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" A Suggested Program for Developing Teaching Writing Skills of

Secondary School Teachers in Khan Younis Governorate"

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

﴿ إِنْ أُرِيدُ إِلَّا الْإِصْلَاحَ مَا اسْتَطَعْتُ وَمَا تَوْفِيقِي إِلَّا بِاللهِ عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ ﴾

(سورة هود أيه 88)

﴿ ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴾

(سورة القلم أيه1)

قال رسول الله صلى الله عليه وسلم :" قيدوا العلم " قلت : وما تقييده ؟ قال : " كتابته ـ "

رواه الدارمي

Dedication

- To the soul of my father ……

- To my family whose love, continual support, and patience encouraged me to reach my goal.

- To my teachers and friends who continue to be my support and my strength.

ACKNOWLEGEMENTS

Abstract

" A Suggested Program for Developing Teaching Writing Skills of Secondary School Teachers in Khan Younis Governorate"

This study aimed at investigating the effectiveness of a suggested program for developing teaching writing skills among secondary school teachers. The researcher used two tools for the study, an observation card to identify the skills that teachers have in teaching writing and the suggested program which tackled all the points that the teachers need in teaching writing skills. The suggested program consisted of ten training sessions for teaching writing. It included activities, techniques, teaching aids that can be used in teaching writing. The researcher used the observation card to assess teachers` performance in teaching writing skill then he conducted the suggested program to see its impact on them. The researcher has benefited from the results of the observation card when designing the suggested program. The teaching writing skills are classified under four domains: the pre-writing domain, the drafting domain, the editing (reflection & revision) domain and the final copy domain. The sample of the study was chosen randomly. It consisted of twenty secondary school male teachers from different schools in Khan Younis Governorate. The researcher visited the teachers again in their schools to assess their performance and see the effect of the program on them. The results were statistically analyzed, using statistical package for social sciences (SPSS).

The findings of the 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.

The researcher recommended in the light of the above findings that secondary school teachers are asked to use the writing process in teaching writing skills in order to develop and improve their abilities in teaching writing skills

ملخص الدراسة

"برنامج مقترح لتطوير مهارات تدريس الكتابة لدى معلمي المرحلة الثانوية في محافظة خان يونس"

هدفت هذه الدراسة إلى التعرف على أثر برنامج مقترح لتطوير مهارة تدريس الكتابة لدى معلمي المرحلة الثانوية في مبحث اللغة الإنجليزية. استخدم الباحث أداتين للبحث ، بطاقة ملاحظة لتحديد المهارات التي يمتلكها المعلمون في تدرس مهارة الكتابة وبرنامج مقترح لعلاج المهارات التي يحتاجها المعلمون لتطوير أدائهم في تدريس الكتابة . لقد استخدم الباحث بطاقة الملاحظة ليقيم أداء المعلمين ثم طبق البرنامج المقترح عليهم ليرى أثره على أدائهم . استفاد الباحث من نتائج بطاقة الملاحظة في بناء البرنامج المقترح . لقد تم تصنيف مهارات الكتابة إلى أربعة مجالات: مجال التخطيط (ما قبل الكتابة) ، مجال المسودة ، مجال التحبير ، مجال النشر .

قام الباحث باختيار عينة الدراسة بطريقة عشوائية ، حيث تكونت عينة الدراسة من عشرين معلماً(ذكور) من محافظة خان يونس من مدارس مختلفة . قام الباحث بزيارة المعلمين مرة ثانية ليرى أثر البرنامج على أدائهم. استخدم الباحث بعض المعالجات الإحصائية من خلال برنامج (SPSS) لمقارنة الفروق بين أداء المعلمين قبل وبعد البرنامج ، ولقد بينت النتائج أن هناك فروق ذات دلالة إحصائية بين أداء المعلمين في تدريس مهارة الكتابة قبل وبعد تطبيق البرنامج ، حيث وصل مستوى أداء المعلمين بعد البرنامج إلى سبعة وثمانين بالمئة. و في ضوء النتائج أوصى الباحث بأنه يطلب من معلمي المرحلة الثانوية أن يستخدموا أسلوب الكتابة كعملية في تدريس مهارات الكتابة حتى يحسنوا و يطوروا من أدائهم في تدريس الكتابة.

Contents

Lists of tables

List of abbreviations

1	SPSS	statistical package for social science
2	EFL	English as a foreign language
3	TOEFL	Test of English as a foreign language
4	et al.	(Latin abbreviation),et alli, which means and others.
5	E.g.	(Latin abbreviation), example gratia, which means for example.
6	ibid	(Latin abbreviation) ibidem, which means previous reference.
7	L1	First language
8	L2	Second language
9	etc.	(Latin abbreviation) etcetera, which means and so on, and other things of a similar kind.

Chapter I

Introduction

Chapter I

Problem Statement and Background

1. Introduction:

This chapter discusses the study background and the study statement. Hypotheses of the study are also listed. After that, the researcher lists the objectives of the study. Then, the significance of the study is listed. Finally. limitations of the study and definitions of terms are focused on.

2. Historical background:

English is an international language that is spoken in many countries all over the world. It is the language of technology, science, computer, medicine, literature and commerce. Writing is one of the four skills that should be mastered to communicate with others. It is an active means of communication. It is also an important language activity and a major classroom procedure. The success of our students is largely based on their ability to communicate in written words. Moreover, writing is necessary in everyday life, in business, in creativity, and in scholarly pursuits. In short, it is a tool of survival. The more clearly one can write, the more easily one can survive and navigate the world.

Based on the above, it is vital to teachers to know the effective means of teaching writing. They have to search for the methods of teaching that enhance their ability. Albertson and Billngsly (2001) as cited in Monaghan (2007,2) found that improved teaching techniques are needed, as shown by a lack of student improvement in writing in both elementary and secondary levels.

Indeed, the lack of basic writing ability affects students in humanities and scientific streams. So, they need to express themselves clearly and to communicate with their teachers in writing.

Millrood (2001,134) asserts that writing is a communicative skill to send, store and retrieve messages with the help of written symbols. It can be expressive, poetic, informative and persuasive.

Furthermore, Mullis and Mellon (1980,44) highlight the approaches used by the National Assessment of Education Progress (NAEP) to characterize syntax, cohesion, coherence, text organization and mechanics as a scheme for rating essays.

Students can overcome the problems of writing if they have the following: knowledge of the English alphabet, sentence structures, building up paragraphs, compositions, essays, reports and letters. Harmer (2004,5) suggests four elements of writing process (planning, drafting, editing and final version) in teaching writing.

The researcher is a school headmaster and he has worked as a teacher of English for twenty years. During his work as an exam marker of Tawjehi exams, he noticed that students have got low marks in writing compositions, letters and essays. He decided to visit teachers at schools to assess their performance in teaching writing, to observe their methods of teaching writing and then to design a remedial program for the weak points in the teachers` performance.

Additionally, when the researcher interviewed secondary school teachers of English in Khan Younis about teaching writing and their students` writing , they informed him that the majority of their students have poor writing skills and their writing is almost incomprehensible because of poor handwriting and the final pieces of writing are full of mistakes, lack effective organization and cohesion. Others said that students don't have enough vocabulary to express themselves clearly so we gave them model paragraphs or compositions to memorize and to write in the exam.

Besides, some researchers have shown an interest in teaching writing. For instance,

Hinkel (2004,5) found that "what is valued in writing for writing classes is different from what is valued in writing for other academic courses." He further emphasized that the teaching of writing in ESL classroom needs to provide students with linguistic and writing skills that enable them to "encounter, manage, and come to terms with new information."

Chakravert and Gautum (2000) as cited by Al-Buainian (2004,10)" believe that students, who are still learning the process of thinking through writing require their teachers` help to structure and organize their ideas. They focused on strategies of persuasion in order to develop writing skills. They developed a model which consists of three phases. In the first phase, the teacher is to encourage oral activity by brainstorming for ideas on a particular theme. Then, the teacher should provide the learners with some framework to help them organize their ideas. The third phase is subdivided in two stages. Here the teacher's job is restricted to correcting syntactic errors for accuracy and pointing out flaws in organizing ideas."

Generally speaking, teaching writing is a long and complex process. Teachers should do a lot to motivate their students by being friendly, tactful, understanding and try to find new techniques and strategies to help their students.

It is nice to mention the saying of John Cotton Dana "who dares to teach must never cease to learn." As cited in (Lisa and Jennifer, 1998, 4).

Teachers should understand that collaboration is an important concept to be modeled in order that teachers and students work together to improve writing skills." writing is, in reality, a collaborative endeavor." (Funk & Funk,1991, 283)

Moreover, Christison (1994,140) focuses on cooperative learning in teaching writing and said it increases motivation and retention. Students should work in pairs or groups

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to develop their proficiency in the four language skills. According to Chtistison, cooperative learning can be characterized in the following Chinese proverb:

" Tell me, I will forget. Show me, and I will remember. Involve me, and I will learn."

The teaching of writing has many values, writing helps students discover and clarify relationships between new information and previous information. Students can learn better if they use writing to describe, explain and apply new ideas.

Greenwald et al (1998,9) added that " To become good writers students need expert instruction, frequent practice, and constructive feedback." Additionally, Carroll (1990, 1) asserts that writing is the most important invention in human history because it provides relatively permanent record of information, opinions, beliefs, feelings, arguments, explanation and theories.

In addition, writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distant past to speak to us. Carroll says that students hate writing because it is often taught in such a way that students` failures, rather than successes, are focused on. The process of writing is learned in an environment of constant criticism and repeated failure. He assumes that the student should know : how to construct a sentence, subjects and verbs must agree in number, the reference of pronouns should not be ambiguous, there should be consistency of person and tense in writing and correct spelling, punctuation, capitalization, and word usage are required.

The above mentioned viewpoints and discussions support developing teaching writing skill and highlight the importance of using the writing process in teaching writing. As a result, the idea of this research is born.

3. Statement of the problem:

The purpose of the study was to ask:

What is the effectiveness of a suggested program on teaching writing skills for secondary school teachers?

Research questions:

To achieve the purpose of the study, the following questions are addressed :

1. What skills should secondary school teachers have in teaching writing?

2. To what extent do secondary school teachers have the skills to teach writing? And does their level reach eighty percent ?

3. Are there statistically significant differences in secondary school teachers` performance before and after implementing the program?

4. Research hypotheses:

In order to ask the research questions, the following hypothesis was tested.

1- There are no statistically significant differences in secondary school teachers` performance before and after implementing the program at ($\alpha \leq 0.05$)

5. Objectives of the study:

1. Identifying the writing skills that are appropriate for secondary school stage.

2. Designing a suggested program for secondary school teachers of English to develop teaching writing skills.

3. Clarifying the impact of the program on improving the writing skills.

4.Contributing to developing the process of teaching English in general and the writing skill in particular.

6. Significance of the study: The study is important for the following reasons:

1. The study may help teachers of English language to get benefit from the suggested program and its content when teaching writing.

2. This study sheds light on the writing process skills. This may help teachers improve their performance.

3. The study may help educational supervisors to benefit from it when conducting training courses for teachers of English and raise their awareness and knowledge in teaching writing skill.

4. The study may help secondary school students improve their writing skill.

5. This study is considered as the first one which is conducted in Gaza Strip according to the researcher's knowledge.

6. The study provides a good feedback for secondary school teachers in teaching writing.

7. The study provides an observation card which can be used by English supervisors to assess teachers` performance in teaching writing.

7. Limitations of the study:

1.The study was limited to the population of secondary school teachers in Khan Younis Governorate (male teachers).

2.The study focused on the process of writing and its impact on improving teaching writing skill.

3. The results of the study were limited to the first semester of the scholastic year 2009- 2010

8. Definition of operational terms:

The following terms were operationally defined for the purpose of providing clarity and understanding relative to the focus of the research study:

8.1 Writing:

Writing is defined as "any thing written, such as composition, that has meaning".

(The American Heritage Dictionary of English Language, Fourth Edition.) and "the act of committing one's thought to writing".(Dictionary .com unabridged ,v1.1)

Writing is not a natural activity. It requires thought, discipline, and concentration. It involves committing something to a relatively permanent form (Michael & Jack 2003,p.122).

From social constructionists` point of view, writing is a social act that happens within a specific context and for a specific audience.(De Larios and Murphy,2001,pp.25-40)

Writing refers to " the domain of language proficiency that encompasses how students engage in written communication in a variety of forms for a variety of purposes and audiences." (WIDA Glasoory,2005).

8.2 Program:

Afana (2000:75) defines a program as a learning unit that designed in a connecting way including a set of experiences, activities, teaching aids, techniques and different kinds of evaluation.

Alfara (1989:43) defines a program as a set of experiences that designed for the purpose of learning and training in a systematic way to develop teachers and learners` competencies. It based on a group of sequence of units that is organized to suit learning process and used to assess teachers` performance in a specific subject. It includes objectives, content, learning activities, teaching aids, references, and evaluation in all kinds, as well as, a set of recommendations and a guide for the program.

In the light of the definitions above, the researcher defines the program as "A set of organized educational procedures, activities, techniques and experiences that used to develop teachers` performance in teaching writing skills".

8.3 Teaching:

Tarkhan (2000: 11) defines Teaching as a set of practices, techniques and activities that teachers use in learning process to execute, facilitate and evaluate its results. It aims at acquiring learners a group of concepts, information, principles, skills, attitudes and values to develop their mental abilities for continuing learning.

8.4 Secondary school teachers:

All teachers who teach 11th and 12th grades in Palestine schools.

9. Abbreviations:

SPSS = statistical package for social science

EFL = English as a foreign language

TOEFEL = Test of English as a foreign language

et al. = (Latin abbreviation),et alli, which means and others.

e.g. = (Latin abbreviation), example gratia, which means for example.

ibid = (Latin abbreviation) ibidem, which means previous reference.

L1 = First language

L2 = Second language

etc = (Latin abbreviation) etcetera, which means and so on, and other things of a similar kind.

10. Summary of chapter one:

This chapter tackles five main issues(1) the study historical background, (2) the statement of the study,(3) the hypotheses of the study, (4) the objective of the study, the significance of the study and (5) the limitations and terms of the study.

The next chapter will tackle the review of literature and related studies.

Chapter II

Literature Review

Chapter II

Review of literature and related studies

2.1 Introduction:

To be systematic and organized in handling the related literature, the researcher divides this chapter into two parts. Part one is organized in the form of subtitles each of which tackles a certain area. Then, part two follows. It contains two sections: Section one that surveys some studies related to the effective strategies for teaching writing, and section two which handles some studies related to teaching writing skill.

Part one

2.2 Writing as a skill:

Archibald (2001,153-160) says that writing is a skill that needs knowledge and proficiency in many areas. It is a multidimensional skill. It is a complex skill that results from the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task.

Orwig (1999, 2) gives a definition of writing as a skill saying that :It is a productive skill that is more complicated than it seems at first, and often seems to be the most difficult of the skills since it has a number of micro skills such as : using orthography correctly, spelling and punctuation conventions, using vocabulary in a correct way and using the appropriate style.

Bello (1997, 5) explains that writing is a continuous process of discovering how to find the most effective language for communicating one's feelings and thoughts. He adds: Writing is challenging, whether it in one's native language or in a second language.

The researcher defines writing as a craft that needs tools. These tools are the sub-skills of writing such as mechanics of writing and text organization.

2.3 Why Teaching Writing ?

Harmer (2001, 79-84) explains four reasons for teaching writing to students of English as a foreign language .They are reinforcement, language development, learning style and writing as a skill.

 - **Reinforcement**: some students acquire languages in an oral /aural way, others get benefit from seeing the language written down. "The visual demonstration of language construction is invaluable for both understanding and memory". It is useful for students to write the new language shortly after studying it.

- **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 spent in producing language in a slower way is invaluable. So, writing is appropriate for those learners.

- **Writing as a skil**l: 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's conventions.

2.4 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 as such exercises 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 that 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) noted 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.

2.5 Writing as a Process:

"Process Writing is an approach which encourages ESL youngsters to communicate their own written messages while simultaneously developing their literacy skills in speaking and reading rather than delaying involvement in the writing process, as advocated in the past, until students have perfected their abilities in handwriting, reading, phonetics, spelling, grammar, and punctuation.."(Heald-Taylor,1994, 6)

Min (2007, 42) in her study writes down, "*Process writing is learning how to write by writing,"* This current emphasis in writing instruction focuses on the process of creating

writing rather than the end product .The basic premise of process writing is that all learners can write and the focus here is on creating quality content and learning the genres of writing.

Lynch (1996,148) says that teaching writing has been shifted since 1970s.It was concerned with the product, with the learner's answer. The focus was on accuracy of mechanics of writing (spelling, grammar, vocabulary and punctuation marks. Since 1970s, there has been a great interest in the process of writing .This approach is more concerned with giving about it the right way.

Harmer (2004, 4-6) tells us something about the process of writing – that is the stages a writer goes 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, is 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:

Planning ►drafting ►editing ►final draft

He also represents these aspects of the writing process in the following process wheel.
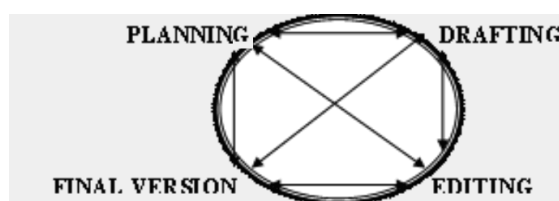
Figure(1)   The process wheel

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

Stage 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 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.

Similarly, Donavan (1980, 15-22) discusses three stages of writing process. They are: rehearsing, drafting and revising. These stages blend and overlap, but there are significant things happen 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.

Additionally, Gardner and Johnson (1997, 4) describe the stages of the writing process and give a brief description to each of them. They say :"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 worry 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.

Lindsay and knight (2006, 85-86) break down the writing process into three stages:

- preparation-think about the reader, consider why we are writing, think about the content, decide the appropriate layout and style.

 - draft- put our ideas together in a draft form. This is probably all we need for things

like shopping lists and memos.

- editing and rewriting- we need to write several times so that the text is coherent and clear.

2.6 Techniques For Mastering The Writing Process:

Peter Elbow (1998,13-19) points out several techniques for mastering the writing process, the researcher will focus on four, believing that they are suitable for the secondary school level.

2.6.1- Free writing:

Free writing is one of the best and the easiest way to get words or ideas on paper. It can be done by asking students to force themselves to write without stopping for ten minutes. Sometimes they produce good writing, but that is not the point. Sometimes they produce bad writing, but that is not the goal either. The key point is to keep writing. There are lots of benefits for free writing:

- Free writing makes writing easier by helping learners with the root psychological or existential difficulty in writing.

- It is one of the best way to learn in practice

- It is a good way to warm up when learners sit down to write about the topic they like.

- It is a useful and quick outlet.

- It helps learners to learn to write when they do not feel like writing when, when they take charge of themselves and learn gradually how to get benefit from the special energy that sometimes comes when they work fast under pressure.

- Free writing helps learners to think of the topics to write about. Keeping writing enables them to get ideas, experiences, feelings or people that are asked to write about. Finally, the most important benefit of free writing is that, it improves learner's writing and leads to powerful writing.

2.6.2- <u>The direct writing process for getting words on paper.</u>

The direct writing process is useful and suitable if learners do not have enough time or if they have lots of things to say about the topic Learners can think of it ." it is a kind of let's –get-this-thing-over-with writing process." for tasks like reports, letters or essays where they do not want to spend much time in thinking. it is a good way for inexperienced writers or those who are nervous about writing because it is simple and does not make as much of a mess as the other ways of getting words on paper. In this process, learners can fellow these steps:

- They can divide their available time in half. The first half is for quick writing without worrying about organization and language. The second half is for revising.

- They bring to mind the audience and the purpose of writing.

- They write down as fast as they can every thing they can think of that pertain to their topic.

- Learners should not be worried about the order of words or sentences.

- When time of writing is half finished, they stop and revise.

- The direct writing process is helpful when learners do not have difficulty with material or when they have an especially hard time writing.(ibid:1998, 25-31)

2.6.3- The open- ended writing process:

It is a technique for thinking and feeling new things. There are main steps in the open-ended writing process:

- Students are asked to write for fifteen to twenty minutes without stopping, start with whatever comes to their mind or a particular topic they want.

- Students focus on the main point and write it down in a meaningful sentence.

- Students use the central sentence for nonstop writing then pause , focus and write the focusing sentence.

- Students keep up this circle until they get to the piece of writing.

- Students find a way to write it, they may need to begin with a draft or make an out line or plan before start writing a draft.(ibid:1998, 50)

2.6.4- The loop writing process:

The loop writing process is a way of getting the best of both worlds: control and creativity.

It lets students steer where they are going and also it expands their point of views.

Moreover, it generates new thinking .It is a useful technique if students can not think of much to write or stuck with a topic that they are not interested in it. The loop writing process takes students longer than the direct process. Peter Elbow (1998,pp.59-73) suggested thirteen procedures for loop writing. They are :

1- First thoughts: it is a good procedure to start with students put down as fast as they can all the thoughts and feelings they have about the topic.

2- Prejudices: it is a procedure to begin with too, even before reading, thinking or researching the topic .(what are learners` biases or preferences in the idea of the topic.)

3- Instant version

4- Dialogues: they are useful if students have trouble writing analytically.

5- Narrative thinking: this step is used when the topic is confusing to students and their minds are shifting form one thought to another and giving different opinions.

6- Stories: stories are the best way to write a letter of recommendation or an evaluation of a person. It can be done by letting stories and events come to mind and jotting them down briefly.

7- Scones: students focus on individual moments, what places, sounds, moods that come to their minds in connection with a certain event, for instance.

8- Portraits: students think about the topic and see what people come to mind, write the qualities or characteristics of these people that stick in mind.

9- Vary the audience: if the audience is sophisticated, try writing to someone very un sophisticated. If the audience is unknown, write to a close friend. if the audience has a certain point of view about the topic, write to some one with the opposite view and so on.

10- Vary the writer: students are asked to write to someone whose view on the topic is different from theirs.

11- Vary the time: students write as if they were living in the past or in the future.

12- Students write down things that are true or trying to be true.

13- Lies: students write down the odd or crazy things they can come up with.

"The loop writing process is generally helpful in bringing life to conceptual writing and it is especially helpful if you feel bored or unconnected to your topic." (ibid:1998, 77)

The researcher sees these techniques are useful and beneficial if teachers conduct them properly in their classes, especially the first one which is the easiest and limited to time

2.7 Writing Stages:

Writing is not an easy task as it needs skills and high thinking abilities. It is a productive skill of important stages which should be focused on during teaching writing. White and Arndt (1991, 5) assert, writing serves as 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 in the following diagram.

The writing process(White and Arndt:1991)
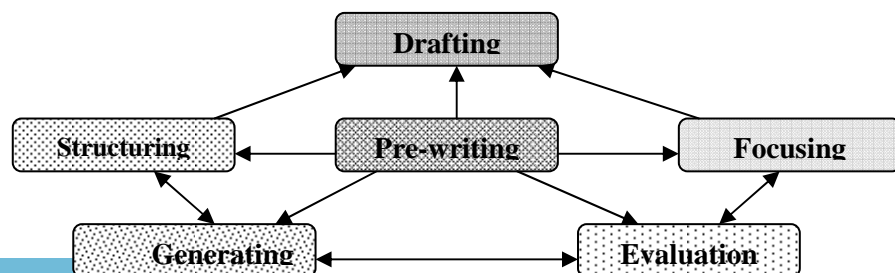
Figure (2) writing stages

The diagram below proposed by Clifford (19991) shows the three main stages of writing.
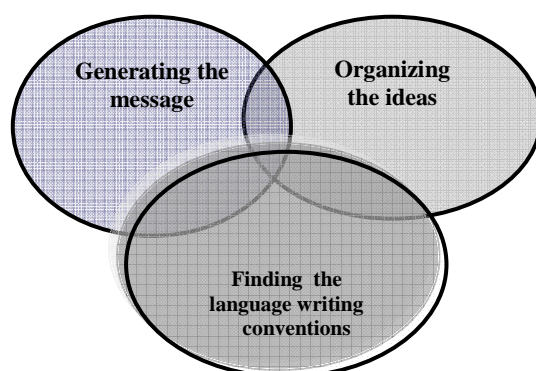
Figure (3) writing main stages (Clifford, 1991:41)

Clifford points out 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 suits 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.

Additionally, Hale (2006,p.7) shares the same point of view as well. He says: 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 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.

Moreover, Millrood (2001, 147) describes three –phase frame work of teaching to write:

- Pre-writing(schemata-the previous knowledge a person already has- activation, motivation for writing, preparation for he 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)

Shin-Chien (2007, 25-31) in his study differentiates between two kinds of strategies in the writing process. Cognitive and metacognitive strategies. The first involves strategies for using knowledge to solve problems, the second concerns monitoring, controlling, and understanding one's strategies. Sometimes they overlap with each other. He adds, writing consists of three main cognitive process/strategies: planning, translating and reviewing. Planning is divided into three sub-strategies: generating ideas, organizing and goal-setting. Translating is done when writers put their ideas into visible language. Finally, reading and editing are the sub-strategies of reviewing.

Lindsay and knight (2006, 94-95) divide writing 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.

2.8 Types of writing:

Millrood (2001, 134-142) gives a brief description to the types of writing in his book. 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.

Subject matter

Writer   language   **reader**
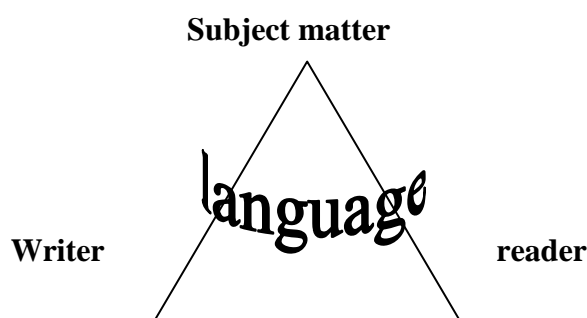
Figure (4) Types of writing.

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 the 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 train 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:

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 - 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.

3 - Writing for communication.

Teaching writing began to shift its emphasis on accuracy and patterns to the ability to understand and covey information content. Completing a 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.

4- Writing as a discovery and cognitive process.

Writing tasks in the classrooms 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.

In addition to the previous purposes of writing, Foong recommends some classroom practices for teaching writing to the teachers to fellow in their schools. They are:

- Allow students to generate their ideas through pre-writing strategies and by writing the topics that are related to the students` world experiences for writing to be meaningful.

- Create opportunities for students to select their own topics.

- Provide feedback on drafts that stimulates and encourages students to rethink and revise ideas instead of focusing on form and accuracy.

- Conference with students to help them gain insights and understanding of their writing process and to provide them with support.

- Promote collaborative rather than competitive learning in the classroom.

Moreover, Flow and Hayes (1981) as cited in Conner, 1996, 75). theorize that writing as a cognitive process consists of four interactive components: task, environment, the writer's long-term memory, and the composing processes themselves. The task environment consists of writing topic, the audience, the degree of the urgency of the task, and the text produced so far. The writer's long-term memory retains definitions of the topic, the identity of the audience, and possible writing plan. the writing processes include planning, translating and reviewing.

Planning involves generating ideas, goals, and procedures. Translating involves expressing ideas and goals in verbal forms, and reviewing includes evaluating and revising.

Additionally, Tang (2007, 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: student 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 leaner stars 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 strongest support in Bakhtin`s dialogic theory of language. It implies the interactive nature of writing.

The researcher sees these principles are of great importance due to their values and advise teachers to take them into account in teaching writing lessons.

2.10 Strategies for Teaching Writing :

2.10.1- Prewriting.

Prewriting stage is considered the threshold of the process of writing because the right start is the half of work. Urquhart and McIver (2005,pp.76-120) explain some strategies which can be used in our classrooms during teaching writing, especially in the planning phase.

(a) Prewriting Guide.(strategy 1)

During the prewriting phase, writers use questions to determine what they know and what they need to learn more about. These questions help writers discover the depth of their knowledge. This strategy gives students to jump-start their discovery mode.

How to use it:

1- Decide if the questions in the prewriting guide are suitable or need some changes to meet the needs of the writing assignment.

2- Decide if you would like your students to answer the questions silently or in a discussion.

3- Ask students to read the questions and answer them in the way you have chosen.

4- If appropriate, engage the class in a group discussion what they discovered by answering the questions.

5- Conclude by asking students what the process they found useful and what they knew about the chosen topic.

How to adapt it for our classroom.(English for Palestine, grade 11th .SB unit 2.lesson 8.p.25)

- In an 11th grade English class, students are asked to write an essay about "Health for all". Students can use prewriting guide to answer the questions so as to generate some ideas. For example, the second question asks "why is this important to me?" A possible

answer might be, every one should have a healthy body and prevention is better than cure.

- Ask students to work in small groups based on the topic.

- Ask students to complete the prewriting guide, listen to the discussions and help them.

Prewriting guide: use the following questions to guide your thinking.

- Why am I writing about this topic?

- Why is this important to me?

-What do I really want to say about……?

- What details will help me communicate a clear message?

- What models can I use to guide the organization of my document?

- What will my final product have in common with my models?

2.10.2 (b) Prewriting Think Sheet.(strategy 2)

This sheet is used to elicit information through a variety of questions focused on a particular topic. It helps students through the maze of knowledge they have about a specific topic and it helps them see connections with their knowledge.

How to use it:

- Explain the benefit of students recognizing what they know.

- Introduce the sheet and model its use.

- Encourage students to adapt the prewriting think sheet to meet their particular writing needs.

-How to adapt it for our classroom.(English for Palestine .Grade 12 SB unit 3. Lesson 10 p.34)

- Teacher asks students to write a report about the importance of recycling .

- Teacher encourages students to work with partners to gather more information.

- Teacher gives a model to show how students can incorporate knowledge that they have learned in the prewriting sheet.

Prewriting think sheet.

Topic : the importance of recycling.

Who will be my audience?........................

-What is my purpose?..............................

-What are some things I know about this topic?

-What are some possible ways to group my ideas?

Benefits of recycling	Reasons for recycling	Benefits of recycling to the world
- It reduces disposal costs - It saves the producer money and limits price rises. - It creates jobs.	- Sites have to be carefully constructed to prevent pollution. - Difficult to find enough sites to fill with waste.	- It makes good environmental sense.

2.10.3 <u>Drafting:</u>

Drafting is the second phase of the writing process in which students are asked to write the topic they like, generate the ideas and organizes them in a suitable way. Here is a strategy which can be used in this phase :

Focusing your thoughts:

When students are asked to write, they need to focus their thoughts on the most important message. They try to include every thing, so students need to narrow the focus of their writing. (ibid:2005,p.88)

How to use it:

- The teacher selects a broad topic and writes it at the top of the Focusing Your Thoughts map.

- The teacher writes specific aspects of this broad topic and writes them in the branches from the center.

- Students are asked to brainstorm topics for each of the branches.

- Students are asked to choose one of the items on the list under each branch to focus on in their draft.

- Students are told to concentrate on a smaller aspect effectively by including details rather than trying to include every thing.

How to adapt it for our classroom.

- Secondary school students studying a topic about tourism, write this broad topic in the top of the Focusing Your Thoughts map.

- Teacher with students, brainstorms specific components of tourism.

- Teacher asks students to brainstorm topics for each of those branches.

- Teacher directs students to choose one of these lower level topics to focus on in their draft.

Tourism

Tourism in Palestine	The future of tourism in Palestine	How to attract tourists to visit Palestine
- historic places.-holy places- heritage sites- water parks(water rides, pools, etc	- building new roads, hotels, resorts, shopping centers, water sports center, wild life.	- good behaving, public parks and gardens, arts and crafts centers, areas of special natural beauty.

2.10.4 Revising:

- Rewording strategy.

Revising stage is the heart of writing process. When students revise their written work, they often rely on a dictionary or other word banks. This helps them make their writing more effective. When students decide to substitute a new word because it sounds better, they may alter the intended meaning of a sentence or make an inappropriate substitution. This strategy provides students with an opportunity to clarify the meaning of chosen words and then to determine if the substitution enhances or supports the message or distracts form it. (ibid:2005,p.104)

How to use it.

- Teacher asks students to choose a piece of writing that needs revision.

- Teacher directs students to switch papers with a partner.

-Teacher asks partners to read the piece of writing and highlight any words that interfere with their interpretation of the piece of writing or they are new to them.

- Partners read each word to the authors and ask the authors to write a definition for each term using their own words.

- Partners then substitute the authors` definitions for the highlighted word in a piece of writing and reread the rephrased sentences. If the meaning is clear, partners may suggest keeping the original word or substitute the phrase.

How to adapt it for our classroom.

- Teachers use this strategy to confirm that students understand content area definitions or concepts.

- Substituting language words will give students additional opportunities to expand their language use.

2.10.5 Editing.

- Partnership Editing.

With proper training, students make capable editing partners. By allowing students to review their peers` written work for proper grammar, correct spelling, and appropriate punctuation, the teacher can increase the amount of time available to work in other aspects of the writing process. He also can use this extra time to focus on content-area instruction. In addition, students often make successful editing partners because it is easier to find the errors in the work of others than it is to find them in their own writing. (ibid: 2005,p.115)

How to adapt it for our classroom.

-Teacher adapts the editing checklist and the style sheet to meet the specific needs of the foreign language class.

- Following a writing session in an English language class, teacher asks students to work with partners to edit their final drafts before turning assignments in for a grade.

-As students interact with their editing partners, the teacher circulates to address any misunderstanding.

<div align="center">

Sample Editing Checklist.

</div>

Title /assignment: ……………………

As you read this draft, make sure that the student:

□ correctly spells words.

□ includes ending and internal punctuation.

□ uses complete sentences(e.g., no sentence fragments or run-on sentences)

□ uses capitals when it is appropriate.

□ uses appropriate grammar.

2.11 Effective Teaching:

Kyriacou (2001,5-12) defines effective teaching as *" teaching which successfully achieves the learning by pupils intended by the teacher."* In essence, there are two simple elements to effective teaching: (1) the teacher must have a clear idea of what is to be fostered. (2) the teacher sets up and provides a learning experience which achieves this. The writer points out the most important qualities of the good teacher(personality and will, intelligence, sympathy and act, open-mindedness, and a sense of humors). He also identifies the following ten characteristics of effecting teaching:

- Clarity of the teacher's explanations and directions.

 - Establishing a task-oriented classroom climate.

- Making use of a variety of learning activities.

- Monitoring pupils` progress and attending quickly to pupils` needs.

- Encouraging pupil participation and getting all pupils involved.

- Establishing and maintaining momentum and pace for the lesson.

- Delivering a well-structured and well-organized lesson.

- Providing pupils with positive and constructive feedback.

- Ensuring coverage of the learning objectives.

- Making good use of questioning techniques.

Dunkin and Biddle (1974),Swaffar et, al. (1982) say that teaching is a dynamic instructional process in which the teacher's "method" results from the process of interaction between the teacher, the learner, and the instructional tasks and activities over time. Such an interaction reveals itself as a quite different approach to teaching, one in which teachers are involved in observing and reflecting upon their teaching as well as the learning behaviors of their students hence, effective teaching and learning. Good (1979) tries to define the term "effective teaching" by describing it as teaching that produces higher-than-predicted gains on standardized achievement tests.

In a discussion of effective teaching, Tikunoff (1985) classifies classroom tasks on the basis of the type of demands they make on the students into three categories: (1) response mode demands, which include: knowledge, comprehension, application, analysis, synthesis, and evaluation.(2) interact ional mode demands, which include: rules that govern how classroom tasks are accomplished; and (3) task complexity demands, which include: how difficult the learner perceives the task to be. Teachers must not only decide on the kind of the task but also on the order, pacing, products, learning strategies, and related materials of the task.

2.12 Five Key Behaviors for Effective Teaching and some Indicators Pertaining to Them:

Borich (2004,38) mentioned these behaviors believing that they lead to effective teaching. These behaviors are:

1- Lesson clarity: logical, step-by- step order, clear and audible delivery free of distracting mannerism.

2- Instructional variety: variability in instructional materials, questioning, types of feedback, and teaching strategies.

3- Task Orientation: achievement (content) orientation as opposed to process orientation, maximum content coverage, and time devoted to instruction.

4**- Engagement:** maintaining on-task behavior, limiting opportunities for distraction, and getting students to work on, think through, and inquire about the content.

5- Successes rate: 60-70 % of time spent on task that afford moderate-to-high level of success, especially during expository or didactic instruction.

2.13 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:

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.

Borich (1992, 2) mentioned the role of the teacher in the classroom, he sees, the teacher should be organized, disciplined, authoritative, dedicated and insightful.

And also, Yalden (1987, 57) concentrates on the teacher's role in finding a fertile environment. He notes that the teacher must be concerned with providing an environment that will provide the appropriate sort of joy and in which the learner can share in creative interaction. He adds, new strategies and proper development can only help teachers to create such environment.

Chandra (1996, 204-243) sees that teaching is not a light task and it is not something that any one can do without any kind of training. To create an effective teaching it is essential that the educator must have education of the highest level accompanied by training techniques and principles of teaching that help him/her perform the task properly. Here are the needed principles of teaching: principles of motivation, thinking with the life, interest, selection, planning, creativity and entertainment, individual differences and principle of democratic behavior.

Moreover, teachers should be aware of the modern strategies used in teaching – learning process to enhance interaction with students .Teachers should be facilitators, feedback providers, guides and organizers of the teaching –learning process.

From psychologists` viewpoints, writing anxiety should be reduced in schools and universities. Harrison (2006, 10-12) in his study explains*," writing apprehension is 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, he says, teachers should value students` feelings, opinions and accept individual differences.

Zhan (200, 121) sees L2 writing teachers use the process approach to help students work through their composing process-getting started, drafting, revising and editing. The teacher functioned 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 facilitator and guide in 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.

We can not improve the teaching and learning process if we ignore the effective role of the teacher at school.

2.14 Writing a paragraph:

 Maclin in her book (1996, 227) offers a brief description of a paragraph. She states that a **paragraph** is a unit of thought that has several or many sentences in it. *The length* of a paragraph varies according to the purpose of writing. Academic writing, business writing, journalism, and scientific and technical writing have different

purposes. They may require paragraphs of different lengths. In academic writing a developing or body paragraph is often 75 to 125word long. Sometimes it is much longer. *The organization* of a paragraph depends on the purpose of the writing. in a short paper, each major point in an outline may be developed into a paragraph. In a very long paper, several paragraphs may be necessary to develop one point. Arrange your ideas clearly in order that is the most suitable. *The topic sentence* of a paragraph tells what the paragraph is about and how the ideas are developed. A topic sentence can be put any place in the paragraph, but putting it at the beginning guides the development. *The appearance* of a paragraph is important. In handwriting, indent the first line of each paragraph. *Do not indent every time you begin a new sentence*. Leave margins on both sides of the paper. Use blue or black ink on white paper. Three kinds of paragraphs make up every formal composition. *An introductory paragrap*h begins the paper,stating what the paper is going to be about in the form of a thesis statement. Body paragraphs develop the thesis statement. *A concluding paragraph* restates the thesis ,usually in different words, and shows briefly how the development relates to it. Sometimes short transitional paragraphs join the ideas in the body paragraphs, but many writers include transitional elements in the body paragraph.

2.15 Planning the Organization:

Hajjaj (1996, 262) clarifies that when you write a paragraph or a complete essay you need to express your ideas clearly and effectively in sentences in sequence. In order to do that, it is important to put in mind the following things:

- Purpose: why you are writing.

- Subject-matter or content of writing.

- The reader or to whom you are writing.

- Choice of words, phrases, idioms and expressions.

- Grammar: sentence structure, verbs, nouns, pronouns, articles, agreement and sequence of tenses.

- Stylistic variations such as formal or informal, narrative, descriptive, comparative or argumentative writing.

- Mechanics of writing: handwriting, spelling, capitalization and punctuation.

- Organization into paragraphs, their internal structure and the relation between them.

He adds, when planning the paragraph ,learners should know every paragraph consists of a sequence of more than one sentence. One sentence, but usually not always, is the topic sentence and the remaining sentences support that topic sentence. Whether the paragraph is intended for its own (for example an answer to a question, a summary or a short report.) or as the beginning of an essay, a part of the body or the conclusion of an essay, it often maintains the above mentioned structure.

2.16 The qualities of a good paragraph:

Khailani and Muqattash (1996:164) say a good paragraph has the following qualities:

1- **It is unified**. This means that all the sentences in it are connected in meaning and connected one main thought or idea.

2- **It is clear**. This means that the central thought or idea in the paragraph is developed clearly and logical. One sentence leads naturally to the next sentence within the paragraph.

3**- It is part of a whole**. This means that, while each paragraph is unified in itself, it is nevertheless a part of a larger composition, and as of a larger whole, each paragraph must clearly, naturally, and smoothly develop form the paragraph before it and lead to the paragraph after it.

2.17 Making an Outline For an Essay:

Granville (200,86-87) says that when you finish collecting your ideas, you need to shape them into an outline. Start with the most basic shape, using the fact that every piece of writing has a **Beginning**, a **Middle** and an **End**.

Beginning

It is often called the **introduction.** Readers need all the help that writers can give them, so the introduction is where we tell them ,briefly, what the essay will be about. Every introduction should have a "thesis statement": a one sentence statement of your basic idea. An introduction may have one or more of these:

▪ an overview of the whole subject.

▪ background to the particular issue you are going to write about.

▪ a definition or clarification of the main terms of the assignment.

▪ an outline of the different points of view that can be taken about the assignment.

▪ an outline of the particular point of view you plan to take in the essay.

Middle

It is often called the development. This is where you develop, paragraph by paragraph, the points you want to make. A development might include :

▪ information- facts, figures, dates and data

▪ examples- of whatever points you are making.

▪ supporting material for your points- quotes, logical cause and effect workings, putting an idea into a large context.

End

It is often called the conclusion. You have said every thing you want to say, but by this time your readers are in ganger of forgetting where they were going in the first place, so you remind them. A conclusion might include:

▪ a recap of your main points, to jog the readers memories.

▪ a summing –up that points out the large significance or meaning of the main points.

▪ a powerful image or quote that sums the points you have been making.

2.18 Approaches to Writing Instruction:

Khailani and Muqattash (1996:125-128) mention five pedagogical purposes for teaching writing, they are reinforcement, training, imitation, communication and fluency.

1- Writing for reinforcement.

One of the pedagogical purpose is to reinforce an understanding on the part of the students that their purpose as authors is to demonstrate accuracy to the teacher. So teachers ask their students to write in order to reinforce something that they have learned or so as to reinforce a grammatical concept that has been introduced . They ask students, for instance, to copy sentences or short passages, or they assign sentences to drill grammatical concepts.

2- Writing for training.

Writing for training is another purpose for teaching writing. Writing used for the purpose of training initially presents students with patterns of linguistic and rhetorical forms that might be new to them. Students are given practice in using and manipulating these new patterns. When they do this kind of writing, they work with units of discourse longer than the sentence. The aim of the training is on the manipulating of rhetorical and grammatical structures, especially through use or transformations, students may be asked to change a general statement like Thermometers measure temperature into a definition: Thermometers are instruments which measure temperature. Or students can be given groups of sentences in random order and asked to put them into the best order for an English paragraph.

3- Writing for imitation.

Here teachers want their students to become familiar with rhetorical and syntactic forms by following carefully chosen models. For example,

▪ Students listen to a passage read aloud and write it down (dictation) or paraphrase it (dicto-comp).

▪ Students write a composition according to given guidelines about content and organization.

▪ Students study a passage that is outlined or analyzed, and write a piece with parallel organization.

▪ Students read an essay, such as one classifying attitudes toward money, analyze its organizational pattern, and write a similarly organized essay on a related topic, such as a classification of attitudes toward work or travel. In the above examples, the writing of the students is judged not on the ideas the students present but on how closely they

 follow the given guidelines.(ibid:1996,126)

4- Writing for communication.

In writing for communication, the emphasis is placed on meeting students` needs both in gaining control over the conventions of written English and in obtaining opportunities

for self expression.

5- Writing for fluency.

Accuracy is a necessary condition for fluency, and both need to emphasized by the language teacher. At the early stages of writing skill the teacher needs to design writing activities, e.g. sentence completion, sentence joining, dictation and writing a paragraph based on a model to reinforce work on structure and vocabulary. That is accuracy in writing. On the other hand, as students progress, the teacher should design tasks to develop the students` ability(fluency) to write continuous text(e.g. a report, a dialogue, a letter or a composition). The teacher should assign tasks that generate fluency and enable students to become more confident with writing. (ibid:1996,p.128)

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2.19 Writing: Assessment and Evaluation.

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 draw 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, 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 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 her 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. And also 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 includes such diverse practices as once- only class tests, short essays, reports writing portfolios or large-scale standardized examinations. In the classroom, any assessment can be formative or summative. formative assessment is designed to identify a learners 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 progress, 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 genre 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) gives 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 motivates 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.

2.21 Approaching to Scoring:

Richards (2003, 226- 244) clarifies that writing scoring falls in to three main categories: holistic, analytical, and trait based.

Holistic scoring: it offers a general impression of a piece of writing. It is based on a single, integrated score of writing behavior. This method aims to rate a writer's overall proficiency through an individual impression of the quality of a writing sample. The global approach to the text reflects the idea that writing is a single entity which is best captured by a single scale that integrates the inherent qualities of the writing. Holistic scoring method, has some advantages such as: Global impression not a single ability, emphasis on achievement not deficiencies, weight can be assigned to certain criteria, encourages rater discussion and agreement. There are some disadvantages for this method such as: It provides no diagnostic information, it is difficult to interpret composite score, raters may overlook sub skills, longer essays may get higher scores, one score reduce reliability, it may confuse writing ability with language proficiency.

Analytic scoring methods : It is based on separate scales of overall writing features. Analytic scoring procedures requires readers to judge a text a against a set of criteria seen as important to good writing. The fact that raters must give a score for each category helps ensure features are not collapsed into one and so provides more information than a single holistic score. Analytic scoring more clearly defines the features to be assessed by separating, and sometimes weighting, individual components and is therefore more effective in discriminating between weaker texts. Widely used rubrics have separate scales for content, organization and grammar, with vocabulary and mechanics sometimes added separately, and assigned a numerical value.(ibid:2003, 30)

Trait-based scoring methods: trait-based approaches differ from holistic and analytic methods in that they are context-sensitive. Rather than presupposing that the quality of a text can be based on a priori views of "good writing", trait-based instruments are designed to define the specific topic and genre features of the task being judged. The goal is to create criteria for writing that are unique to each prompt and the writing produced in response to it, using either primary-trait or multi-trait systems.

Primary-trait scoring represents a sharpening and narrowing of criteria intended for holistic scoring as it involves rating a piece of writing by just one feature relevant to the task. The primary trait is defined by the task designers and allows teachers and students to focus on a critical feature of the task, such as appropriate text staging, creative response, effective argument, reference to sources, audience design, and so on .

Multi-trait scoring requires raters to provide separate scores for different writing features, as in analytic scoring, while ensuring that these are relevant to the specific assessment task. Multi-trait scoring treats writing as a multifaceted construct which is situated in particular contexts and purposes, so scoring rubrics can address traits that do not occur in more general analytic scales. This method is flexible as each task can be related to its own scale with scoring adapted to the context, purpose, and genre of the elicited writing. It also encourages raters to attend to relative strengths and weaknesses in an essay and provides opportunities for detailed feedback to students. It also provides rich data that can inform decisions about remedial action and course content.

2.22 General Comments on Part One:

- The most difficult skill that students face in their learning is writing skill. So they get low marks in writing compositions or essays.

- Writing is one of the major skills that involved in learning a foreign language because it is one medium of conveying language.

-Students have to get the chance to practice writing using the writing process technique which consists of these elements: prewriting, drafting, editing and the final version.

- Teachers of English should be trained on using the writing process technique in their classes for its great importance in helping students to overcome the obstacles that face them in writing lessons.

In this part, the researcher sheds light on the previous studies related to strategies for teaching writing and teaching writing as a skill. According to Ary et al. (1979,p.69) in organizing the related studies a researcher should *"begin with the most recent studies in his field and then work backward through the earlier ones... Recent studies have already incorporated the thoughts and findings of research...Earlier misunderstandings have been corrected and un profitable approaches have been avoided."*

Thus, related studies are chronologically arranged from the most recent to the earlier ones. some studies are followed by a brief comment in which the researcher indicates their importance for the study at hand. Finally, general comments on Part Two are included.

Section One: Studies Related to Effective Strategies for Teaching Writing:

 A number of researchers try to do case studies or implement programs to enhance some strategies for teaching writing. This section reviews such strategies that are done by foreign researchers.

Longer (2001) did a study of high school English classes. She wanted to discover features of excellence in urban schools. She wanted to know why particular English programs produced higher scores on reading and writing tests. The sample of the study consisted of 44 teachers in 25 schools, and teaching 88 classes (2,640 students total) in four states: Florida, Texas, California and new York. The tools of the study were interviews, field notes, emails, school artifacts, and tape recordings for teachers and students. The researcher used a nested multicase design with each program as a case, including teachers and students. Three major context were looked at: program, teacher and students. Participants followed each program, including classroom activities and interactions to develop an understanding of their roles in instruction. Coding was used

to organize and index the data. Data was analyzed for patterns. The results of the study revealed higher-performing schools which were distinguished by these attributes: skills and knowledge were imparted in a verity of types lessons, emphasis was placed on strategies for teaching thinking and doing.

Applebee, et al. (2000) did a study for effective teaching. The aim of his study was to investigate the two most significant factors found to create coherence and continuity in the curriculum: the structure of the conversations, both oral and written, and the conventions of these conversations. It also sought to discover which factors underlay accomplished teachers` curricular decisions. The sample of the study consisted of 2 experienced teachers who taught in different settings. The researchers found that curricular organization of a class and the conventions that shaped participation were the two significant factors in creating cohesion. The researchers noted that traditional literature- class teaching strategies focus on knowing factual content rather than on writing and participating in discussions. The tools of the study were interviews, observations, and discussion with the teachers. The results showed that two sets of mechanisms were significant in fostering focus and continuity in the classroom discussion and concurrently providing the context for diversity. The researchers were surprised at the variety of curricular in the various classes. Though topics covered were similar, the teaching methods of the teachers of the conversations led to students learning very different things.

Furthermore, **Ostrowski (2000)** conducted a study to determine what made teachers effective in their classes. The sample of the study consists of four English language arts teachers in a middle school and a high school. The study lasted for two years. The researcher used a tape recorder during his attendance to teachers to and took fields notes

during his observation. He watched teachers as they interacted with students. He interviewed students singly and in groups. The researcher found that the teachers saw writing as integral to the study of literature, to critical thinking, and to the discussion. The teachers had several things in common that caused them to stand out as highly effective. They had a positive relationship with the majority of the students, used small group and large group discussion, they appropriated some class time to the specific teaching of mechanics and vocabulary in contact and explicitly. Ostrowski focused on using pair work and group work strategies in writing lessons and their importance in increasing the interaction between teachers and students.

Concentrating on the effective teaching, **Applebee (1994)** did a research project entailing eight classroom case study so as to discover how curricular coherence and continuity were maintained over the course of a year in an English class. The researcher found that to be an effective English teacher was in part based on creating and maintaining curricular coherence. The sample of the study consisted of 19 classrooms representing 32 semesters of English teaching, the participants were 8 master teachers and volunteers. The tools of the study were interviews with teachers, classroom observations and analysis of institutional and classroom artifacts. The results of the study showed that the curricular organization of a class, and the conventions that shaped participation were the most two significant factors in creating cohesion.

The same researcher, **Applebee (1992)** conducted the National Assessment of Educational Progress, a survey of writing samples of approximately 30,000 fourth, eighth, and twelfth grade students nationwide in both private and public schools. The aim was to study the writing performance of children in American schools. Fifty thousand samples were taken of persuasive, informative and narrative writing. Each was

scored on a six-point rubric by trained scorers. The inter-rater reliability, averaged across the tasks was 84 percent at grade 4,80 percent at grade 8, and 79 percent at grade 12. Besides, teachers of these classes answered questionnaires. The researcher found that successfully learning to write hinged in part on assignments that included reflection, revision and multiple drafts. The findings of the study showed that a school environment that values writing is most conductive to fostering effective writing and the amount of homework had an influence on the proficiency of students` writing. The showed that the most teachers relied on a variety of instructional strategies, including such process-type work as planning, prewriting, reflection and writing multiple drafts as well as more traditional methods. The current study gets benefit from this study as it focuses on writing as a process.

Section Two: Studies Related to Teaching Writing Skill:

Writing process has been focused on during teaching writing by many researchers.

Naeem`s study (2007) aimed at investigating the effect of a suggested CALL(Computer- Assisted Language learning) program on developing EFL learner's mechanics of writing in English. The researcher chose the sample randomly. The sample consisted of eighty fourth –year students (2006-2007) of the English Department at the Faculty of Education in Kafer El-Sheikh. Forty students have been chosen to the experimental group to study mechanics of writing via the CALL program and the other forty students have been chosen to the control group.

The researcher used a pilot study, an achievement test, the CALL program, a lecturer's guide, a student's guide and a questionnaire to collect the data and carry out the experiment. The experiment of the study has lasted for ten weeks. The researcher used the One Way ANOVA and the *t-test* to analyze the data statistically. The findings of the

study showed that the suggested CALL program developed EFL college learners` components of writing mechanics (Punctuation marks, Capitalization and Spelling).

On the other hand, **Calhoun and Haley (2003)** describe a program for improving writing skills through choices of structured and unstructured writing process. The purpose of the study is to increase learners` ability so as to produce quality writing as measured by the district's fourth grade writing rubric. the sample of the study consists of sixteen students from the fourth grade. The researchers use questionnaires, classroom observations and student interviews to assess students` writing samples and to document students` feelings on writing. The program lasts for one month. A revision of the essay writing process took place students use the writing tools such as graphic organizers, peer editing and dictionaries. Percentages are used to find out how much students improve their writing ability. The results of the study show that structured writing style is slightly more effective for the students than the unstructured writing and students have a positive attitude toward the new style of writing (structured one). There results seem to be small but positive for the targeted group.

The study of **Kari (2003)** aimed at providing information for improving organizational skills in writing through the use of graphic organizers. The population of the study consisted of second, third and fifth grade students from two schools in suburban community. School (A) had 440 students enrolled. School (B) had 550 students enrolled. Both schools had traditional curriculum. The various types of data were collected through the following tools: observation checklists, students` surveys, anecdotal records which included note-taking and reflections, and writing rubrics. The collected data revealed that the problem related to inconsistency of teaching methods used in writing institution and teachers. There is lack of students motivation in writing.

The researchers suggested some strategies like: offered assistance in creative writing, vocabulary development, portfolios, instructional approaches and graphic organizers. The result of the study indicated an improvement in the use of organizational skills during the writing skills. Students also had growth in the area of transferring the skills into other subjects. The researchers recommended more emphasis should be given to teaching grammar and usage

Lynn's study (2003) aimed to show that students could not have the ability to set goals for their learning. The population of the study was students in the fifth grade in the middle class community in the Midwest. The sample of the study consisted of four classrooms from the same school divided into two sites (A and B). The collected data revealed that students were unable to predict their future and they can not put long-term goals for themselves because of their week writing ability. The tools of the study were   surveys distributed to students, parents and colleagues. The study suggested that if students were helped in setting their goals in writing, they would be motivated and take ownership in their learning. The results of the study showed an increase in student writing ability.

Hopkins's study(2002) was applied and developed to assist low- achieving tenth grade students` essay writing skills. According to first term examinations in the scholastic year 2002, many students were not performing on their grade level in regards to the writing process. The goal was to help students write successfully and understand the elements of the five- paragraph essay. The objective of the study was to help students write successfully and understand with70% accuracy in (prewriting – drafting revision , and finalization of essay writing , this was done by pre / post tests. The researcher improved the stages of the writing process such as: prewriting , drafting , revision , proofing and publishing of the five - part essay .

To reach and achieve the objectives the researcher use graphic organizers for clustering diagrams , charts , revision charts , peer editing and scoring rubrics .

The researcher recommended that the time spent on peer editing clustering methods and writing portfolios be increased and rubrics be used to help students in essay writing .

The study was implemented in Bethel High school in Virginia.

The school had 966 male students and 984 female students. The population of tenth graders was 504:255 male students And 249 female students.

The study lasted for six weeks, 18 intervention were implemented to assist low achieving students with their ability to improve essay writing skills. This study is useful for the current one as it gives clear ideas about the stages of the writing process.

Gouty and Lid (2002) describe a program to improve student writing ability. The targeted sample of the study consists of first and third grade students in a middle class community in the Midwest. Materials that develop writing activities are developed. A writing unit is also constructed. The tools of the study are surveys, teacher and student writing performance and self-editing checklists. The results indicated an increase in the students` use of grammar and vocabulary. Student improvement also increased in self-editing skills and attitude toward writing. Portfolio assessment is highly recommended as an alternative to traditional assessments. Some writing activities used in this study are adopted during the stages of explaining the writing process in the program at hand.

0n the same track, **Kolling (2002)** describes instructional studies that will improve the editing skills of sixth grade students during the writing process. The researcher concentrated particularly on peer editing and student/teacher conferencing. The tools of the study are surveys and two rubrics prepared by the researcher to evaluate students` writing. Post inventions data indicated an increase in student achievement. Improvement

was revealed in all areas of content and mechanics. And also the study showed an increase in the understanding of the revising and editing phases of the writing process. Students also showed progress in the process of writing. This progress resulted in improvement of students` written work. The study at hand gets great benefit from kolling`s study especially in the two phases of the writing process, revising and editing.

Kowalewski et al.(2002) in their study described a program for instructing students in the writing process   in order to improve their writing skills.

The population of the study consisted of fourth and fifth grade students in a middle class community in northern Illinois. The total population of the school was 566 students. The sample of the study consisted of 76 students distributed into three sites.

Site (A) 24 students, site (B) 26 students, site (C) 26 students. The collected data showed lack of use of progress writing skills because there was a lack of skills related to organization and revision in the writing process. And also a lack of teacher modeling, reflection and the time given for student writing. The study suggested some solution strategies for the problem such as: increasing the time allowed for writing, more teacher modeled demonstrations of writing techniques like (organization, ideas, word choice, sentence fluency, voice and conventions).The results of the study showed a marked improving in students writing. The students showed greater ability to communicate more effectively through their writing at the end of the program.

Stemper (2002) describes instructional strategies to improve the revising and editing skills of sixth grade students during the writing process. She adopts the suggestion that instruction and evaluation can be improved through a writing workshop approach as a possible solution to the problem of poor revision skills. The tools of the study include a survey for teachers, a survey for students and mechanics rubrics for the writing samples. Mechanics of writing fall into five categories: (1) capitalization and punctuation,

(2)spelling, (3) support and imaginary, (4) focus and clarity and (5) organization. Post data indicate significant growth in the revising and editing process: especially, the area of content and mechanisms. Moreover, students` attitude survey indicates a significant growth in the students` understanding of the importance of revising and editing. The current study gets benefit from Stemper`s by knowing some peer evaluation techniques.

Bartscher et al. (2001) did a study for describing a program for students in the grades four, seventh and eighth who suffered from low achievement in writing. This low achievement affected students` behavior, attitudes and interaction. The tools of the study were writing check lists, interviews and writing rubrics. The population of the study was 1483 students distributed into two sites. School site (A) contained 283 students. school site (B) served approximately 1,200students.The researchers said that the lack of writing skills has been resulted from the of feedback from teacher to students.

The study suggested that using cooperative learning, creative writing and journalizing can improve students` level in writing. The journalizing strategy will serve two purposes: First, the journal is an indicator of writing skills improvement. Secondly, the journal serves as a tool to improve writing skills. The results of the study showed an improvement in writing skills.

The study of **Bassett et al (2001)** aims at describing a program for improving writing skills. The targeted population consists of first and third graders in two middle class communities in the southern suburbs of Chicago. The need for improving in writing skills is documented through observation, checklists, writing samples and surveys. The suggested strategies for teaching writing sub-skills are: parents involvement, through newspapers and articles, the use of writing centers, the use of e-mail, letter writing, free choice of topics, the sue of literature to read writing, author's chair, interactive journals

or notebooks, allowing inventive spelling, cross curricular writing and encouraging at home writing. Findings of the program show an increase the targeted students` writing abilities, a positive attitude toward the writing process, an increased confidence in the editing and revising of student work and increased parental involvement in the area of writing. The suggested strategies for teaching writing in this study can be activated during the stages of the current program.

Similarly, The purpose of the study of **Linda (2001)** was to help students improve their writing skills and their confidence in themselves as writers. The population of the study was third graders in suburban Chicago, Illinois elementary school. The study conducted in one public elementary school .The school had 539 students. The project implemented writing strategies during the period September 1,2000 to December 15,2000, for 12 weeks. The sample of the study was the third graders in the school. The need for the study resulted of teacher observation, evaluation of student writing and the scores of Achievement Test. The achievement test showed that students were unable to communicate effectively through written language. The results also showed that many teachers lack adequate training in teaching the writing process. The study suggested the following points:

- Teachers training should be offered to help staff become necessary in teaching writing.

-A variety of strategies should be applied into the writing program to improve students writing.

After implementing the project, the result of the study revealed that there is progress in the students` writing skills, most students became able to write organized essays independently within less than four months.

The study of **Al- Agha (2000)** aimed at measuring the Second Secondary Girls Students Level of Comprehension Writing in the Gaza Strip .Its correlation with three variables were found : a- level of the Islamic culture. b- level of the scientific culture. c- level of the general achievement . The researcher used the following tools to fulfill the objectives of the study. A- list of writing skills to evaluate the student's writing skills. B- the Islamic culture scale .C- the scientific culture scale. D- the comprehension writing test. A stratified sample composed of (563) girl students in sixteen classes was selected from five schools. The results of the study showed that the mean of the girl students marks in comprehension composition was 57.2% and it is low. There is significant positive correlation at ($\alpha \leq 0.05$) between the level of comprehension writing and both of Islamic culture and general achievement . There is no significant correlation between the comprehension writing and scientific culture, and also there is no statistically significant differences between comprehension writing for girls in the scientific and literary streams . The researcher recommended that much care should be given to writing skill especially in using punctuation marks .

Moreover, **De Foe (2000)** uses directed writing strategies to teach writing skills to middle grades language arts students who frequently failed to get average scores in essay writing assignments. The study used three strategies for improving students` writing skills.

1- teaching higher-order thinking and metacognitive strategies related to the process of writing .

2- using co-operative learning in small groups.

3- teaching word processing and writing skills by using computers.

The sample of the study consists of forty five sixth grade language arts students. The instruments of the study are a survey to teachers, an essay pre-post test and a grammar

pre-post test. The results of the study reveal that students do improve their writing skills, but not significantly. Students also improve their knowledge of word processing by using by the computer. De Foe's study is useful for the current one, especially in teaching metacognitive strategies related to the process of writing.

Like Stemper`s study, **Lambert (1999)** implemented a program to help 12[th] grade Honors English students` writing skills through conferencing. The targeted sample consisted of thirteen students who experienced difficulties in writing effective written pieces. Students` writing included fragments, run-on sentences, and improper use of punctuation. The objectives of the program were to improve students` abilities to write sentences that include transitions and sentence variety, and also, to improve their attitudes toward writing. The researcher used Stanford Achievement Test to give students` scores (pre-post test) strategies mainly include collaborative learning, revision conferences. These strategies improve students` writing skill effectively. This study is useful for the present one as it gives a model of teacher /student conference which is helpful to the current suggested program.

Another study for the same researcher **Mark (1998)** aimed at describing a program for increasing student skills in writing. The population of the study consisted of fifth grade talented, regular education and students in a middle class. The study took place in western suburb of a Midwestern city.

The tools of the study were teachers surveys, student surveys, writing samples, local assessments and checklists. The collected data revealed that teachers report student frustration, lack of "seeing real life"

connection and in poor writing skills. The teacher also reported that limited time, previous failure and lack of modeling fostered poor writing skills.

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The study suggested four major categories of intervention:

- goal setting conferences.

- cooperative learning.

- graphic organizers.

- use of rubrics.

The results of the study revealed that students showed increased enjoyment of writing, students developed their habits of goal setting and the students became proficient at peer editing.

The study of **Cumberworth and Hunt (1998)** aimed at describing a program for improving middle school writing skills and their attitudes toward writing. The population of the study consisted of seventh and eighth graders in western Illinois. The program was implemented at a middle school in the Quad City metropolitan area. The school had 1,100 students in grades five through eight. The program lasted for 18 weeks. The tools of the study were the teacher's observation, student surveys, writing samples and a writing checklist was used to assess students` samples. Through these tools the researcher observed the weak writing skills,  ineffective use of the writing process and students` poor attitudes toward writing. When the researcher analyzed the collected data, it showed that students were unmotivated to use the writing process and there was a lack in a cognitive awareness of the purpose of the writing process. They revealed little emphasis on revision skills and also students have no "real world" purpose for writing. The study suggested three major categories of intervention:

- providing real world purposes for writing.

- implementing a change the amount of strategies related to the writing process.

- emphasizing metacognitive strategies related to the writing process.

The results of the study showed there was a positive increase in students attitudes toward writing and the use of the writing process was improved, revision in particular.

Pierce (1997) describes a program for motivating reluctant writers. The sample of the study consists of one fourth-grade and four fifth-grade classrooms in the elementary schools. The problem of reluctant writers are documented with timed writing samples, students and parent surveys, standardized test scores and teachers` observations. Analysis of data indicates that reluctant writers experience difficulties owing to some factors such as :(1) spelling and handwriting problems, (2) poor mechanical skills, (3) lack of motivation, (4) previous writing failure, (5) a fear of exposing their feelings. A review of suggested solution strategies results in the development of a writing program that encompasses a variety of authentic writing experiences. Students` writing is documented in individual portfolios, skills, motivation and confidence in writing. The results of the study show an increase in positive attitudes toward writing, an increase in learners` motivation and development in writing sub-skills due to the designed program. The current study gets benefit from co-operative techniques used in this study.

Cuevas (1995) depends and implements a program to help change students` negative attitude toward writing. The sample of the study consists of thirty ninth grade students in Florida of mixed abilities. The program's objectives are for 50% of the targeted students to :

- write for 15-20 minutes using a writing prompt.

- gain a more positive attitude toward writing.

- demonstrate an increase in the use of supporting ideas using examples and details.

- revise their own writing.

Students are required to write a series of drafts, revise and finalize. Findings of the study include that all the above objectives are achieved. And students` level is improved dramatically in all areas. Cuevas uses a student survey and a teacher survey as tools for his study. This study is useful and beneficial for the current one as it gives clear ideas about the role of the teacher in reducing students` apprehension in writing lessons.

General Comments on Part Two

The most important remarks extracted from the review of related studies in section one and two can be summarized as follows:

- The studies in section one focus on and advocate the role of the teacher as a basic element in effective teaching writing.

- Most of the studies in section two support and enhance using the writing process technique in teaching writing . As a result, the researcher activates this technique in the current study.

- The majority of the studies in section two confirm that using the collaborative revising and peer editing in teaching and learning writing skills. So, the researcher gets benefit from these techniques in conducting the suggested program.

- Results of many previous studies reviled the existence of a general weakness in writing skill in all levels which enhance the need for this study.

- Most of the studies are interested in investigating the effects of different teaching techniques on elementary and secondary school students` writing skills. A few researchers conduct programs for training teachers in teaching writing skills. Therefore, the current study is quite important.

- Most of the previous studies concentrate on the role of the teacher in improving teaching writing skill.

- Two studies were carried out in the Arab world and others were done in other countries such as USA. But none of the studies was concerned with the writing process and its great effect on writing skill in Gaza strip.

- It is very important to admit that the researcher has got great benefit from reviewing the related studies which helped in :

- choosing and designing the tools of the study and the right approach .

- choosing the right statistical treatments for the study.

- writing the outlines of theoretical framework.

- justifying the study's results.

- these previous studies are considered a guide for the researcher because they help him to design the procedures and the steps of the study, and they especially help in preparing the suggested program and identifying its components.

Analysis of the previous studies:

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

The subject of the studies and their purposes:

Most of the previous studies focused on teaching writing skill and supported the importance of the writing process in teaching writing as: **Kari (2003), Lynn (2003) Kolling (2002), Stember (2002), Bartscher (2001), Linda (2001), Longer (2001) De Foe(2000),** and others. In addition, some studies suggested programs and techniques to develop teaching writing skills as: **Naeem (2007)** who suggested a program for writing mechanics, **Calhoun and Haley (2003)** described a program for improving writing skills through choices of structured and unstructured writing process, **Gouty and Lid (2002)** designed a program to improve writing skill. **Kowalesweski,et al (2oo2)** designed a program for instructing learners in the writing process in order to improve their writing skills.

In this study, the researcher not only focused on writing as a process and its importance in developing writing skill but also suggested a program to develop teaching writing skill among secondary school teachers.

Methodology

Some of the previous studies used the experimental method as **Naeem (2007), Hopkins (2002), Kolling (2002)Stemper (2002), Applebee(1999).** While **AL-Agha (2000)** used the descriptive and experimental methods. In this study, the researcher used two methods, the experimental and the constructive.

Tools

The tools used in the previous studies were different from one study to another in number and type of tools for example, **Longer (2001)** used five tools, interviews, filed notes, emails, school artifacts, and tape recordings. **Ostrowski (2000)** used two tools, tape recorder and observation card. **Applebee (1994)** used three tools, interviews, classroom observation and analysis of institutional and classroom artifacts. In this study, the researcher used an observation card as a main tool, interviews and a suggested program.

Population and sample

Population and sample of the previous studies were different from one study to another in number, gender and age. **Longer (2ooo)** applied her case study on a sample of forty four teachers in twenty five schools. **Applebee, et al (2000)** did his study on a sample of two experienced teachers. **Ostrowski (2000)** conducted his study on a sample of four English language arts in a middle and a high school. **Naeem (2007)** conducted her program on eighty four university students in the English department. In this study, the population is 52 (male teachers) and the sample is (20) teachers.

Place

All the previous studies were applied in different countries, while **Naeem (2007)** from Egypt, **Al-Agha (2000)** from Gaza. **Lynn (2003)** from America, **Hopkins (2002)** from Virginia, **Bassett et al (2001)**, **Linda (2001)** from Chicago, **Cumberworth & Hunt (1998)** from Quad City metropolitan area.

This study is conducted in Palestine ,Gaza strip, khan Younis City.

Statistical treatments:

Concerning the statistical treatments which were used in the previous studies to measure the results, they were varied T-test, ANOVA and others.

In this study, the researcher used T-test, means, standard deviation, and paired-sample T-test.

Summary

In this chapter, the researcher provided a relevant review of related literature to the importance of teaching writing skill. The researcher also presented a review of related literature and empirical studies which were applied to show the importance of the writing process in teaching writing skill in basic and secondary schools. The following chapter will tackle the methodology of the study.

Chapter III

Research Methodology and Design

Chapter III

Research Methodology and Design

1- Introduction:

In this chapter, the researcher discussed the procedures that he followed throughout the study in an attempt to answer its questions. The methodology attempted, population of the study, sample of the study, tools of the study, obstacles of the study, and the statistical treatment for findings of the study are included.

2- Research Design:

The researcher attempted the quasi- experimental approach in this study. First, he assessed teachers` performance during teaching writing before conducting the suggested program, then he assessed their performance again after implementing the suggested program. And also, he used the constructive approach to design the suggested program.

3 Population of the study:

It consisted of all secondary school English teachers in Khan Younis Governorate during the first semester of the scholastic year 2009-2010, (45 male teachers.)

4- Variables of the study:

The current study variables were divided as follows:

<u>**Independent variable:**</u>

The independent variable of this study was represented in the suggested program designed by the researcher.

<u>**Dependent variable:**</u>

The dependent variable in the current study was the secondary school teachers` performance in teaching writing skill.

5- The sample of the study:

The researcher conducted the program on twenty secondary school English teachers in Khan Younis (male teachers). They were selected randomly (simple random sample).The researcher focused on male teachers because it was difficult to meet female teachers since the program was carried out after school work and female teachers had lots of housework to do. The researcher got the lists of the teachers` name from Khan Younis Directorate of Education. The participants have got the same degree, all of them have obtained BA in English language. All of them are from Khan Younis Governorate and had the same social and economic level, their average of experience years was seven years, their age average was (39,8) with standard deviation(7,37). The sample represented 44 % of the population. (see table 1) which shows the sample distribution.

Table (1)
The sample distribution according to place of work.

Names of schools	No. of the sample
1- Kamal Naser Secondary School.	4
2- Khaled Al Hassan Secondary School.	4
3- Haroun AL Rashid Secondary School.(A)	4
4- Haroun Al Rashid Secondary School (B)	4
5- AL Mutanabi Secondary School	4
Total	20

6- The instrumentations:

  An observation card which was prepared by the researcher was used as a main tool in this study. It consists of four steps: pre-writing, drafting, editing and the final copy (publishing). The suggested program was also used as a tool in this study.

■ The Observation Card:

a-The aim of the observation card:

The observation card was designed to assess the secondary school teachers` performance during teaching writing. The researcher depended upon it to answer the questions of the study.

b- The source of the observation card:

The researcher depended upon different sources to construct the observation card. The researcher experience (he works as a school headmaster), previous studies, methodology of teaching English books, and experts` opinions.

c- Description of the observation card:

The observation card includes 20 items that is divided into four main steps of teaching writing skills, pre-writing (planning), drafting, editing (reflection & revision) and the final copy (publishing.) under each main step, there is a list of sub teaching writing skills. (Appendix 1). The researcher introduced the observation card to a panel of experts in teaching English language**.** The observation card was used by the researcher and another well-experienced teacher to identify the skills that teachers have during teaching writing. The first step of teaching writing is pre- writing (planning) this step includes some skills such as: selecting the topic, motivation and attracting students` attention, brainstorming and generating ideas, focusing on central ideas, and organizing the piece of writing. The second step is drafting which includes developing and supporting ideas, encouraging students to write drafts, tolerance with mechanics of writing, checking and offering help. The third step of the observation card is editing which includes improving the writing in content and organization, cohesion and coherence of sentences and paragraphs, providing specific suggestions and designing writing activities, shared reading, giving sufficient time for writing the

topic and providing feedback. The fourth step is the final copy (publishing or presenting) which includes proofreading and reading aloud. See (table 2)

Table (2)

The observation card steps

steps	No. of items
Step (I): Pre- writing (Planning)	5
Step (II): Drafting	4
Step (III): Editing (reflection- revision)	9
Step (IV): The final copy (presenting)	2
Total	**20**

d- Validity of the observation card.

"Validity means that the test should measure what it was designed for" (Abu Nahya,1994,p.336).The researcher used two kinds of validity:

● **Referees` validity**:

"We can achieve this type of validity by offering the test to a number of experts who are specialized in the same field." (Ebeedat et al. 1984,p.160).

The researcher offered the first draft of the observation card (see appendix 1) to a panel of experts (see appendix 3) who recommended some modifications. He modified the items of the observation card, dropped some and added others accordingly until the final copy was ready.

● **The Internal Consistency Validity**

 Al-Agha sees that the internal consistency validity indicates the correlation of the degree of each sub-skills with each level, it also indicates to the correlation of the average of each level with total average.(Al-Agha, 1996,pp.118-121)

The researcher used Pearson's Correlation Formula ,SPSS program, to test the internal validity of the observation card. The formula was used to test the correlation between the degree of each item and the general degree of the step which it belongs to, see tables (3,4,5,6)

Table (3)

Pearson correlation coefficient for every item from the first step with the total degree of this step

Item No	Pearson Correlation	probability. value	Sig. level
.1	0.688	0.001	sig. at 0.01
2	0.712	0.000	sig. at 0.01
3	0.760	0.000	sig. at 0.01
4	0.818	0.000	sig. at 0.01
5	0.798	0.000	sig. at 0.01

r table value at df (18) and sig. level (0.05) = 0.444

r table value at df (18) and sig. level (0.01) = 0.561

Table (4)

Pearson correlation coefficient for every item from the second step with the total degree of this step

Item No	Pearson Correlation	prob. value	Sig. level
6	0.900	0.000	sig. at 0.01
7	0.880	0.000	sig. at 0.01
8	0.923	0.000	sig. at 0.01
9	0.734	0.000	sig. at 0.01

Table (5)

Pearson correlation coefficient for every item from the third step with the total degree of this step

Item .No	Pearson Correlation	prob. value	Sig. level
10	0.892	0.000	sig. at 0.01
11	0.865	0.000	sig. at 0.01
12	0.877	0.000	sig. at 0.01
13.	0.620	0.004	sig. at 0.01
14	0.715	0.000	sig. at 0.01
15	0.814	0.000	sig. at 0.01
16	0.917	0.000	sig. at 0.01
17	0.812	0.000	sig. at 0.01
18	0.625	0.003	sig. at 0.01

Table (6)

Pearson correlation coefficient for every item from the four step with the total degree of this step

Item .No	Pearson Correlation	prob. value	Sig. level
19	0.952	0.000	sig. at 0.01
20	0.959	0.000	sig. at 0.01

The results of tables (3,4,5,6) show that the value of these items were suitable and highly consistent and valid for conducting this study.

The researcher also made sure of the correlation between the four steps with the total degree of the observation card, and the four steps with others as shown in table (7).

Table (7)

Pearson correlation coefficient for every step from the observation card with the total degree of the observation card and the steps with other steps

	Total	Step (I): Pre-writing (Planning)	Step (II): Drafting	Step (III): Editing (reflection-revision)	Step (IV): The final copy (presenting)
Total	1.000				
Step (I): Pre-writing (Planning)	0.854	1.000			
Step (II): Drafting	0.947	0.835	1.000		
Step (III): Editing (reflection-revision)	0.965	0.750	0.872	1.000	
Step (IV): The final copy (presenting)	0.845	0.562	0.746	0.793	1.000

As shown in the table (7), there is a relation of correlation between the steps and the total degree and each step with the other steps at sig. level (0.01) that shows a high

internal consistency of the observation card which reinforces the validity of the observation card.

♦ Reliability of the Observation Card:

" Reliability of the test means that the test should nearly give the same results in case if reapplying it in the same individual group." (Abdelrahman,1998,p. 163).

The researcher used the pilot study to calculate the reliability of the observation card which was measured by Alpha Cronbch and split-half techniques.

Spilt- half technique:

The researcher calculated the correlation between the first and the second half of each step of the observation card and the whole of the observation card. Then, the researcher used Spearman Brown Formula to modify the length of the observation card to find out the reliability coefficient as shown in table (8).

(Table 8)

Correlation coefficient between the two halves of each step before modification and the reliability after modification

steps	No. of items	Correlation between two haves	Reliability after modifying
Step (I): Pre- writing (Planning)	5	0.606	0.754
Step (II): Drafting	4	0.784	0.870
Step (III): Editing (reflection- revision)	9	0.814	0.897
Step (IV): The final copy (presenting)	2	0.826	0.905
Total	20	0.830	0.907

* The researchers used Gutman coefficient for unequal halves .

The table shows that the reliability coefficient by using split- half after modification more than (0.907) and this indicates that the observation card is reliable and the researcher is satisfied to apply it on the sample of the study.

Cooper Technique:

A total sample of 20 teachers was used in testing the reliability of the observation card, Cooper formula was used to determine the reliability of the observation card as shown in table (9).

Table (9)

Cooper of the Observation Card Reliability

Steps	Number of Items	Cooper
Step (I): Pre- writing (Planning)	5	0.98
Step (II): Drafting	4	0.97
Step (III): Editing (reflection- revision)	9	0. 98
Step (IV): The final copy (presenting)	2	0.94
Total	20	0.97

The results of table (9) shows that the ranges of reliability of the two steps were above 0.94. That result indicates that the Observation card was suitable for conducting such study. The reliability of the Observation card was measured by Cooper and the split-half methods

■ **The suggested program:**

The suggested program which is based on writing skill was constructed to develop teaching writing skills. It depends on a variety of techniques and activities which are used to improve teachers` skills in teaching writing and increase their knowledge in teaching writing skills. The contents of the suggested program were chosen, organized and modified according to the opinions and suggestions of a group of specialists, including professors of teaching methodology, supervisors of English language in addition to highly qualified and long experienced teachers. When designing the

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program, the researcher took into his consideration the ability of the program to develop teachers` performance in teaching writing skills.

- **Steps of building the training program:**

The researcher suggested writing process technique as a plan that would make up a model of good teaching program. Here is a description of the steps and explanation of how each step was taken into account in building the suggested program.

- **Diagnosis:**

It refers to the assessment of teachers` performance in teaching writing skills of secondary school teachers. In this step, the researcher visited the sample of the study in their schools and assessed their performance with the help of another well-experienced researcher. This step is essential to determine the needs of the teachers and their level. It also helps in defining the objectives of the program.

- **Preparation:**

In this step, the researcher collected the material of the program. He visited many useful websites and read many books to collect the most suitable activities and techniques that would help in developing teachers` performance and enrich their knowledge. The researcher also prepared and used some teaching aids (worksheets, LCD, overhead projector, handouts and wall charts) in this program.

- **Evaluation:**

In this study, the researcher carried out different evaluation techniques throughout the suggested program to know its progress. He used the formative evaluation during the stages of the program and used the summative evaluation at the end of the program. The researcher visited the teachers again in their schools and assessed their performance to see the effectiveness of the program on their performance.

▪ **Principles of the suggested program:**

When designing this program, the researcher considered the following principles:

- Much focus should be given to teaching writing skills.

- The suggested program considers using a variety of teaching aids.

- The suggested program is designed to meet the teachers` needs and increase their knowledge in teaching writing**.**

- The activities of the suggested program consider the four phases of writing process in teaching writing skill (prewriting, drafting, editing and publishing) .

- Much focus should be given to the assessing writing skills.

- A demonstrating writing lesson was prepared and given to participants .

Program construction:

Depending on the principles that have been mentioned, components of the program were considered as follows:

The general aim of the suggested program:

The suggested program was designed to help secondary school teachers develop their performance in teaching writing skill and provide them with techniques that can improve their level, as well as increase their knowledge in teaching writing.

Specific objectives:

At the end of the sessions of the training program teachers are expected to:

◘ exchange ideas about pedagogical purposes of writing.

◘ recognize the four phases of the writing process.

◘ recognize the techniques and activities that are used in each phase.

◘ familiarize participants with some guided writing activities.

◘ practice some writing activities.

◘ organize and assess classroom writing skills.

◘ recognize how to plan their writing.

▪ **Program content:**

The program consisted of ten training sessions with consideration to a group of activities and techniques to develop and improve teaching writing skills. The content was organized as follows in the table below.

Chart (1)
Content of the suggestion program

Sessions no.	Activities and techniques	Teaching aids
Session no.1	- Purposes of teaching writing. - Types of writing	Handouts LCD worksheets
Session no.2	- Guided writing - Writing as a process	Worksheets Handouts LCD cards
Session no.3	Why plan your writing? The purpose, the context and the audience of your writing.	BB Worksheets handouts
Session no. 4	How do I plan my writing? Pre writing techniques.(brainstorming)	Cards Worksheets handouts
Session no.5	Writing process (drafting)	LCD worksheets
Session no.6	Writing process (editing-reflection &revision)	Handouts Worksheets BB
Session no.7	Writing process (final copy-publishing) Writing a paragraph and an essay(outline)	Worksheets LCD handouts
Session no.8	Assessing writing skills	LCD Handouts worksheets
Session no.9	Demonstrating a writing lesson	Chalk BB charts
Session no.10	Evaluation and feedback on the training	index

Steps of the program:

The researcher designed an implementation plan for the program as seen in the chart below. The implementation of the plan started at the beginning of the first semester of the scholastic year (2009-2010) .

Program time plan:

The program was implemented after school work. It consisted of ten sessions and every session has its own time.

Chart (2)
Program time plan

Sessions no.	Activities and techniques	Time
Session no.1	- Purposes of teaching writing. - Types of writing	40 min 30 min
Session no.2	- Guided writing - Writing as a process	40 min 30 min
Session no.3	Why plan your writing? The purpose, the context and the audience of your writing.	20 min 40 min
Session no. 4	How do I plan my writing? Pre writing techniques.(brainstorming)	30 min 50 min
Session no.5	Writing process (drafting)	50 min
Session no.6	Writing process (editing-reflection &revision)	50 min
Session no.7	Writing process (final copy-publishing) Writing a paragraph and an essay(outline)	20 min 40 min
Session no.8	Assessing writing skills	60 min
Session no.9	Demonstrating a writing lesson	45 min
Session no.10	Evaluation and feedback on the training	30 min

Teaching methods of the program.

The researcher used a variety of methods and techniques to introduce the sessions of the program. The researcher used the situational and communicative approaches, discussion, pair work and group work.

Teaching aids:

The researcher used different types of teaching aids to introduce the sessions of the suggested program such as: [LCD-worksheets-handouts- blackboard-chalk cards-chart wall]

Program Evaluation.

Evaluation may be defined as " a systematic process of determining the extent to which instructional objectives are achieved by pupils.".(Nunan,1995,p.184) in this study, it is an activity designed to judge the merits of the program. It is used to assess the effectiveness of the program on teachers` performance in teaching writing **.**

Formative Evaluation:

Formative evaluation is a method of judging the worth of a program while the program activities are forming or happening. Formative evaluation focuses on a process.(Bhola,1990). Formative evaluation helps the researcher to discover if the objectives were achieved in stages of the program. It also helped the researcher to collect data to assess how to make the program better. In this study the formative evaluation took the following forms:

- Observing participants` behavior.

 - Giving oral questions to participants.

- Making group discussions with participants to get feedback.

- Answering written exercises.

A Suggested Training Program for Secondary School Teachers

Introduction:

Writing is one of the four skills that should be mastered to communicate with others. writing is a productive skill. It is an active means of communication. It is equated with speech because both of them are concerned with conveying ideas, notions, and information. Writing is an important language activity and a major classroom procedure. It is an effective technique for reinforcing the oral and written language material. It is important for providing evidence of our students` achievements.

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is a **process** that has several steps.

 The first step in the writing process is *Prewriting*. Here students are asked to gather and generate ideas to write about. To produce ideas for writing students can practice any prewriting activity, such as: brainstorming, clustering, webbing, mapping, listing, or sticky notes. Next, *Drafting*, here students are to write, just to write (i.e. to put their thoughts on paper). They shouldn't worry about the conventions of writing. *Revision* is to follow. In order to improve the piece of writing, changes in the wording could be made. Then, comes *Editing*. Students are to edit their work by consulting teachers, dictionaries and other resources. They can do Peer editing. They are to edit their work over and over again. . The Final stage is *Presentation* (which might take us back to the first stage).so, writing is cyclic. Believing that the process-based approach is the best one for improving students` writing ,the researcher introduces this program to help secondary school English teachers how to teach writing by this

approach. To achieve the objectives of this program, the researcher introduces the teacher's guide which includes steps and procedures that help teachers how to use this program appropriately. Please read it carefully before starting teaching writing in secondary schools to get the full benefit.

General Objectives of the Suggested Program:

Participants are expected to :

◘ To exchange ideas about pedagogical purposes of writing.

◘ Recognize the four phases of the writing process.

◘ Recognize the techniques and activities that are used in each phase.

◘ To familiarize participants with some guided writing activities.

◘ To practice some writing activities.

◘ To help participants plan, organize and assess classroom writing.

◘ To help participants how to plan their writing.

● **The importance of using the writing process in teaching writing:**

Surveying the related literature proved that many EFL/ESL programs now use a process approach to writing instruction. Process writing is playing a large role in ESL classes. The researcher finds that all the previous studies and researches assert using the writing process in teaching writing because of the great role of the teacher in the process, as well as it helps students to generate ideas and guide them to the right way of writing. We can say, training teachers to use this approach is a must.

Training Sessions

Sessions no.	Activities	Time
Session no.1	- Purposes of teaching writing. - Types of writing	40 minutes 30 minutes
Session no.2	- Guided writing - Writing as a process	40 minutes 30 minutes
Session no.3	Why plan your writing? The purpose, the context and the audience of your writing.	20 minutes 40 minutes
Session no. 4	How do I plan my writing? Pre writing techniques.(brainstorming)	30 minutes 50 minutes
Session no.5	Writing process (drafting)	50 minutes
Session no.6	Writing process (editing-reflection &revision)	50 minutes
Session no.7	Writing process (final copy-publishing) Writing a paragraph and an essay(outline)	20 minutes 40 minutes
Session no.8	Assessing writing skills	60 minutes
Session no.9	Demonstrating a writing lesson	45 minutes
Session no.10	Evaluation and feedback on the training	30 minutes

Session no. One

Purposes of teaching writing and types of writing.

Specific Objectives:
- To recognize the purposes of teaching writing.
- To familiarize participants with the types of writing.

● Materials

Worksheet for participants - hand outs:

- Purposes of teaching writing

- Types of writing

Time

70 minutes

Procedure

1- Introduce the aims of this session and hand out the work sheet to participants in their groups.

2- Give the participants the worksheet to read and answer the questions(in pairs).

3- Plenary session: confirm answers. Answer any questions or issues that arise.

4-Disrtibute the hand outs to participants to read.

Purposes of teaching writing and types of writing.

Worksheet for participants

1- What are the purposes of teaching writing in our schools?

2-From your experience, what are the types of writing?

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.

- **<u>Writing for language practice.</u>**

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.

- <u>Writing for rhetorical practice</u>.

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.

- <u>Writing for communication</u>.

Teaching writing began to shift its emphasis on accuracy and   patterns to the ability to understand and covey information content. Completing a 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.

- **<u>Writing as a discovery and cognitive process</u>**.

Writing tasks in the classrooms 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.

<u>Types of writing:</u>

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.

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 writers attention and whose train of thought the writer is intending the 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 train of thought. Reasoning invites the reader to follow the logic of the author and to producing ideas.(see Millrood, 11)

<u>Evaluation:</u>

1- " Writing is an active means of communication." Comment.

2- From your experience in teaching a foreign language, do you agree that more attention should be paid to the teaching of writing? Give your reasons.

3- What kinds of knowledge are necessary for successful writing?

Session no .Two

Guided writing and writing as a process.

Specific Objectives:

● To discuss the forms of the guided writing in English for Palestine.

● To give participants an overview of the writing as a process.

Materials

- worksheet for participants and hand outs.

Guided writing and its forms.

Writing as a process.

Time

70 minutes

Procedure

1- Hand out the worksheets `guided writing and writing as a process.`

2- Participants work individually and compare answers in their small groups when

finished.

3- Plenary session: confirm answers. Answer any questions or issues that arise.

4-Distribute the hand outs to participants to read.

Guided writing and writing as a process.

Worksheet for participants

1- What is guided writing and what are its forms in English for Palestine in grades 11 &12 ?

2- What do you know about the writing process?

Guided Writing:

 Khaillani and Muqattash (1996,132-150) divide writing into three stages: The second one of teaching writing consists of two graded steps of composition writing, controlled composition and guided composition.

1-Controlled Composition:

In controlled writing, students are given the needed words and expressions or a model and students are asked to rewrite it. The purpose of this is to ensure that what students write is grammatically correct. This activity may take any of the following forms:

● **Missing Words:** Students are given a passage with some deleted words and are asked to supply the missing words.

● **Word Ordering:** Students are given a group of words in disorderly fashion and are asked to rearrange them to make a complete sentence.

● **Re-arrangement of sentences:** A group of unordered sentences is given. students are asked to re-arrange them logically to build up a complete paragraph.

● **Imitation of specific patterns:** In this activity, the teacher presents the class with a model sentence and a group of substitutes which are to be patterned after that model.

 ● **Parallel paragraph:** In this activity students are given a model paragraph with directions for rewriting it by employing specific language manipulations. students substitute some words in the model paragraph for others to get a new paragraph grammatically parallel to the given one.

● **Sentence expansion:** In this exercise, students are given a model paragraph with numbers permeating its sentence. some modifiers are also provided. Students then, are asked to rewrite the paragraph by inserting a suitable modifier in place of each of the numbers.

● **Sentence completion:** In this exercise, a part of a sentence of phrase is omitted and the students are required to supply the missing part. The teacher gives students some guidance for writing to students add the correct form.

● **Guided writing using pictures:** In this writing activity, the teacher shows the class a large picture. He/She gives the necessary vocabulary or structures. Students are asked to write about it to form a composition.

● **Dicto-comp:** In this activity, the teacher reads to the class a passage of one or more paragraphs .then the students give it back as accurately as they can, using the identical words and construction as far as they can and filling in with their own words only when their memory of the dicto-comp falters. To the extent that they reproduce the original passage, the students are writing a dictation. To the extent that they must use their own words to fill memory gaps, they are writing something akin to a composition.

● **Dictation with cloze materials:**

In this exercise, the teacher reads the passage several times at a normal speed. Then the passage is given to the students in its "cloze" form, with words omitted randomly. Dictation exercises are valuable for both practice and testing in reading and listening comprehension. Students are required to guess at the correct word from the text and fill in the exact word.

● **Summary making:** The purpose of making a summary is to express something in a shorter way. It is not merely to reduce a passage to a minimum, but to provide as much essential information as the word limit required may allow. Generally speaking, there are three main processes of reducing the length of any written passage: (generalization, selecting and rejecting facts, word compression.)

● **Sentence-combining exercises:** Students are provided with a group of simple sentences and are asked to combine them into complex ones to form a paragraph.

2- Semi-controlled composition:

The second type of guided writing is the semi-controlled composition which is an important step in improving from controlled to free composition. The content or form of what students should write are given to them. At this stage students can use exercises such as:

■ **Written interviews, real or imaginary:** In this activity, students can pretend they are interviewing famous people, football players, and the like. Students are given some key words ,directions and a few lines which can stimulate them to develop the dialogue.

■ **Pictorial exercise:** The teacher presents the class with a series of pictures or films. The students are asked to write about the content or the sequence of events in these pictorial, guided by the teacher's questions or discussion.

■ **Narrative exercises:** In this activity ,the teacher reads a story or an event. He/she writes some leading questions on the board .the students` task is to retell in a written form, the same story or to summarize it.

■ **Short story completion:** In this activity ,students are asked to write an ending to a story by using their imagination, or complete a dialogue.

■ **Letter writing**: In this exercise the teacher shows students the method of writing letters(address, beginning, body and conclusion),give them some key words or expressions and the theme of the letter. Students write a letter on the basis of the information given.

■ **Cued dialogue:** The teacher writes on the board some brief cues for a dialogue. students write out the complete conversational exchange.

■ **Cloze exercise:** The teacher gives students a passage in which some words are omitted .The students fill in the missing words.

■ **Changing spoken to written English:** The teacher gives students a transcript of spoken English and asks them to change it into a piece of formal writing.

■ **Changing a narrative to a dialogue, or a dialogue to a narrative.**

■ **Writing an account or a report on a written article or a book.**

■ **writing a summary or an outline of material which students have read**.

Writing as a process.

Always use 5 steps to writing when asking students to complete a writing assignment. Start with **Pre-Writing**; get the students to gather ideas for writing on any given topic from experience, past knowledge and having the time to talk about the topic. The second step involves **Drafting**; students begin to write what they think is important and that should be included. Step three is **Revising**; students check the draft and decide what stays and what goes. Fourth is **Editing**; students check for spelling, punctuation; and other mechanical considerations. The final copy is then prepared. The fifth and final step is **Publication**; students share their writing with an audience of choice. Following the five steps will help students to write more effectively and appreciate what they produce**.**

Evaluation:

1-" The writing of composition should be as realistic as possible." How is that possible in the school environment?

2- Can you think of any other techniques (not listed in the hand out) to teach guided writing? Demonstrate on of them.

3- Describe the steps that you would employ when you teach guided writing.

4- Do you think that students should begin writing paragraphs very early? Give your reasons.

Session no. Three

Why plan your writing?

The purpose, the context and the audience of your writing

♦ Specific Objectives:

● To give participants a more detailed of planning writing.

● To discus and practice the purpose, the context and the audience of writing.

Materials

- worksheet for participants and hand outs

- Why plan your writing?

- The purpose, the context and the audience of your writing

Time

60 minutes

Procedure

1- Hand out the worksheets "why plan your writing ? – the purpose, the context and the audience of your writing."

2- Participants work individually and compare answers in their small groups when finished.

3- Plenary session: confirm answers. Answer any questions or issues that arise.

4- Distribute the hand outs to participants to read.

Why plan your writing?

The purpose, the context and the audience of your writing

Worksheet for participants

1- Why do you need to plan your writing?

2- What is the purpose of your writing?

3- What is the context of your writing?

4- What is the content of your writing?   -

Why plan your writing?

Planning your writing is when you think about it in advance.

There are many benefits to planning your writing. It helps you:

- Record your ideas.

- Come up with new ideas.

- Organize your thoughts.

- Check that you have all the information you need.

When you write something, you need to think about **why** you are writing, **wha**t situation you are in when writing and **who** you are writing to.

What is the purpose of your writing?

There are lots of different reasons for writing something. The reason you write is called the **purpose.** For example, the purpose of your writing could be:

◙ To send a letter to your friend to congratulate him/her on his /her success.

◙ To write a complaint about a train being delayed.

◙ To write an essay about the   importance of recycling.

The purpose of your writing affects:

● The **content**: the ideas and information you write.

● The **format**: the lay out of your writing.

● The **style**, or language, used: how formal or informal you are.

For example:

You want to write to a friend to tell him/her about where you went on holiday this summer. This is the **purpose** of your writing .The **context** is that you are a friend writing to another friend. The **audience** is your friend.

■ You will write about where you went on holiday, what activities   you enjoyed and the weather. This is content.

■ You have chosen to write a letter ,rather than a paragraph, as you have to write, this is the format.

■ As you are writing to a friend the language will be informal. This is the style you will use.

What is the context of your writing ?

You could be writing for lots of different situations. The situation, or setting, you are writing for is called the context. For example you could be writing:

- an email to a friend abroad.

- an information leaflet for new members of a community group.

The context in which you are writing affects:

1- the format: the layout of your writing.

2- the style, or language used: how formal or informal you are.

For example:

You are a volunteer at your local community centre. This the context, or situation you are writing for. The purpose of your writing is to advertise a jumble sale at the community centre. The audience is the locale community who you want to come to the jumble sale.

Who is your audience?

The person, or people, you are writing to is called the audience. For example you could be writing to:

■ the bank manager requesting an over draft.

■ all the students at your school for the school newsletter.

■ the manager of the Beach Hotel in Gaza applying for a summer job.

WHO YOU ARE WRITING TO AFFECTS:

1- The **content**: the ideas and information you write.

2- The **format**: the lay out of your writing.

3- The **style**, or language used.

For example:

You are writing to the mayor of your municipality complaining about an environmental problem. The mayor is your **audience.**

You are writing as a citizen, this is the **context.** The **purpose** of your writing is to complain about a bad environmental problem such as (rubbish on streets)

1- you will list your reasons why you are unhappy about the conditions of the streets. This is the **content**.

2- you will write a letter to the mayor. This is the **format.**

3- you will use formal language as you are writing a letter of complain. This is the **style** you will use.

From : Donna, R. (2009) <u>ABC's of the Writing Process</u> http://www.angelfire.com/wi/writingprocess/specificgos.html

Evaluation:

1- Demonstrate letter-writing.

2- Devise a guided composition in the form of a formal letter.

How do I plan my writing?
Pre writing techniques. (brainstorming etc…)

♦ **Specific Objectives:**

● To give participants a more detailed of how to plan writing.

● To practice and discuss some pre-writing techniques**.**

Materials

- Worksheet for participants, LCD and hand outs

How do I plan my writing?
Pre writing techniques.(brainstorming etc…)

Time

80 minutes

Procedure

1**-** Some oral questions about why you plan your writing.

2- Hand out the worksheets ` How do I  plan my writing?` And pre writing techniques.(brainstorming etc…)

3- Participants work individually and compare answers in their small groups when

finished.

 4- Plenary session: confirm answers. Answer any questions or issues that arise.

5- Distribute the hand outs to participants to read.

How do I plan my writing?
Pre writing techniques.(brainstorming)

Worksheet for participants

1- How do I plan my writing?

2- What are pre-writing techniques?

HOW DO I PLAN MY WRITING?

There are many different methods you can use when planning your writing. One tool you use all the time when planning is your head. For example, when sending a text message you would first think it through in your head. You do not always need to use a written plan.

Written methods of planning.

There are many different ways you can plan your writing. There is not a correct way to plan, you choose the method that suits you or the situation.

Here are some examples of planning methods:

- Clustering

-Chain events

-Spider map

- flow chart

- sticky notes

Clustering

Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word. As students cluster, their thoughts tumble out, enlarging their word bank for writing and often enabling them to see patterns in their ideas. Clustering may be a class or an individual activity.
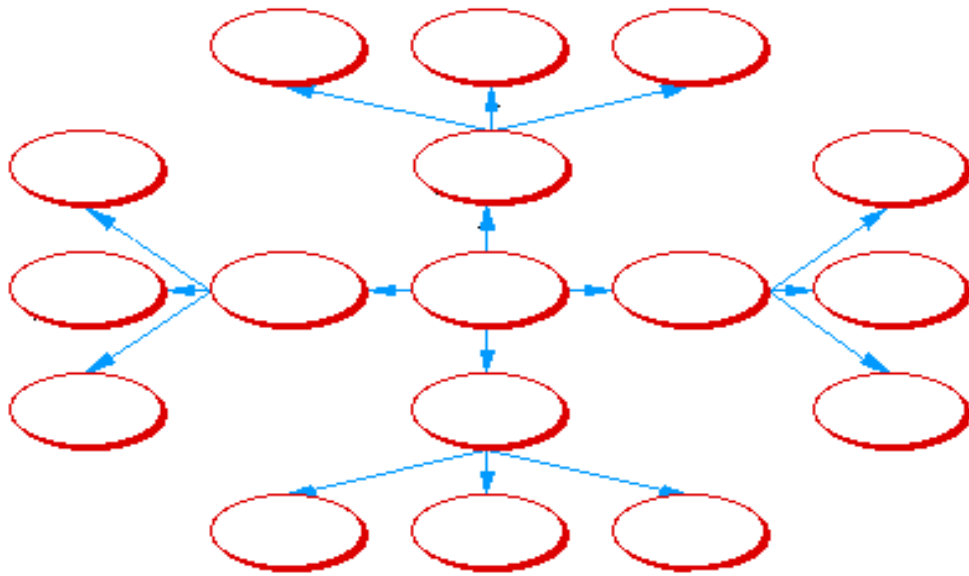
Chain of Events

Chain of Events is used to describe the stages of an event, the actions of character or the steps in a procedure.

Key questions: What is the first step in the procedure or initiating event? What are the next stages or steps? How does one event lead to one another? What is the final outcome?

Beginning

```
┌─────────────────┐
│   First Event   │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│     Second      │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│   Final Event   │
└─────────────────┘
```
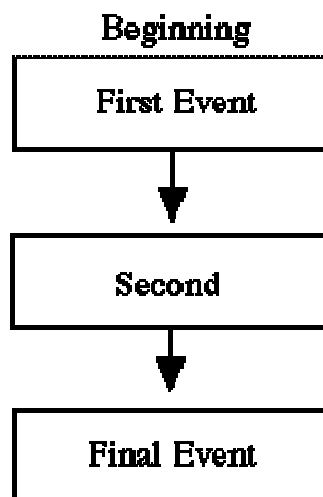
Spider Map

The Spider Map is used to describe a central idea: a thing, a process, a concept, a proposition. The map may be used to organize ideas or brainstorm ideas for a writing project.

Key frame questions: What is the central idea? What are its attributes? What are its functions?

.
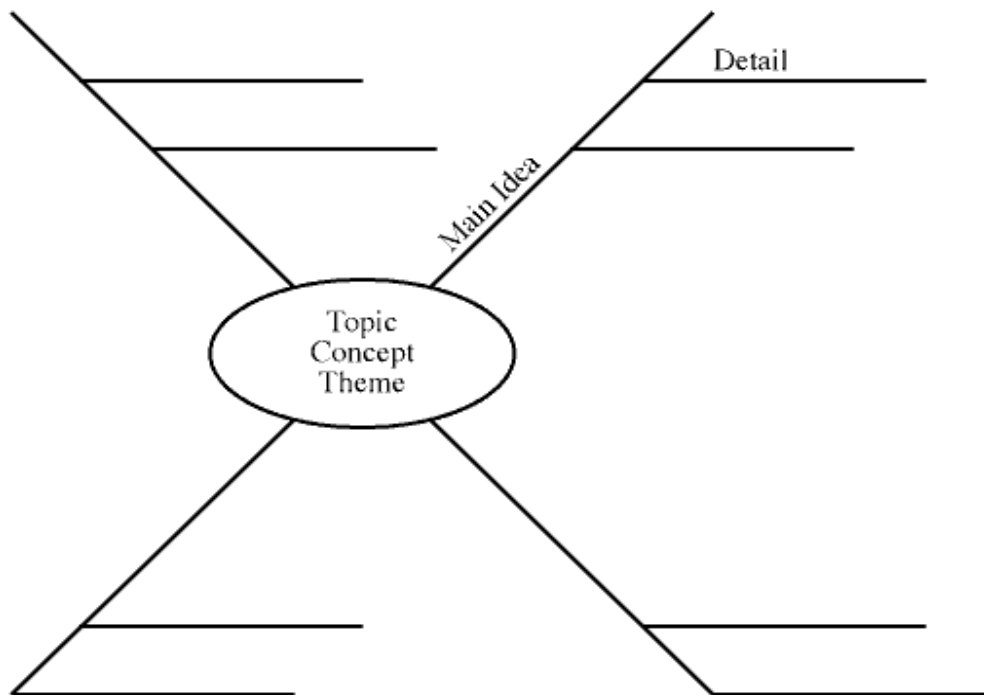
Evaluation:
- Suggest a technique for pre-writing.

Session no. Five

Writing process (drafting)

Specific Objectives:

● To discuss with participants the second phase of writing process.

● To discuss the teacher's role in this phase.

Materials

- Worksheet for participants, LCD and hand outs

- writing process (drafting)

Time

50 minutes

Procedure

- give participants the worksheet of writing process (drafting)

- participants are asked to answer the questions individually.

- Plenary session: confirm answers. Answer any questions or issues that arise.

- Distribute the hand outs to participants to read.

Writing process (drafting)

Worksheet for participants

1- What is meant by drafting?

2- What is the teacher's role in this phase of writing process?

■ **Drafting**

Write it down…

- What should students do in this stage and what is the teacher's role?

In this stage students should know these questions:

Are my thoughts organized? -

- Do I stick with the same idea throughout my writing?

Do I know what order I want to say things in? -

- Which ideas do I want to develop?

On your prewriting identify the ideas which you must use, might use, and will not use.

Do not cross anything totally out. You may decide at a later time to use it.

What ideas should I develop further?

Write it down

In what order do I want to say my ideas? -

On your prewriting, number your thoughts or ideas.   Place them in the order that

would make the most logical sense.

If you are dealing with time, make sure they are in chronological order.

Did I skip lines? -

- This will allow room for yourself and others to make corrections.

- Did I label everything?

My name is on the page and all pages have a page numbers.

Now you try…

Take your prewriting that you completed previously, and begin drafting it.

Remember, this is not a time to worry about spelling or other errors. This a time to

get your thoughts on the paper. The other stages will help you with the grammatical

and spelling errors. Be creative!

Evaluation:

1- What do you think of your role in drafting? Do you have any other suggestions?

Session no. Six

Writing process (editing-reflection &revision)

Specific Objectives:

● To discuss with participants the third phase of writing process.

● To discuss the teacher's role in this phase.

Materials

- Worksheet for participants, LCD and hand outs

 - Writing process (editing-reflection &revision)

Time

50 minutes

Procedure

- give participants the worksheet of writing process (editing-reflection &revision)

- participants are asked to answer the questions individually.

- Plenary session: confirm answers. Answer any questions or issues that arise.

- Distribute the hand outs to participants to read.

Writing process (editing-reflection &revision)

Worksheet for participants

1- Revision is the heart of writing process. Why?

2- What is the teacher's role in this phase of writing process?

■ **Revising:**

Students should take these notes into their consideration in this stage.

Improve your writing…

- Are my details clear?

- Are my words descriptive?

- Did I use repetitive words?

- Should I add or take out parts?

- Do I need to explain more?

Is there something missing that I should include? -

Is my writing in a sensible order? -

- Does my writing need to be in time order?

- Does the information need to be presented in a way that is easy for others to follow?

Keep it up…

You have been working really hard on your writing…now make it look your best! Read over your writing. Make sure the content makes sense to the reader. You may need to read it out loud to yourself. Consider reading it more than once.

■ **Editing**

Correct your work…

- Have I used complete sentences?

All of my thoughts are complete.

There are no run-ons.

- Are my language conventions correct? Spelling Capitalization and punctuation

Grammar

- Have I used editing marks to make corrections?

Remember to look in your writing folder if you forgot what to use.

Correct your work…

Have I had at least two people edit my paper?

Choose two people in the classroom, that are on the editing stage. If no one is, you may choose to look over your work again. You may also write in your journal if you cannot find someone to edit your work. Be sure to check after a few minutes to see if someone is ready.

Editing others work…

Make sure to check for the same items you did when editing your own work.

Check for complete sentences, check the language conventions, and use editing marks for corrections.

Here we go…

Your writing has come a long way. You need to make sure to fix the errors. On your revised copy, be sure to make any necessary corrections. Refer back to your writing folder if you need help. You must edit your paper along with two of your classmates.

Evaluation:

1- What should students do in revision and editing phase?

2- Some teachers say teaching writing through writing process technique is time consuming. What do you think of this? Give your reasons.

Writing process (final copy -publishing).The essay outline.

Specific Objectives:

● To discuss with participants the final phase of writing process.

● To discuss the teacher's role in this phase.

● To recognize the three main parts of the essay.

Materials

- Worksheet for participants, LCD and hand outs

 - Writing process (final copy- publishing)

- The three main parts of the essay.

Time

60 minutes

Procedure

- Give participants the worksheet of writing process (final copy- publishing) and the

essay outline.

- Participants are asked to answer the questions individually.

- Plenary session: confirm answers. Answer any questions or issues that arise.

- Distribute the hand outs to participants to read.

Writing process (final copy – publishing)

The essay outline.

Worksheet for participants

1- What is the teacher's role in the final phase of writing process?

-- ------------------------------------

2- What are the three main parts of the essay ?

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www.manaraa.com

■ Publishing (final copy)

Get ready to share…

- Did I do my best work?

- Did I include a title (if needed)?

- Is my final copy neat?

- Should I illustrate the   pages?

You may use the computer to create this or draw your own.

- Do I need a title page with illustrations?

- Should I read it out loud

The finish line…

Take your writing through the final stage. You may choose to either type your writing or hand write it on paper. Be sure to reread your work before turning it in. Self-assess your work using the rubric given to you. Show your BEST work!

Typing your work…

Sign up for a time to get on the computer.

Be sure to reread your work. Spell check is not always reliable.

Look in your writing folder for requirements when typing your work.

Handwriting your work…

If you are given a certain type of paper to write on, make sure you have it.

There should be no errors in your work. Erase all mistakes so that you cannot see them.

Use your best handwriting.

Be sure to reread your work before turning it in.

You may also type your work if you would like.

Possible Extensions

- What can I do when I'm done?…

- Read your work to a classmate.

- Write a reflection about what you will do differently or the same the next time you write.

Decide if you want to publish your work online. -

- Start a new writing piece

From : Mike, W. (2002) A Brief Guide to Writing Student Papers

http://saugus.byu.edu/publications/guidetowritingpapers.htm

The role of the teacher :

● **Motivator:** One of our roles in writing tasks will be to motivate the students, create the right conditions for the generating of ideas, persuading them of the usefulness of the activity, and encouraging them to do some efforts.

 ● **Resource:** socially during more extended writing tasks, we should be ready to supply information and language where necessary.

● **Feedback provider:** Teacher should respond positively to the content of what the students have written. When offering correction, teachers should choose what and how much to focus on .

<div align="center"><u>**Writing an Essay**</u></div>

An Essay is a piece of writing that is used to express one's opinion or point of view on an issue. It is designed to show others why you think something is important, and it is usually is a call to action.

<u>**An essay has three main parts**</u>*:*

● **Introduction - (or thesis statement) Here is presented ...** a statement that you intend to prove or a question that you intend to answer in the body of your essay.

The introduction tells what lies ahead and draws the reader in.

It introduces your topic and gives just enough information to make the reader want to read the rest of your paper.

● **Body -** The body of your essay provides particular information about the subject matter stated in your introduction. This part consists of three or more paragraphs, each of which must contain:

A topic sentence which focuses upon one aspect of your over-all theme or subject as stated in your introduction. Several sentences that provide more information about your topic sentence that prove your statement to the reader

concrete supporting details & examples your own commentary

A transitioning sentence. The last sentence of the paragraph should lead the reader into the next paragraph

● **Conclusion -** The conclusion restates the introduction in different words and answers the question, *"So what?"* - In other words, why is it important, and what should we do about it?

Use the **Essay Template** to help you organize your thoughts.

Use the **ARMS Revision Process** to revise your work.

Use the **Revision Checklist** to review your work.

A.R.M.S.

Add words, phrases or more information to help make your points clear and easy for the reader to understand. Add transition words, phrases or sentences to tie your thoughts and paragraphs together.

Remove words that repeat themselves and information that does not relate to the main idea of your paragraph or to the topic of the composition.

Move around words, phrases, sentences or even whole paragraphs in order to keep your ideas clear and flowing toward a logical conclusion.

Substitute words with more exact words or phrases that express what you want to say more clearly.

Make all of your revisions on your first draft; then write your second draft. (Use the revision checklist to help you review your work.)

Revision Checklist

Have you written an introduction?

Do you have a statement to be proven or a question to be answered?

Does each paragraph have a topic sentence and several supporting details or examples?

Do the supporting details of each paragraph serve to prove the topic sentence or answer the question posed?

Are the ideas stated clearly?

Are your sentences varied? (See that the same words and phrases are not repeated over and over again.)

Is your point of view clear?

Does each paragraph relate to the main topic as stated in your introduction?

Do you have good connecting sentences that lead the reader from one paragraph into the next?

Have you written a conclusion?

Does your conclusion answer the question, "So What?" (in other words - "Why is it important? and "What must we do about it?")

Once you have made all of your revisions, and written your second draft, put your essay aside for a day or two.

Later, go back and use the proof-reading/editing checklist to look for and correct errors in spelling, sentence structure, punctuation, capitalization, grammar and usage.

Evaluation:

1- What are the qualities of a good paragraph?

2- What are the qualities of a good essay?

Session no. Eight

Assessing writing skills:

Specific Objectives:

● To discuss with participants the methods of assessing writing skills.

●To discuss with participants the methods of Correcting writing.

Materials

- Worksheet for participants, LCD and hand outs

- Assessing writing skills and correcting writing.

Time

60 minutes

Procedure

- Give participants the worksheet of assessing writing skills and correcting writing.

- Participants are asked to answer the questions individually, then in small groups.

- Plenary session: confirm answers. Answer any questions or issues that arise.

- Distribute the hand outs to participants to read.

Assessing writing skills:

It is important that learning experiences in the classroom be assessed in an authentic manner. The traditional grading of papers still has a legitimate place in the English language arts classroom but should not be the sole means of assessing writing. Rather, continuous assessment should mirror instruction and be interwoven with it. Evaluation is vital for a clear, reliable picture of how students are progressing and how well the methods of instruction address students' needs.

Writing assessment can take many forms. Where once only **product** was considered, the writing **process** must also be acknowledged in evaluation. In process assessment, teachers monitor the process students use as they write. In product assessment, teachers evaluate students' finished compositions. In both types of assessment, the goal is to help students become better writers.

Process Assessment

Teachers watch students as they engage in writing in order to determine strengths, abilities, and needs. Teachers observe in order to learn about students' attitudes and interests in writing, the writing strategies that they use, and how students interact with classmates during writing. While observing, teachers may ask students questions such as: How is it going? What are you writing about? Where do you want this piece to go? This type of informal observation, although not graded as such, enables teachers to make informed instructional decisions and demonstrates to students that teachers are supportive of the writing process.

Conferencing is a central means of assessing the writing process. A conference is a meeting to discuss work in progress. As teachers listen to students talk about writing,

they can learn how to help students work through the process. A conference can occur at various points of the writing process. Teachers' questions can lead students to discuss what they know, what they are doing, what they find confusing, or of what they are proud. Teachers should balance the amount of their talk with the students' talk and allow the students to take responsibility for discussing and thinking about their own writing.

The key to success in any conference lies in asking **questions that teach**, such as the following:

As students begin to write:

- What will your topic be?

- How did you choose (or narrow) your topic?

- What pre-writing activities are you doing?

- How are you gathering ideas for writing?

- How might you organize your writing?

- How might you start writing your rough draft?

- What form might your writing take?

- Who might be your audience?

- What do you plan to do next?

As students are drafting:

- How is your writing going?

- Are you having any problems?

- What do you plan to do next?

-

As students revise their writing:

- How do you plan to revise your writing?

- What kinds of revisions did you make?

- Are you ready to make your final copy?

- What kinds of mechanical errors have you located?

- How has your editor helped you proofread?

- How can I help you identify (or correct) mechanical errors?

- What do you plan to do next?

After students have completed their compositions:

- With what audience will you share your writing?

- What did your audience say about your writing?

- What do you like best about your writing?

- If you were writing the composition again, what changes would you make?

- How did you use the writing process in writing this composition?

To assess a piece of writing, we must look at a number of factors:

- Does it communicate meaning successfully?(clearly understandable)

- Is it accurate? (correct grammar, spelling, vocabulary, punctuation)

- Does it use a wide or narrow range of language? (not simple words and structures or

more sophisticated ones as well ?)

-Is the language appropriate? (formal /informal, suitable for the context etc..)

-Is it reasonably fluent ? (linked sentences, text not too short)

- Is the text well-organized? (paragraphing, logical flow)

Methods of Correcting Writing:

Alkhuli (1983: pp.96-97) gives 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 motivates 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.

Evaluation:

1- Some teachers prefer not to correct all the errors in a piece of written work. What is your own view?

2- Conferencing is a central means of assessing the writing process. Comment.

<u>**Session no. Nine**</u>

<u>**Demonstrating a writing lesson**</u>

Specific Objectives:

●To familiarize participants with the tenth lesson in a typical unit

● To demonstrate teaching procedures.

●To enable participants to experience the lesson from the students` point of views.

Materials

SB unit 7, pages 72-73

Hand outs for the writing process steps.

Time

45 minutes

Procedures

1- Elicit what participants remember from session five about the writing process.

2- Demonstrate lesson ten according to the writing process steps.

3- Groups discuss the demonstrated lesson.

4- Plenary discussion: answer questions and discuss any issues arising out of the

demonstration.

Demonstrating a writing lesson

Model lesson procedures for teaching writing lesson.

Grade 12 –Unit 7- <u>Dealing with stress</u> (pp.72-73)

	Steps	Procedure	Comments
1.	**Pre-writing (planning) 5-7min)**	1-Teacher asks students to write about a topic of specific purpose. 2-Teacher warms, motivates and attracts students` attention and interest. 3-Teacher brainstorms or generates ideas for the topic. 4- Teacher focuses on essential and central ideas. 5- Teacher helps students make an outline to help them organize what they want to write (introduction – body –conclusion.)	Teacher elicits & encourages students to generate ideas individually Stress was taught in lesson 7
2.	**Drafting (15-17 min)**	1- Teacher helps students to develop and support the ideas listed in the outline. 2-Teacher encourages students to write rough drafts. 3-Teacher should be tolerant with students errors such as spelling, grammar, as they write their rough drafts. 4- Teacher moves among students and checks their work, offering help as possible as he/she can.	Students work in pairs
3.	**Editing (reflection-revision) (15-20min)**	1-Teacher helps students go back over the first draft and asks them to look for ways to improve the writing in content and organization. 2-Teacher helps students make sure all of their sentences or paragraphs are coherent. 3- Teacher helps students to edit their drafts for writing mechanics.	Students work in groups

		4-Teacher provides specific comments and design writing activities that allow students to establish purpose in their writing. 5-Teacher encourages students to discuss positive rather than negative aspects of their writings. 6- Teacher encourages students to work in pairs or groups to read and check their work together. 7- Teacher gives students sufficient time to edit their topics. 8- Teacher moves and checks students` editing offering help as possible as he/she can. 9-Teacher provides opportunities for feedback.	Teacher asks students some oral questions about their reflection.
4.	**The final copy (publishing)** (5-7min)	1- Teacher helps students to share their writings with each other. 2- Teacher gives students time to read their writings in front of the class.	
5.	**Homework**	Students are asked to complete their work at home.	

Evaluation and feedback on the suggested training program.

♦ **Specific Objectives:**

● To deal with final queries from participants.

● To allow participants to comment on the training Program.

Materials

Protocol for participants.

Time

30 minutes

Procedures

1- Distribute written indexes and allow 10 minutes for participants to fill in their

answers working individually.

2- Ask participants to discuss their answers with each other in groups.

3- Back in the large group lead a general discussion on the questions raised .

4- Collect the written indexes.

Feedback and Evaluation on the training program

Index for the participants.

1- What do you think was the most useful feature of the training program?

2- What did you find most difficult or unsuccessful?

3- Give details of three or more points that you have learned during the program?

4- What are your suggestions for upgrading the quality of this program?

5- Do you have any questions?

Summative Evaluation:

Summative evaluation is a method of judging the worth of a program at the end of the program activities. The focus is on the outcome (Bhola,1990). In this study, it was used at the end of the program. It aimed at examining the effectiveness of the program on teaching writing skills. The post-visit was used for this purpose.

Program validity:

After the program had been prepared and modified, it was introduced to a group of specialists (appendix 4) who asserted the following points:

- The program is suitable for developing teaching writing skills among secondary school teachers concerning its aims, content, activities and means of evaluation.

 - The techniques and activities are capable of serving the content and the objectives.

- The program in general is well organized to achieve the aims that it was designed for.

According to the decisions of the referee committee, the program proved valid in content, activities and means of evaluation.

The source of the suggested program:

Different useful websites were navigated to form the activities, techniques and material of the program.

The program duration:

The implementation of the suggested program took ten sessions. It was carried out during the first semester of the scholastic year 2009/2010.It lasted (from Sunday, November 2,2009 to Wednesday, November 25,2009)

 Obstacles faced conducting the program:

During conducting the program, the researcher faced some obstacles such as:

- Cutting off the electric current, because most of the material of the suggested program was prepared by using the LCD, the researcher presented it throughout discussing the worksheets and the activities on the blackboard.

-The program was carried out after school, it was not easy to gather and meet the sample of the study in the same time, in one group, so the researcher divided the participants into two groups.

- Few participants were absent from the program, this forced the researcher to visit them in their schools, sit with them and explain the material of the suggested program.

Teachers` self-reflection:

After applying the suggested program on the secondary school teachers, a self reflection written index was introduced to identify the areas of interest, and improvements in the program.(see appendix 7)

Statistical treatments:

The data were collected and computed by using (SPSS), Pearson correlation, Cooper linear , Split-half Techniques which were used to confirm the observation card validity and reliability.

- Means and percentages were used to determine the skills that teachers have in teaching writing skills.

- T-test Paired Sample was used to measure the differences in performance between the pre and post performance of the experimental group.

- Effect Size technique was used to show the extent of the program effect on the experimental group.

Procedures of the study:

The following steps were followed by the researcher to achieve the objectives of the study:

1- Reviewing literature and previous studies related to teaching writing skills and programs used to improve writing skills.

2- Designing an observation card of teaching writing skills and introduce it to specialists, including professors of teaching methodology, supervisors of English language and well-experienced teachers to decide the suitability of the observation card.

3- Checking reliability and validity of the observation card.

4- Permission from the Ministry of Education and Higher Education was taken (see appendix 9).

5- A list of rubrics was given to the researcher who helped the researcher in attending and assessing the teachers` performance during his visits at schools. (see appendix 4).

6- A pre- implementing of the observation card was done with the help of a well-experienced researcher who helped the researcher in assessing teachers` performance.

7- Timetable of schools` visit  with the help schools` administration in Khan Younis was planned and prepared (see appendix 5).

8- Designing the suggested program which based on the writing process in teaching writing.

a- Identifying the objectives of the suggested program.

b- Identifying the content of the suggested program.

c- Identifying and preparing techniques, activities and aids for implementing the suggested program.

d- Identifying the tools and the techniques of evaluation.

e- Checking reliability and validity of the suggested program.

9- Conducting the suggested program on a pilot sample.

10- Implementing the suggested program and using the suggested material on the main sample of the study.

11- Observing the teachers in their classes to see the effectiveness of the program.

12- Analyzing and interpreting the results.

13- Presenting the summary, the suggestions and the recommendations in the light of the study findings.

Chapter IV

Results and Discussion

Chapter IV

Results and Discussion

The study aimed at examining the effectiveness of a suggested program on developing teaching writing skills of secondary school teachers. This chapter tackles the findings and results of the study in regard with the research questions. The researcher used the statistical program (SPSS) to show the final collected data results. Tables were also used to clarify and present these data with analysis and interpretation**.**

The Study Results

1. Answer of the first question.

The first question is stated as follows:

1- What skills should secondary school teachers have in teaching writing?

To answer this question the researcher depended on different sources to construct an observation card of teaching writing skills through previous studies and experts` opinions. The observation card includes (20) items that is divided into four main steps: prewriting step, drafting step, editing (reflection and revision) step and the final copy (publishing) step. Under each step, there is a list of sub writing skills. (see appendix 2) The observation card was given to a group of specialists to be refereed, including professors of teaching methodology, supervisors of English language, in addition to highly qualified and long experienced teachers to decide the suitability of items for teaching writing skills. The steps of the observation card agree with most results of the previous studies that assure the importance of these skills and the necessity to be developed during teaching writing. These skills are considered as the base for teaching writing lessons. Secondary school teachers should master all the writing skills that they need in teaching writing. These skills are classified into four

steps. The first step is prewriting (planning). To teach effectively, teachers must work methodically and systematically. This means that they must plan carefully what they are going to teach. When the procedures of the writing lesson are well-known and prepared, they set the teacher's mind at work and help the students understand the lesson effortlessly. This agrees with **(Harmer 2004), (White& Arndt 1991), (Kari 2003), (Hopkins 2002) and (Kowalewski &et al. 2002)**

The skills of pre-writing step (planning) are: selecting the topic, warming up and motivation, generating ideas for the topic, focusing on the essential ideas, and making an outline for the topic. This agrees with **(Urquhart & Mclver 2005**) Secondary school teachers should have all the mentioned skills to present a suitable and an acceptable writing lesson. The second step in teaching writing lesson is drafting, students are asked to write what comes to their mind with the help of the teacher by encouraging them to write and support their ideas. Teachers should be tolerant with students` errors, and check the students` work. This agrees with **(Millrood 2001 & Clifford 1991)**The third step in teaching writing lesson is editing. Teachers should have the skills of improving students` writings in content and organization. They should help their students make sure all the sentences and paragraphs are coherent. Giving suggestions and comments are necessary and encouraging students to work in groups to check their writings together. Moreover, sufficient time should be given to students to write. Teachers should provide students with suitable feedback. This agrees with **(kolling 2002) and (Stemper 2002)**.The fourth step is the final copy, teachers should help students to share their writing with each other and encourage them to read their writings in front of the class.

Here is the list of writing skills that should be taken into account during teaching writing:

(Pre-writing (planning)

1-Teacher asks students to write about a topic of specific purpose.

2-Teacher warms, motivates and attracts students` attention and interest.

3-Teacher brainstorms or generates ideas for the topic.

4- Teacher focuses on essential and central ideas.

5- Teacher helps students make an outline to help them organize what they want to write (introduction – body –conclusion.)**.**

(Drafting)

6- Teacher helps students to develop and support the ideas listed in the outline in groups.

7-Teacher encourages students to write rough drafts.

8-Teacher should be tolerant with students` errors as they write their rough drafts.

9- Teacher moves among students and checks their work, offering help as possible as he/she can.

Editing (reflection & revision)

10-Teacher helps students go back over the first draft and asks them to look for ways to improve the writing in content and organization.

11-Teacher helps students make sure all of their sentences or paragraphs are coherent.

12- Teacher helps students to edit their drafts for writing mechanics.

13-Teacher provides specific comments and design writing activities that allow students to establish purpose in their writing.

14-Teacher encourages students to discuss positive rather than negative aspects of their writing.

15- Teacher encourages students to work in pairs or groups to read and check their work together.

16- Teacher gives students sufficient time to edit their topics.

17- Teacher moves and checks students` editing and offers help.

18-Teacher provides opportunities for feedback.

(The final copy – publishing)

19- Teacher helps students to share their writings with each other.

20- Teacher gives students time to read their writings in front of the class.

2. Answer of the second question.

The second question is stated as follows:

To what extent do secondary school teachers have skills in teaching writing? And

does their level reach 80% percent ?

To answer this question, the researcher used an observation card to assess teachers`

work, recognize and identify the skills that they have in teaching writing lessons.

To answer this question the researcher used the frequencies, the sum of responses,

means, std. deviation . And the percentage weight and rank of each item from the

observation card. Tables (10,11,12,13,14,15,16 show that:

Step (I): Pre- writing (Planning):

Table (10)

The sum of responses, means, std. deviation . And the percentage weight and rank of each item from the step (I) Pre-writing (planning) (n=20)

No.	skills	Sum	Mean	Std. Deviation	percentage weight	rank in the step
1	Teacher asks students to write about a topic of specific purpose	98	4.900	0.308	98.0	1
2	Teacher warms, motivates and attracts students` attention and interest.	76	3.800	0.523	76.0	2
3	Teacher brainstorms or generates ideas for the topic,	64	3.200	0.616	64.0	4
4	Teacher focuses on essential and central ideas.	62	3.100	0.447	62.0	5
5	Teacher helps students make an outline to help them organize what they want to write (introduction – body –conclusion.)	66	3.300	0.733	66.0	3

From table (10) we can see that the most two skills of this step are:

-Number (1) occupied the first rank with percentage weight (98%). And number (2) occupied the second rank with percentage weight (76%). Number (5) occupied the third rank with percentage weight (66%). Number (3) occupied the fourth rank with percentage weight (64%).

And the least is: number (4) occupied the fifth rank with percentage weight (62%).

The researcher returns this to lack of knowledge by the teachers, and they did not have the skills of pre-writing or planning for the writing lesson.

Step (II): Drafting:

Table (11)

The sum of responses, means, std. deviation . And the percentage weight and rank of each item from the step II Drafting (n=20)

No.	skills	Sum	Mean	Std. Deviation	percentage weight	rank in the step
1	Teacher helps students to develop and support the ideas listed in the outline in groups.	56	2.800	0.768	56.0	3
2	Teacher encourages students to write rough drafts.	60	3.000	0.795	60.0	1
3	Teacher should be tolerant with students` errors as they write their rough drafts	54	2.700	0.470	54.0	4
4	Teacher moves among students and checks their work, offering help as possible as he/she can.	59	2.950	0.510	59.0	2

From table (11) we can see that the most two skills of this step are:

-Number (2) occupied the first rank with percentage weight (60%). And number (4)

occupied the second rank with percentage weight (59%).Number (1) occupied the

third rank with percentage weight (56%).

- And the least is: number (3) occupied the fourth rank with percentage weight

(54%).

The researcher returns this to teachers` knowledge in performing these skills is not

enough to present an acceptable writing lesson.

Step (III): Editing (reflection- revision):

Table (12)

**The sum of responses, means, std. deviation . And the percentage weight and
rank of each item from the step (III) editing (reflection –revision) (n=20)**

No.	skills	Sum	Mean	Std. Deviation	percentage weight	rank in the step
1	Teacher helps students go back over the first draft and asks them to look for ways to improve the writing in content and organization	57	2.850	0.587	57.0	7
2	Teacher helps students make sure all of their sentences or paragraphs are coherent	57	2.850	0.489	57.0	7
3	Teacher helps students to edit their drafts for writing mechanics.	55	2.750	0.444	55.0	9
4	Teacher provides specific comments and design writing activities that allow students to establish purpose in their writing	58	2.900	0.447	58.0	5
5	Teacher encourages students to discuss positive rather than negative aspects of their writing.	59	2.950	0.394	59.0	3
6	Teacher encourages students to work in pairs or groups to read and check their work together	58	2.900	1.119	58.0	5
7	Teacher gives students sufficient time to edit their topics	59	2.950	0.887	59.0	3
8	Teacher moves and checks students` editing and offers help.	64	3.200	0.951	64.0	1
9	Teacher provides opportunities for feedback.	60	3.000	0.649	60.0	2

From table (12) we can see that the most two skills of this step are:

- Number (8) occupied the first rank with percentage weight (64%). And number (9) occupied the second rank with percentage weight (60%). Numbers (5) and (7) occupied the third rank with percentage weight (59%). Numbers (4) and (6) occupied the fifth rank with percentage weight 58%). Numbers (1) and (2) occupied the seventh rank with percentage weight (57%)

And the least is number (3) occupied the ninth rank with percentage weight (55%).

- The researcher returns this to the lack of teachers` ability in mastering the most important stage in teaching writing which is editing . It is considered the heart of the writing process for its different skills. When teachers master these skills, students` work becomes better. This agrees with **(Urquhart & Mclver 2005: 76-161).**

Step (IV): The final copy (presenting):

Table (13)

The sum of responses, means, std. deviation . And the percentage weight and rank of each item from the Step (IV): The final copy (presenting) (n=20)

No.	skills	Sum	Mean	Std. Deviation	percentage weight	rank in the step
1	Teacher helps students to share their writings with each other.	48	2.400	0.883	48.0	2
2	Teacher gives students time to read their writings in front of the class.	50	2.500	1.147	50.0	1

From table (13) we can see that the first skill of this step is:

- Number (2) occupied the first rank with percentage weight (50%). And the least is number (1) occupied the second rank with percentage weight (48%).

The researcher returns this to the allotted time that was given to each step in presenting the writing lesson

.

All of the steps (post-observation):

Table (14)

The sum of responses, means, std. deviation . And the percentage weight and

rank of each step from the all observation card (n=20)

steps	No. of items	Sum	Mean	Std. Deviation	percentage weight	rank in the step
Step (I): Pre- writing (Planning)	5	446	22.300	1.490	89.2	2
Step (II): Drafting	4	354	17.700	1.455	88.5	3
Step (III): Editing (reflection- revision)	9	776	38.800	3.381	86.2	4
Step (IV): The final copy (presenting)	2	179	8.950	1.356	89.5	1
Total post	20	1755	**87.750**	6.060	87.8	

From table (15) we can see :

- Number (4) " Step (IV): The final copy (presenting)" occupied the first rank with

percentage weight (89.5%).

Number (1) Step (1) occupied the second rank with percentage weight (89.2%).

Number (3) " step (II) Drafting" occupied the third rank with percentage weight

(88.5%).

And the least is number (3) " step (III) Editing (reflection – revision)" occupied the

fourth rank with percentage weight (86.2%).

The researcher returns this to the effect of the suggested program on teachers`

performance during teaching writing skills. This means that the participants have

obtained new techniques and activities which develop and improve their performance

in teaching writing skills.

Answer the second part of the second Question:

Do teachers` level reach 80% in teaching writing skills?

To answer this question, the researcher used T-test one sample to show the difference between the supposition mean level at 80% and calculated mean level in teaching writing skills. The table below displays the results of these differences across the four steps that indicated in (table 15).

Table (15)
T-test one sample results of differences between the supposition mean level at 80% and calculated mean level in teaching writing skills for all of the steps and total degree of the observation card

Steps	No. of items	Supposition mean level 80%	Mean	Std. Deviation	percentage weight	t. value	Sig. value	Sig. level
Step (I): Pre- writing (Planning)	5	20	18.300	1.380	73.2	5.508	0.000	Sig. at 0.01 towards supposition mean
Step (II): Drafting	4	16	11.450	1.986	57.3	10.245	0.000	
Step (III): Editing (reflection-revision)	9	36	26.350	3.297	58.6	3.089	0.000	
Step (IV): The final copy (presenting)	2	8	4.900	1.917	49.0	7.233	0.000	
Total pre	20	80	**61.000**	6.139	61.0	13.842	0.000	
Step (I): Pre- writing (Planning)	5	20	22.300	1.490	89.2	6.902	0.000	Sig. at 0.01 towards calculated mean
Step (II): Drafting	4	16	17.700	1.455	88.5	5.227	0.000	
Step (III): Editing (reflection-revision)	9	36	38.800	3.381	86.2	3.704	0.002	
Step (IV): The final copy (presenting)	2	8	8.950	1.356	89.5	3.133	0.005	
Total post	20	80	**87.750**	6.060	87.8	5.719	0.000	

t table value at df (19) and sig. level (0.05) = 2.09

t table value at df (19) and sig. level (0.05) = 2.86

Table (16) shows that there are statistically significant differences between the supposition mean level at 80% and calculated mean level in teaching writing skills in all four steps in the post observation card.

That means that teachers` level has changed positively and the mean of the experimental group reached (87.750).

3- Answer the third question:

The third question is: Are there statistically significant difference at ($\alpha \leq 0.05$) between the teachers` performance during teaching writing lesson before and after the program of the experimental group?

To answer this question, the researcher used T.test paired samples to show the difference between the participants' responses in the pre and post teaching observation card. The table below displays the results of these differences across the four steps that indicated in (table 16)

Table (16)
T.test paired sample results of differences between pre and post observation card for experimental group for all of the steps and of the total degree of the observation card

steps	Applied	N	Mean	percentage weight	Std. Deviation	t	Sig. value	sig. level
Step (I): Pre- writing (Planning)	pre	20	18.300	73.2	1.380	8.408	0.000	sig. at 0.01
	post	20	22.300	89.2	1.490			
Step (II): Drafting	pre	20	11.450	57.3	1.986	11.525	0.000	sig. at 0.01
	post	20	17.700	88.5	1.455			
Step (III): Editing (reflection-revision)	pre	20	26.350	58.6	3.297	11.207	0.000	sig. at 0.01
	post	20	38.800	86.2	3.381			
Step (IV): The final copy (presenting)	pre	20	4.900	49.0	1.917	8.189	0.000	sig. at 0.01
	post	20	8.950	89.5	1.356			
Total post	pre	20	**61.000**	61.0	6.139	13.620	0.000	sig. at 0.01
	post	20	**87.750**	87.8	6.060			

t table value at df (18) and sig. level (0.05) = 2.10

t table value at df (18) and sig. level (0.05) = 2.88

Table (16) shows that there are statistically significant differences between pre and post teaching observation card responses in all four steps in the post observation card

Step (I): Pre- writing (Planning):

Looking at the results of the first step in table (16) above reveals that the participants' performance in teaching writing lessons have been changed and cultivated positively. This implies that those who were fairly good teachers before the program became much better at teaching writing skills after the suggested program. Moreover, they became more aware of the appropriate techniques of pre-writing (planning) that help and improve their teaching writing lessons. For instance, motivating and attracting students` attention and interest, generating ideas for the topic, focusing on central ideas, and making an outline to help students organize what they want to write. Their responses also show that they tended to agree that these writing skills were of great importance and help. This means that writing process as an approach for teaching writing skill has its effective influence on changing the teachers` performance.

Step (II): Drafting:

Based on the results of the second step, it is clear that there are significant differences between the participants' performance in teaching writing skill before and after the treatment in each sub-step and the total degree of the second step. So, there is a great deal of evidence confirming that, after the training program participants gained more experience in dealing with drafting during teaching writing skills. For example, encouraging students to write their rough drafts and be tolerant with their errors as they write the drafts. The participants also gained more confidence in presenting their writing lessons. This means that they benefited from the suggested program and became better

.

Step (III): Editing (reflection- revision):

As evident from the calculated t value and the significance value in table (16), the participants recorded better responses of their teaching writing abilities and experiences after being involved in the training program. Their responses showed how they were improved in dealing with editing (reflection & revision) during teaching writing. For instance, they showed that they had less problems in helping students look for ways to improve the writing in content and organization, make sure all of their students` sentences or paragraphs are coherent, edit the drafts for writing mechanics, provide students with specific comments and design writing activities that allow them to establish purpose in their writing, encourage students to work in groups to read and check their work together, give students sufficient time to edit their topics and provide them with feedback.

Step (IV): The final copy (presenting):

As evident from the calculated t value and the significance value in table (16), the participants recorded better responses in dealing with the final step of teaching writing. For instance, they had less difficulties in helping students share their writings with each other and give them time to read their writings in front of the class.

The total degree of teaching writing lessons:

Looking at the results of the four steps in table (16) above reveals that the participants' performance has been changed positively during teaching writing skills. The total degree of teaching writing before the program was 61 while after implementing the program became 87.750. This indicates the effectiveness of the suggested program on developing teaching writing skills.

The Effect Size of the differences within the experimental group:

In order to quantify the strength and extent of the difference between the pre-treatment perceptions and post-treatment perceptions, the researcher used both of Cohen's d Equation and Eta squared "η^2" (Afana, 2000,p. 42) to calculate the effect size. Due to the figures in table (18) below , the effect size is determined by three levels: small, medium, and large. The greater the effect size is , the greater is the difference of the measured variables.

Cohen's d Equation

$$d = \frac{2t}{\sqrt{df}}$$

Eta Squared Equation

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

Table (17)

The references table to determine the level of size effect (η^2) and (d)

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

Table (18)

"t" value, eta square " η^2 " , and "d" for each step and the total degree

Step	t value	η^2	d	Effect volume
Step (I): Pre- writing (Planning)	8.408	0.788	3.858	large
Step (II): Drafting	11.525	0.875	5.288	large
Step (III): Editing (reflection-revision)	11.207	0.869	5.142	large
Step (IV): The final copy (presenting)	8.189	0.779	3.757	large
Total degree	**13.620**	**0.907**	**6.249**	**large**

A quick look at table (18) shows that the effect size is large for each sub-step and for the total degree of each step. This means that the participants' performance has been changed largely in the post teaching observation card. The descending sequence of the effect size figures under "d" and "η^2" indicates that the change in the second step drafting in teaching writing lessons steps takes the highest position where the effect size on d = (5.288) and (0.875) on "η^2". The third step related to the editing (reflection- revision) comes next on the rank where the effect size on d= (5.142) and on "η^2" = (0.869), the first step related to the:(Pre- writing (Planning) comes on the next rank where d = (3.858) and on "η^2" = (0.788). The fourth step related to the final copy (presenting) in writing is the last on rank = (3.757); (0.779). However, the effect size of the differences between the pre-program and post-program responses vary among the sub-steps. For example, the increase of the positive expectations is the largest in volume d = (6.249) and on "η^2" = (0.907).The effect of the program on the experimental group in teaching writing skills is large. This may be due to the types of techniques and activities that used to increase participants` knowledge and develop their performance in teaching writing skills

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4. Summary:

Summing up the results of the above two tables that investigate the differences of the participants' performance before and after the suggested program, it can be stated that there are significant differences between pre and post implementing the program among the experimental group. Because there are a lot of activities and techniques which develop teachers` performance during teaching writing skills.

The results of the study agrees with the results of many researchers such as: **Applebee**, **(1992)** who confirmed utilizing process-type work as planning, prewriting, reflection and writing multiple drafts. **Kolling, (2002)** found that using the writing process in teaching writing showed an increase and progress in learners` level and improvement in their written work. **Bratscher,(2001)** in his program confirmed using cooperative learning, creative writing and journalizing strategy can improve learners` level in teaching writing. The study results of **Linda (2001)** indicated that many teachers lack adequate training in teaching the writing process. It suggested that teachers training should be offered to help staff become necessary in teaching writing and a variety of strategies should be applied into the writing lessons.

Chapter V

Findings: summary, conclusion and recommendations

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Findings: summary, conclusion and recommendations

1- Introduction:

This chapter includes the main aspects of the study and introduces some suggestions and recommendations that could help develop and improve teaching English in general and writing skills in particular.

2-Summary:

The main aim of the study was to develop teaching writing skill among secondary school teachers.

The experimental approach was attempted to examine the hypothesis of the study. The sample of the study consisted of (20) teachers from several secondary schools. The population of the study consisted of all secondary school teachers (male teachers) in Khan Younis Directorate of Education.

The researcher first prepared an observation card of (20) writing skills which was divided into four domains: pre-writing (planning), drafting, editing (reflection & revision) and the final copy (publishing). It was a tool to decide the suitable teaching writing skills for secondary school teachers.

The researcher benefited from the results of the observation card when preparing the suggested program as a second tool.

The tools confirmed their validity by introducing them to a group of specialists to be refereed, including professors of teaching methodology, supervisors of English language in addition to highly qualified and long experienced secondary stage teachers. Moreover, the observation card was reliable according to Alpha Cronbach and the split-half techniques.

Finally, the researcher designed a suggested program with consideration to teaching writing skills and a group of activities and techniques which used to increase teachers` knowledge in teaching writing skill.

The suggested program was taught to the experimental group. After that, the post-test was applied on it and the results were statistically analyzed using (SPSS).This study consists of five chapters. The first chapter starts with an introduction, proceeds the state of problem, the research questions and hypothesis. After that it deals with the objectives of the study, limitations of the study, significance of the study, and finally the definition of terms.

The second chapter includes a review of relevant literature and previous studies related to the current study. First, Part one is organized in the form of subtitles each of which tackles a certain area such as : writing as a skill, why teaching writing, teaching writing, writing as a process, techniques for mastering the writing process, writing stages, types of writing, purposes of teaching writing, approaches of writing, strategies of teaching writing, effective teaching, the role of the teacher in writing lessons, writing a paragraph, writing an essay, approaches to writing instruction, stages of writing practice, writing assessment and evaluation, methods of correcting writing and approaching to scoring.

Secondly, part two, In this part, the researcher sheds light on the previous studies related to the current study. It includes two sections of previous studies. The first section deals with strategies for teaching writing and the second section deals with the studies related to programs used to improve teaching writing as a skill. Finally comments on the previous studies.

In chapter three, the researcher introduces the procedures followed throughout the study. It includes a description of the methodology of the study, the population, the

sample, the variables, the tools. It also presents the research design in addition to the statistical treatment for the study findings.

Chapter four presents the results of the study that have been reached with the use of the statistical program (SPSS) for data processing. The finding of the hypothesis was presented as follows:

The results of the hypothesis proved that there were statistically significant differences in secondary school teachers` performance after implementing the program at ($\alpha \leq 0.05$).

The researcher also used the effect size techniques to measure the effect of the suggested program on teachers` performance in teaching writing skills. The statistical results indicate that the program had a clear effect.

According to the statistical results, it is concluded that there is a positive effect by increasing knowledge of teaching writing and improving teachers` performance in teaching writing skills.

Chapter five states the summary, conclusion recommendations and suggestions for further researches.

3-Conclusion:

The purpose of the study was to examine the effectiveness of a suggested program on teaching writing skills among secondary school teachers. The study also identified the four steps that should be taken into account during teaching writing skills which are: prewriting, drafting, editing (reflection-revision) and the final copy. The findings clearly showed that after conducting the program teachers` performance became better. This was due to the activities and techniques that were used to increase teachers` knowledge and develop their performance during teaching writing

.

The statistical treatments which were used in the study indicated that the differences between the means of the experimental group before and after implanting the suggested program are statistically significant at level ($\alpha \leq 0.05$). It means that the use of the suggested program in developing teaching writing skills had a significant impact on teachers` performance during teaching writing skills.

The effect of the program on performance of the experimental group may be due to various techniques and activities which were used in the program. This also helped teachers to do better at teaching writing lessons. The use of the program with its techniques and activities could have affected the teachers` motivation and interest which could also have reflected on their willingness to teach and on their general performance in teaching English language.

These differences may be due to the teaching aids which were used during conducting the program as the worksheets, handouts, LCD, and the motivation.

This proves that teaching writing using the writing process with its four steps (prewriting, drafting, editing and the final copy) is effective and gives clear results in teachers` performance during teaching writing skills.

4- Recommendations:

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

1- Recommendations for the teachers:

The researcher would like to recommend the teachers of English in secondary school stages to search for resources that help improve the teaching process which affect our students` achievement positively. In this field he suggests the following:

1- Reading and searching for useful writing approaches help you to avoid the misleading activities during teaching writing lessons.

2- Adopting up-to-date strategies of teaching writing and other skills such as prewriting (planning), drafting, revision, editing, and publishing help make the learning process more effective and dynamic.

3- Using the different useful of brainstorming techniques 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 help students to exchange their ideas and help each other.

5- Focusing on the outline of the essay or the letter is very important in organizing the topic.

6-Providing students with frequent feedback, including positive reinforcement and suggestions for improvement.

7-Encouraging students to bring and use their dictionaries in the writing lessons. It is a good idea for the student to carry a small dictionary with him while at school.

8- Focusing on the elements of satisfactory writing which are: clarity, coherence and focus.

9- Visiting the websites which were mentioned in this study is of great value and benefit as they provide useful information that every teacher needs.

10-Exchanging classroom visits among teachers, inside and outside the school to exchange experiences.

2- Recommendations for the Ministry of Education:

From his experience as a teacher and a school headmaster, the researcher would like to suggest the following to the Ministry of Education and Higher Education:

1-Conducting a training program that enhances and develops 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, see (Al-Majdalawi,2005:2)

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 tool of this study in assessing teachers` performance during 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 their years of experience.

7- More periods are advised to be given for teaching creative writing and other writing types.

4- Recommendations for further studies:

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

1-Evaluating the Content of Palestine Grade 12th Text books from Teachers` and Supervisors` Perspective.

2- The Effect of Using Writing Process in Teaching Writing Skill on the Achievement of Secondary School Students

3- A Suggested CALL Program to Develop Secondary School Students` Mechanics of Writing.

4- Investigating Student` Writing Strategies that Students Use in English Writing Periods at Basic Schools.

5- Investigating English Teachers` Methods of Evaluating  Students` Achievement.

6- Improving Secondary School Students` Writing Skills and Attitudes toward Writing.

7- Improving Twelfth Grade Student's Five- Paragraph Essay Writing Skills Using Various Writing Strategies ,Guided Assignment, and Portfolios for Growth.

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Appendixes

The Islamic University-Gaza
Postgraduate Studies Deanery
Faculty of Education
Department of Curricula & Teaching Methods

An invitation to judge an observation card.

Dear……………………………………………………

The researcher is conducting a study to obtain a Master's Degree in curriculum and

English teaching methods. The study is about:

" A Suggested Program for Developing Teaching Writing Skills of Secondary

School Teachers in Khan Younis Governorate"

I would be grateful if you could judge this observation card as an instrument of this
study to assess the performance of secondary school teachers in teaching writing
lessons . The gathered information will be used for research purposes. Because of the
importance of your opinion, valuable experience and creditable feedback you are
kindly requested to look carefully at the steps and the items of the steps to determine
if they are acceptable or unacceptable, relevant or irrelevant.

Please tick($\sqrt{}$)in the suitable column, kindly add and change, or even omit the
inconvenient or un suitable ones according to your fair judgment and respected
perspectives.
Key: acceptable or unacceptable (for steps of writing).Relevant or irrelevant (for
items of the steps).

Thanks a lot for your co-operation.

Researcher,

Majed Ahmad Salah

An Observation Card for Teaching Writing Lessons

School…………………..   **Qualification…...........**

Male …….   Female……..   **University name……….**

Step(1)Pre-writing (planning)	acceptable	unacceptable	relevant	irrelevant
1-Teacher selects a topic for students to write about it.				
2-Teacher warms, motivates and attracts students` attention and interest.				
3-Teacher brainstorms or generates ideas for the topic, using one of the techniques such as :listing, free writing, clustering, spider diagram, sticky notes etc.				
4- Teacher focuses on essential and central ideas.				
5- Teacher helps students make an outline to help them organize what they want to write (introduction – body –conclusion.)				
Step(2) Drafting				
6- Teacher helps students to develop and support the ideas listed in the outline in groups.				
7-Teacher encourages students to write rough drafts.				
8-Teacher informs students not to worry about spelling, grammar, as they write their rough drafts.				
9- Teacher moves among students and checks their work, offering help as possible as he/she can.				
Step (3) Revision and Editing				
10-Teacher helps students go back over the first draft and asks them to look for ways to improve the writing in content and organization				

11-Teacher helps students make sure all of their sentences or paragraphs are coherent				
12- Teacher helps students to edit their draft for spelling ,grammar, punctuation, and sentence structure errors.				
13-Teacher provides specific comments and design writing activities that allow students to establish purpose in their writing.				
14-Teacher encourages students to discuss positive rather than negative aspects of their writing.				
15- Teacher encourages students to work in pairs or groups to read and check their work together.				
16- Teacher gives students sufficient time to edit their topics.				
17- Teacher moves and checks students` editing and offers help.				
18-Teacher provides opportunities for feedback in a non -evaluative atmosphere.				
Step (4) the final copy (presenting)				
19- Teacher helps students to share their writings with each other.				
20- Teacher evaluates students` writings.				
Total				

An Observation Card for Teaching Writing Lessons.

School………………..   Qualification…..........
Male …….   Female……..   University name……….

Phases of teaching writing lesson	1	2	3	4	5
Step(1)Pre-writing (planning)					
1-Teacher asks students to write about a topic of specific purpose.					
2-Teacher warms, motivates and attracts students` attention and interest.					
3-Teacher brainstorms or generates ideas for the topic.					
4- Teacher focuses on essential and central ideas.					
5- Teacher helps students make an outline to help them organize what they want to write (introduction – body –conclusion.)					
Step(2) Drafting					
6- Teacher helps students to develop and support the ideas listed in the outline in groups.					
7-Teacher encourages students to write rough drafts.					
8-Teacher should be tolerant with students` errors as they write their rough drafts,					
9- Teacher moves among students and checks their work, offering help as possible as he/she can.					
Step (3) Editing (reflection- revision)					
10-Teacher helps students go back over the first draft and asks them to look for ways to improve the writing in content and organization					
11-Teacher helps students make sure all of their sentences or paragraphs are coherent					
12- Teacher helps students to edit their drafts for writing mechanics.					

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13-Teacher provides specific comments and design writing activities that allow students to establish purpose in their writing.					
14-Teacher encourages students to discuss positive rather than negative aspects of their writing.					
15- Teacher encourages students to work in pairs or groups to read and check their work together.					
16- Teacher gives students sufficient time to edit their topics.					
17- Teacher moves and checks students` editing and offers help.					
18-Teacher provides opportunities for feedback.					
Step (4) the final copy (presenting)					
19- Teacher helps students to share their writings with each other.					
20- Teacher gives students time to read their writings in front of the class.					
Total					

Teacher's Guide

Demonstrating a writing lesson.

Model lesson procedures for teaching writing lesson.

Grade 12 –Unit 3- The importance of recycling (pp.32-33) English for Palestine.

	Steps	Procedure	Comments
1.	**Pre-writing (planning)** 5-7min)	1-Teacher asks students to write about a topic of specific purpose.(**The importance of recycling**). 2-Teacher warms, motivates and attracts students` attention and interest.(reminding ss of the most important words that can be used in this topic. Prevent pollution, landfill, unacceptable, groundwater, poisonous, disposal, employ, economic sense, environment etc….) 3-Teacher brainstorms or generates ideas for the topic.(recycling materials is important in our life- exploiting it for progress- creating lots of jobs- reducing disposal costs-limiting price rises- good for environment- saving lots of money. Methods of waste disposal etc…) . 4- Teacher focuses on essential and central ideas. 5- Teacher helps students make an outline to help them organize what they want to write (introduction – body –conclusion.)	Teacher elicits & encourages students to generate ideas individually Recycling was taught in lessons 7-8
2.	**Drafting** (15-17 min)	1- Teacher helps students to develop and support the ideas listed in the outline. 2-Teacher encourages students to write rough drafts. In this stage students should know these questions: Are my thoughts organized? - Do I stick with the same idea throughout my writing? Do I know what order I want to say things in? - Which ideas do I want to develop? 3-Teacher should be tolerant with students errors such as spelling, grammar, as they write their rough drafts. 4- Teacher moves among students and checks their	Students work in pairs

		work, offering help as possible as he/she can.	
3.	**Editing (reflection-revision)** (15-20min)	1-Teacher helps students go back over the first draft and asks them to look for ways to improve the writing in content and organization. 2-Teacher helps students make sure all of their sentences or paragraphs are coherent. 3- Teacher helps students to edit their drafts for writing mechanics. 4-Teacher provides specific comments and design writing activities that allow students to establish purpose in their writing. T-SS. Have you written an introduction? Does each paragraph have a topic sentence and several supporting details or examples? Are the ideas stated clearly? Are your sentences varied? etc… 5-Teacher encourages students to discuss positive rather than negative aspects of their writings. 6- Teacher encourages students to work in pairs or groups to read and check their work together. 7- Teacher gives students sufficient time to edit their topics. 8- Teacher moves and checks students` editing offering help as possible as he/she can. 9-Teacher provides opportunities for feedback.	Students work in groups Teacher asks students some oral questions about their reflection.

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4.	**The final copy (publishing) (5-7min)**	1- Teacher helps students to share their writings with each other.	
		2- Teacher gives students time to read their writings in front of the class. T-SS.	
		What do you like best about your writing?	
		If you were writing the composition again, what changes would you make?	
		How did you use the writing process in writing this composition?	
5-	**Homework**	Students are asked to complete their work at home.	
		Best wishes	

Demonstrating a writing lesson.

Model lesson procedures for teaching writing lesson.

Grade 12 –Unit 8- <u>Globalization</u> (pp.82-83) English for Palestine.

	Steps	Procedure	Comments
1.	**Pre-writing (planning)** 5-7min)	1-Teacher asks students to write about a topic of specific purpose**.(Globalization).** 2-Teacher warms, motivates and attracts students` attention and interest.(reminding SS of the most important words that can be used in this topic. (Increasing change, benefits, forms, transport, telecommunication, manufacturing, operations, importing, protectionism, prices etc…) 3-Teacher brainstorms or generates ideas for the topic.(forms of globalization- benefits of globalization- cheap goods- rapid transport and telecommunications- negative effects – destroying manufacturing in some regions- causes unemployment and social problems. etc...) 4- Teacher focuses on essential and central ideas. 5- Teacher helps students make an outline to help them organize what they want to write (introduction – body –conclusion.)	Teacher elicits & encourages students to generate ideas individually Globalization was taught in lessons 7-8
2.	**Drafting** (15-17 min)	1- Teacher helps students to develop and support the ideas listed in the outline. 2-Teacher encourages students to write rough drafts. In this stage students should know these questions: Are my thoughts organized? - Do I stick with the same idea throughout my writing? Do I know what order I want to say things in? - Which ideas do I want to develop? 3-Teacher should be tolerant with students errors such as spelling, grammar, as they write their rough drafts.	Students work in pairs

		4- Teacher moves among students and checks their work, offering help as possible as he/she can.	
3.	**Editing (reflection-revision)** (15-20min)	1-Teacher helps students go back over the first draft and asks them to look for ways to improve the writing in content and organization. 2-Teacher helps students make sure all of their sentences or paragraphs are coherent. 3- Teacher helps students to edit their drafts for writing mechanics. 4-Teacher provides specific comments and design writing activities that allow students to establish purpose in their writing. T-SS. Have you written an introduction? Does each paragraph have a topic sentence and several supporting details or examples? Are the ideas stated clearly? Are your sentences varied? etc… 5-Teacher encourages students to discuss positive rather than negative aspects of their writings. 6- Teacher encourages students to work in pairs or groups to read and check their work together. 7- Teacher gives students sufficient time to edit their topics. 8- Teacher moves and checks students` editing offering help as possible as he/she can. 9-Teacher provides opportunities for feedback.	Students work in groups Teacher asks students some oral questions about their reflection.

4.	**The final copy (publishing)** (5-7min)	1- Teacher helps students to share their writings with each other. 2- Teacher gives students time to read their writings in front of the class. T-SS. What do you like best about your writing? If you were writing the composition again, what changes would you make? How did you use the writing process in writing this composition?
5-	**Homework**	Students are asked to complete their work at home.
		Best wishes

Model lesson procedures for teaching writing lesson.

Grade 11 –Unit 1-<u>Travelling in the past and present</u> (pp.12-13) English for Palestine.

	Steps	Procedure	Comments
1.	**Pre-writing (planning)** 5-7min)	1-Teacher asks students to write about a topic of specific purpose**.(Travelling in the past and present)** 2-Teacher warms, motivates and attracts students` attention and interest.(reminding SS of the most important words that can be used in this topic. (useful, visit new places, customs, traditions, countries, transportation, camels, slow, fast, spend holidays, ancestors, travelers, etc…) 3-Teacher brainstorms or generates ideas for the topic.(travel is useful- giving knowledge about people and places- using camels- slow travel- meeting and visiting many countries- journeys were long- today, it is short, easy and safe- choosing a package holiday,. spending holidays . etc...) 4- Teacher focuses on essential and central ideas. 5- Teacher helps students make an outline to help them organize what they want to write (introduction – body – conclusion.)	Teacher elicits & encourages students to generate ideas individually Travelling was taught in lessons 7-8
2.	**Drafting** (15-17 min)	1- Teacher helps students to develop and support the ideas listed in the outline. 2-Teacher encourages students to write rough drafts. In this stage students should know these questions: Are my thoughts organized? - Do I stick with the same idea throughout my writing? Do I know what order I want to say things in? - Which ideas do I want to develop? 3-Teacher should be tolerant with students errors such as spelling, grammar, as they write their rough drafts . 4- Teacher moves among students and checks their work,	Students work in pairs

		offering help as possible as he/she can.	
3.	**Editing (reflection- revision)** (15-20min)	1-Teacher helps students go back over the first draft and asks them to look for ways to improve the writing in content and organization. 2-Teacher helps students make sure all of their sentences or paragraphs are coherent. 3- Teacher helps students to edit their drafts for writing mechanics. 4-Teacher provides specific comments and design writing activities that allow students to establish purpose in their writing. T-SS. Have you written an introduction? Does each paragraph have a topic sentence and several supporting details or examples? Are the ideas stated clearly? Are your sentences varied? etc… 5-Teacher encourages students to discuss positive rather than negative aspects of their writings. 6- Teacher encourages students to work in pairs or groups to read and check their work together. 7- Teacher gives students sufficient time to edit their topics. 8- Teacher moves and checks students` editing offering help as possible as he/she can. 9-Teacher provides opportunities for feedback.	Students work in groups Teacher asks students some oral questions about their reflection.

4.	**The final copy (publishing)** (5-7min)	1- Teacher helps students to share their writings with each other. 2- Teacher gives students time to read their writings in front of the class. T-SS. What do you like best about your writing? If you were writing the composition again, what changes would you make? How did you use the writing process in writing this composition?	
5-	**Homework**	Students are asked to complete their work at home. **Tips for the teacher** To assess a piece of writing, we must look at a number of factors: - Does it communicate meaning successfully?(clearly understandable) - Is it accurate? (correct grammar, spelling, vocabulary, punctuation) - Does it use a wide or narrow range of language? (not simple words and structures or more sophisticated ones as well ?) -Is the language appropriate (formal /informal, suitable for the context etc..) -Is it reasonably fluent? (linked sentences, text not too short) - Is the text well-organized?(paragraphing, logical flow) **Best wishes**	

The primary observation card was handed to these expertise in education in the three universities the Islamic University, Al Aqsa University and The Open University, as well as the Qattan Center for Educational Research and some supervisors in the Ministry of Education in Gaza Strip:

1- Prof.. Ezzo Afanah	Prof. in Methodology	The Islamic University
2- Dr. Awad Keshta	Ph.D in Methodology	The Islamic University
3-Dr. Sanaa Abu Daqa	Ph.D in Education	The Islamic University
4-Dr. Mohammad Hamdan	Ph.D in Methodology	Al Aqsa University
5-Mr. Mohammad Atyia	MA. in Methodology	Al Aqsa University
6- Mr. Mohammad Sadeq	MA. in Psychology	Al Aqsa University
7- Dr. Wael Hewatti	Ph.D in Literature	The Open University
8- Mr. Mohammad Shaat	MA. in Methodology	The Open University
9- Dr. Mohammad Abu Mallouh	Ph.D in TEFL	The Qattan Center for Educational Research
10- Mrs. Maha Barzaq	MA. in Methodology	The Qattan Center for Educational Research
11- Mr. Kamal Abu Shamla	MA. in Methodology	Supervisor in The Ministry of Education the Middle Area
12-Mr. Hussein Abu Al Khair	BA. in English	Supervisor in The Ministry of Education
13-Mr. Haider Abu Shawesh	BA. in English	Supervisor in The Ministry of Education
14-Mr. Ismail Harb	BA. in English	Supervisor in The Ministry of Education
15- Mr. Alaa Harb	MA. in Methodology	Supervisor of English in UNRWA-Rafah
16- Mr. Omar Obaid	MA . in Methodology	Ministry of Education- Khan Younis

The name of the referee panel

The primary program was handed to these expertise in education in the two universities the

Islamic University and Al Aqsa University, as well as the Qattan Center for Educational

Research and some supervisors in the Ministry of Education in Gaza Strip:

1- Prof.. Ezzo Afanah	Prof. in Methodology	The Islamic University
2- Dr. Awad Keshta	Ph.D in Methodology	The Islamic University
3- Dr. Sanaa Abu Daqa	Ph.D in Education	The Islamic University
4- Mr. Mohammad Atyia	MA. in Methodology	AL Aqsa University
5- Mrs. Maha Barzaq	MA. in Methodology	The Qattan Center for Educational Research
6- Mr. Kamal Abu Shamla	MA. in Methodology	Supervisor in The Ministry of Education the Middle Area
7- Mr. Hussein Abu Al Khair	BA. in English	Supervisor in The Ministry of Education-Khan Younis

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Rubrics used in assessing teaching writing lesson.

(0-1) point	(2-3) points	(4-5) points
T does not select a topic to write on.	The topic is ambiguous for ss to write on.	The topic of writing is clear
There is no motivation and warming up.	Motivation is done to some extent.	Motivation is clear and T attracts ss` attention.
There is no brainstorming at all.	The given ideas are not enough for ss to focus on.	Generating ideas for the topic is done clearly and in appropriate way.
Essential ideas are not focused on.	Some ideas are focused on.	Central and essential ideas are focused on correctly.
The outline is not given at all.	The outline is explained quickly and unclearly.	The outline is done clearly and in a systematic way.
T does not help ss to develop their ideas.	Supporting ideas are not enough and in complete.	Supporting ideas are developed well.
T does not help ss to develop their ideas.	Writing rough drafts in not clear.	Ss are asked write rough drafts.
There is no drafting. There is no tolerance with ss` mechanics of writing.	Writing anxiety is avoided to some extent.	Writing anxiety is avoided.
Ss are left without checking.	Checking ss` work is done to some extent and incomplete.	Checking ss` work is done correctly and logically.
There is no knowledge of improving the writing in content and organization.	The knowledge of improving the writing is little.	Improving the writing in content and organization is done well.
There is no coherence.	Coherence is sometimes done in ss` writings	Coherence of sentences is clear.
Ss are left without help or guidance.	T rarely helps ss to edit drafts for writing mechanics.	Editing for writing mechanics is recommended and done.
Comments or suggestions are neglected.	T sometimes gives comments and suggestions during writing.	Clear and specific comments are given to ss during writing.
There is no encouragement.	Little encouragement is given to ss.	Encouraging of positive

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		aspects of writing is done properly.
Working in groups is not recommended.	Ss` participation in groups is little.	Working in groups is done clearly.
No sufficient time is given for ss to write.	Time for editing is enough to some extent.	Sufficient time is given for editing.
There is no checking for ss` writing.	T rarely moves and check ss` writings.	Checking ss` editing is clear and effective.
There is no feedback.	Little feedback is taken into account.	Feedback is clearly done.
Ss are not sharing their writing with each other.	Only few ss share their writings with each other.	Ss share their writing with each other carefully.
There is no chance for reading ss` writing.	Ss are given little chance to read their writings.	Ss read their writing clearly.

Appendix (5)

Schools' Visits Schedule

No.	Names of schools	Phone of school	Date of visit
1	Kamal Naser Secondary School.	2052833	3.10.2009 7.10.2009
2	Khaled Al Hassan Secondary School	2051068	8.10.2009 12.10.2009
3	Haroun AL Rashid Secondary School.(A)	2051888	14.10.2009 17.10.2009 20.10.2009
4	Haroun Al Rashid Secondary School (B)	2051888	21,10.2009 24.10.2009 26.10.2009
5	AL Mutanabi Secondary School.	2071322	27.10.2009 29.10.2009 31.10.2009

Appendix (6)

Some teachers` answers for the index questions

- Concerning the first question which is:

1- What do you think was the most useful feature of the training program?

17 teachers said, really we got great benefit from this program especially the different and varied techniques of teaching writing skill. This program enriched our knowledge, it was very fruitful and beneficial and we hope to overcome our students` difficulties.

- Concerning the second question which is**:**

2- What did you find most difficult or unsuccessful ?

5 teachers said, "timing of the program as it conducted after school time. We are tired and we have lots of work to do after school."

- Concerning the third question which is:

3- Give details of three or more points that you have learned during the program?

18 teachers said, teaching writing using the writing process (pre writing, drafting, editing-reflection& and revision, the final copy or publishing. They added, the activities of guided writing, writing assessment and the methods of correcting writing skill.

- Concerning the fourth question which is:

4- What are your suggestions for upgrading the quality of this program?

14 teachers said, we need more enrichment material to read to get more benefit.

- Concerning the fifth question which is:

5- Do you have any questions ?

11 teachers said, yes, in addition to writing skill, actually many students have learning difficulties in reading and they can not read even simple paragraphs. We don't know how to implement reading skills for those slow learners and how to help them overcome their problems. we need more programs in teaching reading skills.

Appendix (7)

The interview's questions

1- How would you describe the writing texts that existed in the text book, English for Palestine, grades eleven and twelve?

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2- Do you think they suit students` level?

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3- Do you face any obstacles during teaching writing? If yes, what are they?
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Appendix（8）

Some teachers` answers for the interview's questions

Concerning the first question which is:

1-How would you describe the writing texts that existed in the text book, English for Palestine, grades eleven and twelve?

16 teachers said that the texts are very good and they are really interesting and modern.

4 teachers said that the texts are difficult. In (Grade 12) unit one they should have given students to write about energy instead of talking about the best vehicle

Concerning the second question which is:

2- Do you think they suit students` level?

13 teachers said" yes, they suit students level as students enjoy the texts."

7 teachers said "no, they don't suit students` level as there are many slow learners who can not write properly"

Concerning the third question which is:

3- Do you face any obstacles during teaching writing? If yes, what are they?

15 teachers said yes, and we cannot adapt many useful techniques of teaching writing because we don't have enough time as one period is set for teaching writing in each unit.

16 teachers said, many students have weak vocabulary store, others can not form meaningful sentences.

15 teachers said, "crowded classes which contain more than 40 students is an important obstacle that faces us, as we find it very difficult to overcome the difficulties of slow learners and to teach effectively." They added, "we really lack training in this field."

Appendix (9)

Permission from the Ministry of Education

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C.V

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</center>

Personal Information :

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Date of Birth : 25 \\ 8 \\ 1964

Marital Status : Married

Place of Birth : Palestine

Nationality : Palestinian

I. D : 908533862

Education File :

* General Certification Of Education : 1982

* Teacher training institute in Gaza: 1985

* B.A. of English Language (Al-Aqsa University- 1999)

 * M.A. of Methodology " A Suggested Program for Developing Teaching Writing

Skills Among Secondary School Teachers in Khan Younis Governorate

Professional Experience :

* Teacher of English Language (Khan Younis Governmental Schools)

* Trainer for freshman teachers in English teaching methodology.

* School headmaster in Abdullah Abu Setta School in Khan Younis.