإنجليزية.	.8
I learn writing skills easily.					أشعر بسهولة عند تعلم مهارات الكتابة باللغة الإنجليزية.	.9
I think that the study of English writing skills adds a lot to my knowledge.					أرى أن دراسة مهارات الكتابة باللغة الإنجليزية تضيف الكثير لمعلوماتي	.10

Appendix 5

Questionnaire towards attitudes (Final Draft)

بسم الله الرحمن الرحيم

الجامعة الإسلامية – غزة

الدراسات العليا – كلية التربية

قسم المناهج وطرق التدريس

أختي الطالبة:

السلام عليكم ورحمة الله وبركاته،،،

يقوم الطالب بعمل رسالة ماجستير بعنوان :

The Effectiveness of Using Interactive Writing Strategy on Developing Writing Skills among 7th Graders and Their Attitudes towards Writing.

أثر استخدام إستراتيجية الكتابة التفاعلية على تنمية مهارات الكتابة لدى طلاب الصف السابع الأساسي واتجاهاتهم نحو الكتابة

ومن خلال هذه الاستبانة سيتم قياس اتجاه طالبات الصف الأساسي نحو الكتابة، لذا أرجو منكن القيام بتعبئة هذه الاستبانة بوضع إشارة (✓) عند الخانة المناسبة بجانب فقرات الاستبانة.

مع خالص الشكر والتقدير لتعاونكم

الباحث : حسني محمد الصلحات

إشراف : د. صادق فروانة

The first domain : Students' attitudes towards enjoying English writing	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	المجال الأول : اتجاه الطالبات نحو الاستمتاع بالكتابة باللغة الإنجليزية	الرقم
I am greatly happy when I have English writing lessons.						أشعر بسعادة كبيرة في اليوم الذي يكون فيه الدرس عن الكتابة باللغة الإنجليزية.	.1
I spend more time learning topics related to English writing then ever before.						أسرف وقتاً في مذاكرة موضوعات الكتابة باللغة الإنجليزية أكثر من ذي قبل.	.2
I feel happy when I do tasks related on English writing.						أشعر بالسعادة عند القيام بأنشطة تتعلق بالكتابة باللغة الإنجليزية.	.3
I enjoy my self when I learn something new in English writing.						أشعر بالاستمتاع عندما أتعلم شيئاً جديداً في الكتابة باللغة الإنجليزية.	.4
I think that the study of English writing skills is really enjoyable.						أرى أن دراسة مهارات الكتابة باللغة الإنجليزية ممتعة حقاً.	.5
I like to know a lot about the skills and arts of English writing.						أحب أن أعرف الكثير عن مهارات وفنون الكتابة باللغة الإنجليزية.	.6
I like to participate in English writing organized by clubs outside school.						أحب الاشتراك في الأنشطة والمسابقات المتعلقة بالكتابة باللغة الإنجليزية التي تنظمها الأندية خارج المدرسة.	.7
I like to participate in English writing competition held by the school.						أحب المشاركة في مسابقات الكتابة باللغة الإنجليزية التي تقيمها المدرسة.	.8
I watch television programs related to teaching and learning English writing.						أتابع معظم البرامج التي يعرضها التلفزيون عن تعليم الكتابة باللغة الإنجليزية.	.9
I listen attentively when there is a discussion on topics related to teaching and learning English writing skills.						أستمع بشغف عند وجود مناقشة تتعلق بموضوعات متعلقة بمهارات تعليم الكتابة باللغة الإنجليزية.	.10

The second domain : Students' attitudes towards the value of English writing	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	المجال الثاني : اتجاه الطالبات نحو قيمة الكتابة باللغة الإنجليزية	الرقم
I think that English writing skills are useful and make great use of time.						أعتقد أن مهارات الكتابة باللغة الإنجليزية ذات فائدة ودراستها مفيدة للوقت.	.1
I feel that learning English writing is one of the most important skills that I benefit from in my practical life.						أشعر أن تعلمي للكتابة باللغة الإنجليزية من أكثر المهارات التي يمكن أن أستفيد منها في حياتي العملية.	.2
I think that the study of English writing skills is important for all students.						أرى أن دراسة مهارات الكتابة باللغة الإنجليزية مهمة لكل الطلاب.	.3
I feel that the grammar of English is important in English writing.						أشعر أن قواعد اللغة الإنجليزية مهمة في الكتابة باللغة الإنجليزية.	.4
I think that learning English writing helps the learner to develop her creativity.						أرى أن تعلم الكتابة باللغة الإنجليزية يساعد المتعلم في تطوير وتنمية الإبداع لديه.	.5
I feel proud when I write anything in English.						أشعر بالفخر عند قيامي بكتابة أي شيء يتعلق باللغة الإنجليزية.	.6
I like learning English writing to be able to communicate with others worldwide.						أحب تعلم الكتابة باللغة الإنجليزية لأنها مهمة من أجل التواصل مع الآخرين في جميع أنحاء العالم.	.7
I would like to teach English writing skills in the future.						أحب أن أدرس مهارات الكتابة باللغة الإنجليزية في المستقبل.	.8
I benefit from learning English writing skills in studying other courses.						أستفيد من تعلم مهارات الكتابة باللغة الإنجليزية في دراسة المقررات الأخرى.	.9
I think that English writing skills are necessary.						أرى أن تعلم مهارات الكتابة باللغة الإنجليزية ضروري لكل طالبة.	.10

The third domain : Students' attitudes towards the nature of English writing	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	المجال الثالث : اتجاه الطالبات نحو طبيعة الكتابة باللغة الإنجليزية	الرقم
I think that English writing is easy and interesting.						أرى أن الكتابة باللغة الإنجليزية مادة سهلة وممتعة.	.1
I think that English writing is a source of happiness for me.						أرى أن الكتابة باللغة الإنجليزية تبعث في النفس السعادة.	.2
I eagerly wait for tasks of English writing.						أنتظر أنشطة الكتابة باللغة الإنجليزية بشوق.	.3
I prefer school English writing tasks to other tasks.						أفضل أنشطة الكتابة باللغة الإنجليزية في المدرسة عن الأنشطة الأخرى.	.4
I can succeed and excel in English writing.						يمكن النجاح والتفوق في الكتابة باللغة الإنجليزية.	.5
I think that English writing skills are easy to acquire and practice.						أرى أن مهارات الكتابة باللغة الإنجليزية سهلة الاكتساب والتطبيق العملي لها.	.6
I easily understand a lot of the skills of English writing.						أشعر بسهولة في فهم الكثير من المهارات المتعلقة بالكتابة باللغة الإنجليزية.	.7
I try to develop my English writing skills.						أسعى لتنمية مهاراتي في الكتابة باللغة الإنجليزية.	.8
I feel happy learning to write in English.						أشعر بالسعادة في تعلم الكتابة باللغة الإنجليزية.	.9
I think that learning to write in English increases my ability to express my thoughts fluently and easily.						أرى أن تعلم الكتابة باللغة الإنجليزية يزيد من قدراتي في التعبير عن أفكاري بطلاقة وسهولة.	.10

The fourth domain : Students' attitudes towards learning to write in English	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	المجال الرابع : اتجاه الطالبات نحو تعلم الكتابة باللغة الإنجليزية	الرقم
I seek to acquire new information in English writing skills.						أسعى لاكتساب معلومات جديدة في مهارات الكتابة باللغة الإنجليزية.	.1
I expect to get involved in any topic concerning English writing after I have finished this school year.						أتوقع الاندماج في أي موضوع يتعلق بالكتابة باللغة الإنجليزية بعد انتهائي من هذا العام الدراسي.	.2
I eagerly follow my English writing homework.						أتابع وبشغف واجباتي المنزلية في الكتابة باللغة الإنجليزية.	.3
I am pleased to transfer English writing skills to other language skills.						يسرني نقل مهارات الكتابة المكتسبة باللغة الإنجليزية إلى مهارات اللغة الأخرى.	.4
I tend to learn English writing skills.						أميل إلى تعلم مهارات الكتابة باللغة الإنجليزية.	.5
I hope I can study English writing skills at university.						أتمنى أن أدرس مهارات الكتابة باللغة الإنجليزية في الجامعة.	.6
I eagerly follow the topics on English writing skills.						أتابع وبشغف الموضوعات المتعلقة بموضوع مهارات الكتابة باللغة الإنجليزية.	.7
I think it is impossible to learn without studying English writing skills.						أرى أنه من غير الممكن التعلم بدون دراسة مهارات الكتابة باللغة الإنجليزية.	.8
I learn writing skills easily.						أشعر بسهولة عند تعلم مهارات الكتابة باللغة الإنجليزية.	.9
I think that the study of English writing skills adds a lot to my knowledge.						أرى أن دراسة مهارات الكتابة باللغة الإنجليزية تضيف الكثير لمعلوماتي	.10

Appendix 6

Teacher's Guide

Date : / / 2013 **Class : Grade 7th**
Unit : 18 **Lesson : 4**
Subject : A tour of Jerusalem **SB Page : 77**

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Notes	Headings	Procedure
	Objectives	**At the end of this lesson students are expected to be able to :** - practice using (but & however) - Recognize (the noun, verb, adverb, adjective)
	Key words	However, but
	Resources	S.B , W.B , board, CHALKS
	New function	Developing sentences
Tools used in interactive writing strategy	Aids	Flash cards, Markers, Easel
	Warming up	Students say the day & the date. Then play a simple game
Writing	Presentation	**Look :** T. reads the explanation on S.B .p 77 act 1. T. writes the two sentences on the easel using markers & explain them. **Complete the second sentences :** Ss use (However), (but) , to write sentences on the easel using markers. T. corrects the answers. **Look :** T reads the explanation on act 3. **Find answers :** Ss look at the dictionary on W.B. p 98-111, then give answers to the two questions on act 4.
Interactive Writing strategy used to perform these activities	Activity 1 Completing the second sentences using (however)	T presents the activity, making sure that Ss understand the task. T provides a base of active learning experience. T establishes a purose (we are going to complete the sentences by using (however).

		T divides the class into five groups of fours. T chooses leader for each group. Ss in each group complete the sentences by using (however). The leader of each group writes the sentence on the easel. T goes around the groups to check their writing.
Interactive Writing strategy used to perform these activities	Activity 2 Dictionary work	T presents the activity, making sure that Ss understand the task. T provides a base of active learning experience. T establishes a purpose (we are going to classify the words into noun, verb, adverb, adjective) T divides the class into ten groups of fours. T chooses the leader for each group. Ss in each group are to classify the words into noun, verb, adverb, adjective. Leader of each group writes these words on the easel using markers. T goes around the groups to check their writing.
Rounding up		**Revision :** Teacher and students sum up the main points of the lesson. **Homework :** To perform some sentences using (however). **Greeting :** Thanks and goodbye.

Date: / / 2013 **Class: Grade 7th**
Unit: 19 **Lesson: 4**
Subject: Watch your manners ! **SB Page: 81**

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Notes	Headings	Procedure
	Objectives	**At the end of this lesson students are expected to be able to :** − recognize the topic sentence of a paragraph. − Write a paragraph.
	Key words	Dish Meal
	Resources	S.B , W.B , board , CHALKS
	New function	Topic sentences.
Tools used in interactive writing strategy	Aids	Flash cards , Markers , Easel
	Warming up	Students play a simple game.
Writing	Presentation	**Read & answer :** T explains the position & function of the topic sentence. Ss read the paragraph on S.B. p 81 act 1 , then decide where the topic sentence is. **Read & Match :** Ss read the four topic sentences on act 2 & the four paragraphs on the same activity, then match them together. **Write paragraphs :** T reads the three topic sentences on act 3. T asks Ss to write paragraphs for them. Ss write the paragraphs on their N.Bs.
Interactive Writing strategy used to perform these activities	Activity 1 Finding the position of the topic sentence in the paragraph	T presents the activity, making sure that Ss understand the task. T provides a base of active learning experience. T establishes a purpose (we are going to find the position of the topic sentence in the paragraph). T divides the class into ten groups of fours. T chooses a leader for each group. Ss in each group mention where the topic

		sentence is .. Leader of each group writes the topic sentence on the easel. T goes around the groups to check their writing.
Interactive Writing strategy used to perform these activities	Activity 2 Matching the topic sentence to its paragraph	T presents the activity, making sure that Ss understand the task. T provides a base of active learning experience. T establishes a purpose (we are going to match the topic sentence to each paragraph). T divides the class into five groups of fours. T chooses the leader for the group. Ss in each group match the topic sentence to its paragraph. Leader of each group writes the topic sentence to its paragraph on the easel. T goes around the groups to check their writing.
Interactive Writing strategy used to perform these activities	Activity 3 Writing a paragraph	T presents the activity, making sure that Ss understand the task. T provides a base of active learning experience. T establishes a purpose (we are going to write a paragraph). T divides the class into ten groups of fours. T chooses the leader for the group. Ss in each group write a paragraph of each topic sentence. Leader of each group writes the paragraph on the easel. T goes around the groups to check their writing.
Rounding up		**Revision :** Teacher and students sum up the main points of the lesson. **Homework :** To perform exercises on W.B p 77 at home. **Greeting :** Thanks and goodbye.

Date : / / 2013 **Class : Grade 7th**
Unit : 20 **Lesson : 4**
Subject : Embroidery **SB Page : 85**

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Notes	Headings	Procedure
	Objectives	**At the end of this lesson students are expected to be able to :** - Make notes (write notes). - Write a letter.
	Key words	Head cove White Black Red
	Resources	S.B , W.B , board , CHALKS
	New function	Writing some notes, writing letter.
Tools used in interactive writing strategy	Aids	Flash cards , Markers , Easel
	Warming up	Students revise the names of colours.
Writing	Presentation	**Look and write some notes:** Ss look at the picture on S.B at p.85 Ss take notes for the items on act. 1 for the dress colours. **Write a letter :** Ss imagine that they are Huda , then write a letter to the mother describing the dress. Ss write the letter on their W.B. p. 81 T checks the Ss letters.
Interactive Writing strategy used to perform these activities	Activity 1 Finding the position of the topic sentence in the paragraph	T presents the activity, making sure that Ss understand the task. T provides a base of active learning experience. T establishes a purpose (we are going to write notes about the dress's colours). T divides the class into ten groups of fours. T chooses a leader for the group. Ss in each group mention one thing . S mentions embroidered front, red, ... S writes red on the easel. S mentions yellow, … Leader writes all of these items to write the

		notes. T goes around the groups to check their writing.
Interactive Writing strategy used to perform these activities	Activity 2 Matching the topic sentence to its paragraph	T presents the activity, making sure that Ss understand the task. T provides a base of active learning experience. T establishes a purpose (we are going to write a letter). T divides the class into ten groups of fours. T chooses the leader for the group. Ss in each group mention one part of the letter. Ss in one group mention the address of the letter on the easel. Ss in another group mention paragraph one , two or three on the easel. Leader in each group writes all of these items to write the complete letter. T goes around the groups to check their writing.
Rounding up		**Revision :** Teacher and students sum up the main points of the lesson. **Homework :** To write a simple letter at home. **Greeting :** Thanks and good bye

Appendix 7

Appendix (A.7)

Pearson correlation coefficient of each item with the total score of the test

Item	Pearson correlation	Sig. level	Item	Pearson correlation	Sig. level
Question 1	0.660	0.000	**Question 33**	0.567	0.000
Question 2	0.591	0.000	**Question 34**	0.654	0.000
Question 3	0.457	0.000	**Question 35**	0.554	0.000
Question 4	0.660	0.000	**Question 36**	0.670	0.000
Question 5	0.467	0.000	**Question 37**	0.647	0.000
Question 6	0.567	0.000	**Question 38**	0.684	0.000
Question 7	0.557	0.000	**Question 39**	0.689	0.000
Question 8	0.761	0.000	**Question 40**	0.850	0.000
Question 9	0.655	0.000	**Question 41**	0.677	0.000
Question 10	0.619	0.000	**Question 42**	0.757	0.000
Question 11	0.538	0.000	**Question 43**	0.752	0.000
Question 12	0.675	0.000	**Question 44**	0.654	0.000
Question 13	0.572	0.000	**Question 45**	0.744	0.000
Question 14	0.801	0.000	**Question 46**	0.577	0.000
Question 15	0.557	0.000	**Question 47**	0.477	0.000
Question 16	0.575	0.000	**Question 48**	0.648	0.000
Question 17	0.577	0.000	**Question 49**	0.657	0.000
Question 18	0.745	0.000	**Question 50**	0.630	0.000
Question 19	0.456	0.000	**Question 51**	0.776	0.000
Question 20	0.665	0.000	**Question 52**	0.677	0.000
Question 21	0.654	0.000	**Question 53**	0.877	0.000
Question 22	0.745	0.000	**Question 54**	0.748	0.000
Question23	0.548	0.000	**Question 55**	0.647	0.000
Question 24	0.746	0.000	**Question 56**	0.640	0.000

Question 25	0.547	0.000	**Question 57**	0.786	0.000
Question 26	0.547	0.000	**Question 58**	0.637	0.000
Question 27	0.548	0.000	**Question 59**	0.675	0.000
Question 28	0.845	0.000	**Question 60**	0.658	0.000
Question 29	0.674	0.000	**Question 61**	0.745	0.000
Question 30	0.548	0.000	**Question 62**	0.745	0.000
Question 31	0.564	0.000	**Question 63**	0.754	0.000
Question 32	0.654	0.000	**Question 64**	0.675	0.000

Appendix 8

Appendix (A.8)

Difficulty Coefficient of the test items (Pilot study)

Items	Students' Number	Difficulty Coefficient	Items	Students' Number	Difficulty Coefficient
1	15	**0.570**	33	15	**0.450**
2	15	**0.540**	34	15	**0.630**
3	15	**0.620**	35	15	**0.450**
4	15	**0.610**	36	15	**0.620**
5	15	**0.450**	37	15	**0.600**
6	15	**0.420**	38	15	**0.600**
7	15	**0.520**	39	15	**0.620**
8	15	**0.430**	40	15	**0.610**
9	15	**0.420**	41	15	**0.450**
10	15	**0.630**	42	15	**0.640**
11	15	**0.620**	43	15	**0.630**
12	15	**0.370**	44	15	**0.520**
13	15	**0.610**	45	15	**0.570**
14	15	**0.460**	46	15	**0.540**
15	15	**0.600**	47	15	**0.500**
16	15	**0.600**	48	15	**0.466**
17	15	**0.620**	49	15	**0.533**
18	15	**0.540**	50	15	**0.470**
19	15	**0.570**	51	15	**0.533**
20	15	**0.615**	52	15	**0.60**
21	15	**0.600**	53	15	**0.60**
22	15	**0.533**	54	15	**0.533**
23	15	**0.440**	55	15	**0.546**
24	15	**0.446**	56	15	**0.590**

Items	Students' Number	Difficulty Coefficient	Items	Students' Number	Difficulty Coefficient
25	15	**0.475**	57	15	**0.466**
26	15	**0.478**	58	15	**0.440**
27	15	**0.578**	59	15	**0.535**
28	15	**0.447**	60	15	**0.465**
29	15	**0.487**	61	15	**0.466**
30	15	**0.570**	62	15	**0.530**
31	15	**0.540**	63	15	**0.460**
32	15	**0.420**	64	15	**0.460**
Total Difficulty Coefficient					**0.53**

Appendix 9

Appendix (A.9)

Discrimination Coefficient of the test items (Pilot study)

Items	Students' Number	Discrim. Coefficient	Items	Students' Number	Discrim. Coefficient
1	15	**0.540**	33	15	**0.534**
2	15	**0.570**	34	15	**0.564**
3	15	**0.674**	35	15	**0.540**
4	15	**0.570**	36	15	**0.570**
5	15	**0.640**	37	15	**0.650**
6	15	**0.750**	38	15	**0.660**
7	15	**0.654**	39	15	**0.650**
8	15	**0.740**	40	15	**0.640**
9	15	**0.420**	41	15	**0.450**
10	15	**0.630**	42	15	**0.640**
11	15	**0.620**	43	15	**0.630**
12	15	**0.370**	44	15	**0.520**
13	15	**0.745**	45	15	**0.574**
14	15	**0.460**	46	15	**0.467**
15	15	**0.560**	47	15	**0.550**
16	15	**0.600**	48	15	**0.664**
17	15	**0.620**	49	15	**0.524**
18	15	**0.540**	50	15	**0.578**
19	15	**0.570**	51	15	**0.554**
20	15	**0.725**	52	15	**0.60**
21	15	**0.648**	53	15	**0.60**
22	15	**0.504**	54	15	**0.742**
23	15	**0.650**	55	15	**0.546**
24	15	**0.654**	56	15	**0.590**
25	15	**0.578**	57	15	**0.466**

Items	Students' Number	Discrim. Coefficient	Items	Students' Number	Discrim. Coefficient
26	15	**0.620**	58	15	**0.440**
27	15	**0.740**	59	15	**0.740**
28	15	**0.465**	60	15	**0.540**
29	15	**0.687**	61	15	**0.540**
30	15	**0.650**	62	15	**0.570**
31	15	**0.580**	63	15	**0.490**
32	15	**0.550**	64	15	**0.630**
Total Difficulty Coefficient					**0.590**