

Composition Writing Skills among 9<sup>th</sup> Grade Students in  
Bethlehem Schools

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### Thesis Approval

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Jerusalem-Palestine

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## Declaration

I certify that this thesis submitted for the degree of Master is the result of my own research, except where otherwise acknowledged, and this thesis (or any part of the same) has not been submitted for a higher degree to any other University or institution.

Signed  .....

Kawthar Zboun

Date: September, 8<sup>th</sup>. 2006

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## Abstract

This study aimed to investigate the composition writing skills for the Ninth grade students in Bethlehem Province Schools (public, UNRWA, and private schools).

This study has attempted to answer these two questions:

1. What are the English composition writing skills among 9<sup>th</sup> grade students in Bethlehem Governorate schools?
2. Are there any statistical significant differences at ( $\alpha = .05$ ) in the means of 9<sup>th</sup> grade students to the English composition skills related to, gender, supervising authority, free reading, and interaction between the previous variables?

The population of the study consisted of all the ninth grade students studying during 2004/2005 in Bethlehem schools. The sample of the study was a stratified random cluster sample, it had been chosen from public, UN and private schools. The number of the sample is (188) students, (94) are male, and (94) female students.

To investigate the composition writing skills of 9<sup>th</sup> grade students. The researcher has prepared a form, this form was developed according to the writing skills. The form was divided to two dimensions one related to form and the other to content. The students were asked to write about one of three compositions. The researcher adopted this list as a criterion of correction for the composition writing skills, and then she made sure that the study tools were valid and reliable. The researcher has applied the tools to the study sample in the second semester May in 2004/2005.

To answer the study questions and test its hypotheses, the suitable statistical analyses were used. Means, standard deviation, (t-test), one way ANOVA, Cronbach Alpha and Pearson Correlation.

The Results of the Study show that:

- 1- The ability of English composition writing skills among Ninth Grade students is weak.
- 2- There are no statistical significant differences at ( $\alpha = .05$ ) in the means of the 9<sup>th</sup> grade students' composition writing skills due to gender variable.
- 3- There are statistical significant differences at ( $\alpha = .05$ ) in the means of the 9<sup>th</sup> grade students' composition writing skills due to free reading.

- 4- There are statistical significant differences at  $(\alpha = .05)$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to supervising authority variable.
- 5- There are statistical significant differences at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between gender and supervising authority in favor of male and female in private schools.
- 6- There are statistical significant differences at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between gender and free reading in favor of male and female who read more than four books in the semester.
- 7- There are no statistical significant differences at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between supervising authority and free reading.
- 8- There are no statistical significant differences at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between gender, supervising authority and free reading.

According to these results, the researcher has presented recommendations, some of them are:

- 1- Working for preparing a specializing English composition book for the Ninth Grade.
- 2- More than one session should be scheduled weekly for teaching composition.
- 3- Encouraging students to show writing through competition and cultural activities.
- 4- Conducting some studies relevant to the composition writing is also recommended by the researcher.

## ملخص الرسالة باللغة العربية

هدفت هذه الدراسة التعرف الى مهارات التعبير الكتابي لدى طلبة الصف التاسع الاساسي، في مدارس محافظة بيت لحم (حكومة ووكالة وخاصة). وقد حاولت الدراسة الاجابة عن السؤالين الاتيين.

1. ما هي مهارات التعبير الكتابي لدى طلبة الصف التاسع الاساسي، في مدارس محافظة بيت لحم (حكومة، وكالة، وخاصة)؟

2. هل توجد فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات طلبة الصف التاسع الاساسي، في درجة مهارات التعبير الكتابي تعزى لكل من متغير النوع الاجتماعي، والسلطة المشرفة على المدرسة، والمطالعة الخارجية، او للتفاعل بين متغيرات الدراسة.

تكون مجتمع الدراسة، من جميع طلبة الصف التاسع الاساسي المنتظمين للدراسة في العام الدراسي 2004/2005م، في مدارس محافظة بيت لحم (حكومة ووكالة وخاصة). أما عينة الدراسة فقد اختيرت بالطريقة العنقودية الطبقية العشوائية، من المدارس التي تشرف عليها الحكومة، والتابعة لوكالة الغوث الدولية، والتي تشرف عليها جهات خاصة. وبلغ عدد أفراد العينة (188) طالب وطالبة، منهم (94) طالب و (94) طالبة.

ومن أجل التعرف على مهارات التعبير الكتابي لدى الصف التاسع الاساسي، أعدت قائمة احتوت عناوين ثلاثة موضوعات في التعبير الكتابي، ثم عرضت على لجنة لتحكيمها، ومن ثم طلب من الطلاب الكتابة في احدى الموضوعات الثلاثة. وبعدها اشتقت قائمة تشمل مهارات التعبير الكتابي بمجاليه المتعلقين بالشكل والمضمون، فاعتمدت معياراً في تصحيح موضوعات التعبير الكتابي، وتأكدت الباحثة من صدق الاداة وثباتها. طبق الاختبار على عينة الدراسة في الفصل الثاني - في شهر أيار - من العام الدراسي 2004/2005م.

وللاجابة عن اسئلة الدراسة واختبار فرضياتها، استخدمت التحليلات الاحصائية المناسبة، فقد حسبت المتوسطات الحسابية، والانحرافات الممعيارية، واختبار (ت)، واستخدم تحليل التباين الاحادي، ومعادلة كرونباخ الفا، ومعامل ارتباط بيرسون، للتأكد من الثبات.

أهم نتائج الدراسة:

1. مهارات التعبير الكتابي لدى طلبة الصف التاسع الاساسي هي بشكل عام ضعيفة.

2. لا توجد فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي تعزى للنوع الاجتماعي.

3. وجود فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى لمتغير المطالعة الخارجية.

4. وجود فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى لنوع السلطة المشرفة.

5. وجود فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى للتفاعل بين متغير النوع الاجتماعي والسلطة المشرفة لصالح الذكور من المدارس الخاصة بآليهم الاناث من المدارس الخاصة ومن ثم الذكور في مدارس الوكالة.

6. وجود فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى للتفاعل بين متغير النوع الاجتماعي والمطالعة الخارجية لصالح الذكور والاناث الذين يطالعون أكثر من (4) كتب خارجية في الفصل.

7. لا توجد فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى للتفاعل بين متغير السلطة المشرفة والمطالعة الخارجية.

8. لا توجد فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى للتفاعل بين متغير النوع الاجتماعي والسلطة المشرفة والمطالعة الخارجية.

وفي ضوء هذه النتائج خرجت لدراسة بعدة توصيات منها:

1. العمل على انشاء دليل للتعبير الكتابي للصف التاسع الاساسي.
2. تخصيص أكثر من جلسة اسبوعياً للتعبير الكتابي في الصف.
3. تشجيع الطلبة للكتابة التنافسية من خلال النشاطات الثقافية.
4. كما وتقترح الباحثة إجراء بعض الدراسات التي تتعلق بموضوع التعبير الكتابي.

# **1 Chapter One Problem and background of the study**

## **Chapter One**

### **1.1 Introduction:**

A recent research by the British council, Barbara (2005) says English has official or special status at least in seventy-five countries with a total population of over two billion. English is spoken as a native language by around 375 million and as a second language by around 375 million speakers in the world. Speakers of English as a second language will soon out number those who speak it as a first language. Around 750 million people are believed to speak English as a foreign language.

Writing is one of the most important aspects in human life. Nunan (1991) suggests that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language. He speculates that with the emergence of cultures based on agriculture rather than hunting and gathering, therefore, a need developed for permanent records which could be referred to over and over again. This was the initial stimulus for the emergence of a new form of writing.

The study of human language has existed throughout history. English language has been given much attention. For example English instruction in the Palestinian curriculum begins in the first basic class. It is a compulsory subject, it is also allotted three 45 minute periods a week in the time table of the first up to the fourth grade, and four 45 minute periods a week the 5<sup>th</sup> to 10<sup>th</sup> grade. Moreover English is allotted five 45 minute period a week in the time table of the 11<sup>th</sup> and 12<sup>th</sup> grade

#### **1.1.1 The role of writing:**

It is undoubtedly a suspicious decision to determine when writing was first used by humans as a means of communication and self- expression. It is widely believed that the early humans drawings were the seeds out of which writing developed. In the last few decades the teaching of writing foreign language pedagogy has undergone important changes. The focus on oral skills was the major interest to this pedagogy. However, writing and speaking are inextricably linked to each other, in fact, as interdependent and strongly combined as tails of a coin, writing is not less, if not more important than speaking.

Fromkin and Rodman (1983) state that writing is more advantageous than spoken language, as the former is permanent and the latter transient, therefore, writing freed us from the limitations of both time and place.

Hyland (1990) pointed out that it is crucial to understand the relationship between oral and written language in order to develop an effective pedagogy for teaching.

Many language researchers, Grabe, and Kroll (1990) and Mc Kay (1984) have directed more attention to the different issues involved in the teaching and learning of writing. In the last few years, an increasing number of Journal articles have been appearing on the topic of writing.

Halliday (1977), points out that the uses of written language in the modern world are: primarily for action, such as: social contact, personal correspondence, and public signs, on roads, maps, television, manuals, monitors and printouts. Written language is also primarily for information as newspapers, current affairs magazine, none fiction books, and public notes. In addition written language is primarily for entertainment as, comic script, poetry, drama, and films.

### 1.1.2 Importance of Writing:

Chastain (1977) emphasized the important role of composition writing among students and considered it as a highly productive skill. According to Chastain “it helps to solidify the student’s grasp of vocabulary and structure and complements the other language skills.” The teacher uses the written exercises to evaluate students’ progress in concept acquisition as well as in writing ability. Rice (1985) reported that educators view writing as a tool for learning in all subjects. According to Lado (1977) to write is to put down the graphic symbols that represent a language one understands, so that others can read these graphic symbols if they know the language and graphic representation.

Wilber (2001) points out that we live in an extraordinary time: all of the world’s cultures, past and present, are to some degree available to us, either in historical records or as living entities. This has never happened before in the history of the planet earth. It seems hard to imagine, but for some million years up to our present life, a person was born into a culture that knew nothing about any other. Today every thing differs, human knowledge, wisdom,

and technology are available to all. This is due to the fact that English is the most widely used language. It is considered as one of the most important languages in the world as Francis (1979) claims.

Nunan (1991) explains that the writing process is often divided into a series of stages that describe what the writer does during his writing.

### 1.1.3 Methods of teaching writing:

Writing as a subject of study has been passing through many stages since the appearance of the first piece of written language. Thus, the earliest western grammarians were interested in the preservation and interpretation of the text of the classical Greek writers. They tended to focus on written language and to ignore the difference between speech and writing. Although the spoken language was not completely rejected by traditional grammarians, it was often considered as an imperfect copy of written language Sweet (1999).

The above mentioned interest in writing remained so until Structuralists' (1940s–1950s), and transformationists' (1960s), views of written language came to dominate and prevailed. Actually, structuralists and later transformationists considered the written form of language to be secondary compared to speech. They tended to advocate and adhere to the principle of primacy of speech over writing. Being so the written language was considered to be derived from speech. Sound was the medium in which language was “embodied” and that written language resulted mainly from the transference of speech to writing to support the reviews. They tended to state that every known language existed first as a spoken one. In addition to the fact that there are thousands of languages which have never been committed to writing, they tended to say also that a child acquires a command of the spoken language before he or she learns to read or write Brown (1977).

The primacy of speech over writing, in view of structuralists and transformationists is clear to a large extent in their contrastive studies related to the teaching of foreign language which were manifested in three versions; namely, the Contrastive Analysis Hypotheses, Error Analysis, and Interlingua Studies.

The communicative approach come to emphasize the importance of communication. According to Brumfit (1984) communication is a process. When we communicate, we use

language to accomplish some function, such as arguing, persuading, or promising. Moreover we carry out these functions within a social context. A writer will choose a particular way to express his argument not only based upon his intent and his level of emotion, but also on whom he is addressing and what his relationship with that person is. It is insufficient for students to simply have knowledge of target language forms, meaning, and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between reader and writer that meaning becomes clear.

#### 1.1.4 Problems of writing:

Many researches studied the problems of teaching writing and attributed the difficulties in learners' writings to various factors such as: the interference between the rhetoric of the learner's mother tongue and that of the target language (Kharma, 1985: Al-Sharah, 1988: Sa'adeddin, 1989) or limited exposure to the authentic materials of the foreign language, and shrinkage of time for writing classes and insufficient practice of writing. (Magablah, 1992)

Bright and MC Gregor (1977) point out that teachers who report from all over the world talk about first secondary pupils who cannot put three words together, cannot write the simplest sentence.

Nunan (1991) explained that one of the problems in teaching writing is to maintain a fair balance between content and form and this balance depends on the teaching situation and opinion.

Current theory regarding the instruction of writing views the composition as the final product of a writing process that begins before the first word is written Davis (1976).

The students' ability in writing is measured through compositions they write. In fact from the first moment students are asked to write they begin to flounder. Moreover, composition writing for 9<sup>th</sup> grade students is usually a grueling task; their English written composition sounds unfamiliar to native speakers. (Al-Sharah, 1988). Teachers correcting in the General certificate exam noticed that students suffer from weakness in composition writing, according to them student's weaknesses started since they are asked to write composition and it is doubled in the higher classes (9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup> grade) despite the fact that they begin writing

from an early stage. The weakness in composition writing among EFL learners is clearly noticed in the general exam certificate.

Abu Shihab (1986) stated that one of the difficulties students face in writing is due to the absence of writing an outline of ideas before writing the product.

## 1.2 Statement of the Problem:

Since writing is a tool for learning any subject, English composition writing is one of the materials that reflect what students learn in English. Teachers give much attention for this subject. In spite of this fact, composition writing is a very hard task for most of the students. Their skills in writing is not developed by the time and their weaknesses remains as it is. Teachers also face difficulty in improving the student's English compositions. This study aims to investigate the English composition skills owned by 9<sup>th</sup> grade students in Bethlehem governorate, UNRWA and public schools.

Teachers are also involved in the weaknesses of the composition writing among 9<sup>th</sup> grade students. Students are transferred from one stage to another, encountering the same difficulties in writing at each. The lack of knowledge concerning the writing skills owned by the students may also contribute to the students' weaknesses. Teachers must know the composition writing skills acquired by students. Consequently teachers will be able to have feedback about these skills, and then establish a remedial plan for students who lack the required skills.

## 1.3 Questions of the Study:

The study aimed to answer the following questions:

1. What are the English composition writing skills among 9<sup>th</sup> grade students in Bethlehem Governorate schools?
2. Are there any statistical significant differences at ( $\alpha = .05$ ) in the means of 9<sup>th</sup> grade students to the English composition skills related to
  1. Gender.
  2. Supervising authority.

3. Free reading variable.
4. Interaction between the previous variables.

#### 1.4 Hypotheses of the Study:

The following null hypotheses were derived from question 2.

1. There are no statistical significant differences at the point of  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to gender.
2. There are no statistical significant differences at the point of  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to supervising authority.
3. There are no statistical significant differences at the point of  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to free reading.
4. There are no statistical significant differences at the point of  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between study variables.

#### 1.5 Objectives of the Study:

The study aims to investigate the composition writing skills among 9<sup>th</sup> grade students in Bethlehem schools. The study also aims to detect the effect of number of variables (gender, free reading, and supervising authority) on the range of the acquired composition writing skills among 9<sup>th</sup> grade students in Bethlehem schools. In addition to the previous objectives, this study aims to design a form that can be utilized as criteria in correcting composition writing skills.

#### 1.6 Significance of the Study:

The importance of this study stems from the fact that English composition writing is important to students in cultural, intellectual and academic terms. Writing always accompanies students and reflects what conceptual understanding they gain. (Lado, 1977).

1. This study is one of the new studies addressing this subject. According to the researcher's knowledge there are few studies in this field.(Al-Mosa, 1974: Adra, 2005)
2. The study reflects factual description about the actual composition skills among 9<sup>th</sup> grade students in Bethlehem governorate, UN and private schools. The results of the study are an indicator to improve the weaknesses in the student's composition writing.
3. The study allows for additional studies based on the results achieved by the researcher.

### 1.7 Limitations of the Study:

This study is limited to 9<sup>th</sup> grade students in Bethlehem governorate, public, UNRWA and private schools enrolled in the second semester of the 2004/2005 academic year.

### 1.8 Assumptions:

- 2 This study is based on the following assumptions:
  1. Composition writing is important in evaluating student's ability to write.
  2. The topic used is appropriate for this research.
  3. The sample involved in the study is representative.
  4. Student's composition represents their real ability.
  5. Correction system is appropriate.

## **Chapter Two      Review of the related literature**

## **Chapter Two**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Introduction:**

This chapter reviews relevant studies in composition writing, this chapter is divided into five sections. The first section presents the writing as a process. The second section focuses on writing as a product. The third section presents methods and techniques of writing. The fourth section focuses on problems of writing. The fifth section investigates suggested activities of writing. It should be noted that there is a limited number of available studies in composition writing.

The last two decades have witnessed an increasing interest and a growing body of research: Kaplan (1966), Manke (1986), Head (1977), Alawneh (1985), in the EFL learner's problem of writing at the sentence, paragraph and at the content level. In perspective of the EFL researches, error free writing has no longer been necessarily graded as good writing although it is highly demanded by the teacher and warmly appreciated by the students. Until recently, investigating writing problems on the sentence level has been the main concern of the research projects conducted. A new trend of research had emerged since Kaplan's (1966) seminal paper in which he calls for further studies to explore the effect of cultural thought patterns in intercultural education. Kaplan did not attribute problems in English as a foreign language to something psychological, rather than rhetorical. He referred them to the incapability of the EFL learners to cope with two different rhetorical patterns simultaneously. Every language has its own rhetorical. Rhetorical is not universal, but varies from one culture to another. Therefore having the ability to write effectively in the native language does not necessarily mean that the student can write adequate essay in second language. Two different groups of researchers prominently appeared as a result. Empirical studies in different countries all over the world, for example: (Jordan, Japan, China, Iran, Spain, Palestine, etc.) have explored the extent to which one culture. Logic and rhetoric influence one's writing in the second language. Thereafter, the problematic spots at the intersentential levels have attracted most of the researcher's efforts. Coherence, cohesion, unity, and clarity have been highlighted as rhetorical features that good writing should be associated with. Hence, mastery

of the grammatical competence is not sufficiently enough for the language learner to be an effective writer.

## 2.2 Writing as a Process:

The process approach to composition writing studies has come to replace the older traditional product that focused on correctness. Writing as a process is divided into several stages, the prewriting stage, oral language, class discussion and pre-composition activities. Head (1977) considered prewriting activities to be of immense value because they fostered discovery, the fundamental element of the: prewriting stage; furthermore, prewriting activities encouraged effective writing because they prompted originality, creativity, and personal awareness. Head (1977) also considered prewriting activities to be of immense value because they could restore an interest in writing.

### 2.2.1 The Prewriting Stage:

The prewriting stage has been defined differently by the authors of various books and articles. However, Head (1977) concludes that most of definitions emphasized the importance of discovering something meaningful to write about and the importance of putting that something into logical order.

Hannan (1977) defines prewriting as anything that helps to prepare the student for writing.

Lado (1977) stated that the task of pre writing activities for students to learn to write in a foreign language varies according to what the student knows about his native language writing. Being sufficiently prepared involves knowing the symbols that will represent the utterances he has in mind and how to put them down.

Manke (1986) defined prewriting in broader terms as: writer's actions from the origin of an idea to the completion of the first draft. Manke (1986) viewed the writing process as a series of choices that writers make. Manke recommended that teachers allow individual writers to choose the prewriting strategy that was more suitable for the individual writers needs.

Smelstor (1980) adds that prewriting activities may reduce the planning time (time used in planning to write), that students use during composing time. Thus provide more time for actual writing. If students had more time for actual writing during the composing process, the

quantity of writing might be increased. Matsushashi (1981) agrees with Smelson and reported that planning time accounted for a significant proportion of the total composition time.

Hillerich (1979) and Graves (1977) regarded the prewriting stage as an essential part of the writing process, and considered prewriting activities necessary to the process. He described one of the most difficult stages in the writing process as getting started or actually writing something on a blank sheet of paper. Prewriting activities can help students through this difficult "getting started" stage. Because, prewriting activities provide students with an opportunity to get started before the pen touches the paper. Hillerich (1979) pointed out that children need to be encouraged in certain activities during the prewriting phase of the writing process.

Graves (1977) considered that prewriting activities essential because students need to rehearse before they write. According to Graves (1977) rehearsal activities (or prewriting activities) occurred before writing; furthermore, activities could be considered rehearsal for writing if students understood they could write; after their participation in these activities.

Penniman (1985) studied the effect of teaching prewriting strategies and concluded that prewriting activities had a positive effect on the quality of writing. He investigated the effect of instruction in heuristic (discovery) processes. Penniman (1985) found these procedures enabled students to become more effective in producing ideas and enabled students to employ more deliberate searching, planning, and reformulation strategies. Penniman (1985) concluded that the composing process became a more self-directed activity.

Comer (1986) conducted 'a quasi-experimental study and found that prewriting did not significantly affect the functional writing skills of high school students.

Head (1977) found that an emphasis on the prewriting stage produced several positive results. He pointed that students became more aware of language, wrote essays that were more; descriptive, detailed and specific; furthermore, students had a more positive view of English.

Cummings (1981) studied the effect of a process approach to writing instruction. He found that the writing ability of college students was enhanced by participation in structured, sequential prewriting and rewriting activities. These activities included: journal writing, individual and group prewriting sessions, student-teacher prewriting conferences, and

student- teacher revision conferences. Cummings (1981) found that students used the prewriting strategies in their post- test essays.

### 2.2.2 Oral Language:

Several researchers (Stallard, 1977: Carrol, 1981: Reid, 1983: and Collins, 1983) believe that writing is an extension of oral language. They suggested that oral language activities facilitated the writing process.

Collins (1983) considers writing and speaking to be closely integrates and recommends that they should not be isolated for separate study. Collins (1983) thought that the simultaneous teaching of writing and speaking could benefit the writer because the writer would develop personal expression in writing and speaking and the writer would have immediate feedback.

Carroll (1981) points that talking helps student to practice the attributes of written language. He pointes out that talking enables students to (re) discover the creativeness of language to verbally reconstruct their reality, to practice with expansion, imitation, and meaning all attributes of writing.

Reid (1983) believes that talking in the writing classroom would improve writing and recommended that writing instruction include talking the neglected part of the writing process. Reid (1983) cited three reasons for the use of talking in the writing classroom: First, talking is natural and students were confident in their use of oral language; second, talking encourages the exploration of words; and third, talking encourages a comfortable atmosphere where writers are willing to take risks and share their writing.

Research study by Mayo (1976) found that talking can have a positive effect on the quality of writing. Mayo suggested that a prewriting discussion could improve students' attitudes toward writing.

Barry (1984) found that a prewriting discussion could stimulate invention and relieve anxiety for twelfth grade writers as they proceeded through the stages of the composing process.

### 2.2.3 Class Discussion:

Class discussion is one of the prewriting activities. It is a brief prewriting discussion, in which students discuss the subjects they wish to write about before starting writing. McNulty (1981) and Mayo (1976) found that prewriting discussions did not significantly affect writing quality. McNulty (1981) studied three motivational approaches to writing; one of these approaches focused on teacher-student verbal interaction. McNulty found that teacher-student verbal interaction did not significantly affect the quality of student compositions

Mayo (1976) found that a brief prewriting discussion affects neither the writing quality nor quantity of tenth grade students; however, Mayo (1976) found that the assignment questions significantly affected the quality of written compositions and concluded that divergent assignment questions produced significantly better written compositions than convergent assignment questions.

Roubicek (1984) compared two different prewriting activities at the fifth grade level: structured discussion and story dramatization produced better quality student compositions than structured discussion.

### 2.2.4 Pair Discussion:

Pair discussion is also one of the prewriting activities. Myers (1980) investigated the effectiveness of pair discussion as a prewriting activity for college students and found this prewriting activity had positive effects on attitudes toward writing and also had positive effects on the quality of writing.

Cartwright (1979) found that students participated in a combination of cooperative and individual activities as they composed and wrote. The cooperative activities included the following inter actions: peers, teachers, aides, text-books, and reference books.

In a small informal study, Brown (1977) concluded that interaction among students, in the form of moderate talk about the composition throughout the writing activity, was motivational.

Nunn (1984) investigated peer interaction during collaborative writing at the fourth and fifth grade level and found that oral language was important for maintaining interpersonal

relationships, problem solving, exploration of language and ideas, and examination of ideas. Nunn (1984) added that boys and girls differed in their choice of a writing topic.

### 2.2.5 Pre-Composition Activities:

Alawneh (1985) pointed out that the secondary school curriculum guide section on controlled writing in Jordan deals with the work to be done by all students. Helpful hints are given regarding the way in which free composition can be approached through pre-composition activities involving the systematic modification of different types of model sentences. Little or nothing is said about how students can be motivated to write, what they like to write about, or how they can be given credit for expressing interesting ideas.

According to Graves (1978) opportunities for writing are limited, especially for the older students. Usually, writing is limited to a single writing assignment each week. Graves compared the amount of time devoted to writing at the various grade levels and reported that most writing was done at the primary levels. Furthermore, the amount of writing declined with each successive grade level.

Al-Sharah (1988) stated that writing is a thinking process that involves more than grammar and vocabulary. The task of any writer is to produce and present the target readers well organized material, appropriate for communicating the intended message. Therefore, writing must be effective, graceful and precise enough to satisfy and persuade the audience.

Graves (1978) found a curriculum emphasis on reading instruction and reported that while two hours were spent teaching reading, only five minutes were spent for giving writing instruction

## 2.3 Writing as a Product:

### 2.3.1 Writing Quantity and Quality:

Writing quantity is a broad term that can refer to either the number of compositions or the length of a specific composition. Since this study defined writing quantity as the number of words per composition, the most relevant research studies were those that defined writing quantity in similar terms.

Bodkin (1978) found that the writing quantity of third and sixth grades was influenced by

differences in socioeconomic status. Bodkin (1978) reported that blue collar students wrote significantly longer compositions than students from middle class communities.

Chapman (1986) found that writing quality was significantly related to grade level and writing apprehension and concluded that students in eleventh grades wrote better than students in grades eight and four, and students with low apprehension wrote better than students with high writing apprehension.

Allen (1986) studied the composing process of high performance eleventh grade writers and found that these writers were never responsive to teachers who emphasized the writing process furthermore, these writers composed multiple drafts.

Scifres (1986) found that first grade students who wrote more frequently had significantly better holistic scores than their counterparts who wrote less frequently. Scifres (1986) also reported that the writer who wrote more frequently had significantly better spelling and vocabulary.

### 2.3.2 Students' composition:

Al-Sharah (1988) found that most secondary school graduates have not acquired a sufficient command of English. They may know a great deal about English grammar and be able to translate from English to Arabic with the aid of a dictionary, but their practical ability to write is insufficient. Al-Sharah (1988) studied the discourse problems in the writing of English majors at Yarmouk University and found that students of English were not able to properly apply the discursal qualities in their compositions. Magableh (1992) studied the student-teachers' rhetorical problems in their writing and found that they did not properly involve the rhetorical qualities in their writing. Hamdan (1991) analyzed an extensive sample of English composition writing by Yarmouk University students. Their findings revealed that most of the text in question suffered from coherence problems. Kharm (1985) explained that the sample of EFL texts he analyzed showed discursal deficiencies. Al-Mosa (1974), analyzed the grammatical errors committed in one hundred compositions, written for the General Preparatory Certificate Examination, held by the Ministry of Education in Jordan. He identified the following grammatical errors: verbs, auxiliary, 3<sup>rd</sup> person singular marker, subject verb agreement, main verb form, tense, prepositions, pronouns and adjectives.

Mukattash (1977) conducted a study to examine all the common errors in composition scripts of a sample of fifty first year students. The result of the analysis was in the use of verbs, tense, usage, form and copula omission.

Alawneh (1985) pointed out that secondary school graduates may have enough knowledge about grammar but they lack the capability to speak and write reasonably. As a result, universities and post secondary institutes found out that they were still in need of more English. Moreover, they were incapable of using acceptable English whether in the spoken or the written mode. Alawneh based his findings on his research along with his personal experiences as a teacher, supervisor and a director of education in Jordan.

Abu Shanab (1978) conducted a study in error analysis on a 20% sample of total population of 60 trainees in four ARAMCO training centers. After inspection, the errors were found to be in the use of: relative clauses, verb production and distribution, articles, prepositions, subject verb agreement, noun form and inflection pronouns.

Hillerich (1979) reported that the emphasis on punctuation and grammar encourages writers to use short simple sentences. These sentences could be punctuated correctly. Furthermore the emphasis on spelling prompted writers to use common words because these words could be spelled correctly.

Alawneh (1985) came to the conclusion that the poor level of English in students' written work is mainly due to the classroom methodology. This is because textbooks are based on structure whereas the communicative aspect to language is completely ignored. Teachers mostly devote all the time in the classroom to grammar. This situation leads to focus on syntactic structure of sentences which eventually makes it difficult for students to express themselves effectively.

## 2.4 Methods and techniques of teaching writing:

Methods and techniques of teaching are one of the factors that can be attributed to the problem of composition writing. Mukattash (1977), Alawneh (1985), stated that methods and techniques of learning writing in Arab schools are inadequate because few of the students learning English in these schools are able to produce coherent somewhat correct passages. Many researchers for example (Mukattash, 1977: Alawneh, 1985: Kharma, 1985) found out

that Jordanian students commit a lot of syntactic and lexical errors in the area of writing. They also stated that in traditional writing instruction, teachers emphasize the product of composition writing over the process of writing.

Hillerich (1979) considers the traditional methods of teaching writing to be effective and concluded that some students learn writing in a distasteful act since their creative efforts are ignored while their errors in punctuation and spelling are marked with red pen.

Graves (1977) surveyed thirty six state universities offering courses for the preparation of elementary teachers and found that only two courses were offered in the teaching of writing compared to 169 courses in reading, thirty courses in children's literature and twenty one courses in language arts. Thus, according to the number of course offerings, teachers were better prepared to teach reading, literature, and language arts and were least prepared to teach writing. Graves (1977) concluded that teachers were poorly prepared to teach writing and stated that most writing instruction really is not instruction at all. Rather, the teacher provides the opportunity for writing through assignments and then responds to the mechanical errors contained in the child's writing after it is completed.

According to Hillerich (1979) teachers evaluated the composition by marking errors in spelling, grammar, and punctuation with a red pen. Hillerich (1979) reported that the emphasis on spelling compelled writers to use common words because these words could be spelled correctly.

Scifres (1986) discovered that the traditional stress on grammar, punctuation, and spelling errors was counter productive. Scifres (1986) found the spelling of first grade children improved over time when their spelling errors were not stressed.

Graves (1977) concluded that traditional writing instruction ignored the process of writing and in turn ignored the writer. According to Graves neither prewriting, composing, nor post composing activities are emphasized substantially in either teacher or student texts. Nor is the learner's capacity for voice development or self-critical capabilities developed.

Davis (1976) reported that the current thinking regarding instruction in writing views the written composition as the final product of a writing process that begins before the first word is written on the paper; furthermore, an understanding of the writing process can have a profound effect on the methods used to teach and evaluate writing.

Humes (1983) suggested that the current emphasis on the writing process (how people write), rather than the written product (what people write) occurred because of the dissatisfaction with the previous descriptions of good writing products and the need for an operational knowledge of writing that included information about the processes that writers used as they wrote .

The learning-teaching process includes three very integrated factors: teachers, students and curricula. Though methodology is a fourth factor, it is in common between the previous three ones. In fact, it plays an important role in teaching writing. And so, some researchers attribute writing problems to what EFL learners encounter in the methodology applied in the classroom. Teachers nearly always concentrate on the sentence correctness. It is known that error-free writing is highly evaluated, while the other hidden fact of the process, rhetoric, is still neglected. Therefore, such methodology can be considered as contribution factor in creating poor writers. Inadequate command of English, less exposure to authentic material and shortage of time for writing classes are identified as possible causes for writing problems at the rhetorical level.

Carpenter and Hunter (1981) asserted that heterogeneous classes and scarcity of ESL (English as a second language) materials concerned with the organization of writing above the paragraph level are the most serious difficulties in teaching advanced students in ESL classes. These problems can be overcome by providing more individualized instruction for advanced-writing students and acquainting them with some English patterns which underlie the organization of larger units of discourse. Hence, they stressed the importance of the use of discourse signals and the need for integrating functional reading and writing activities.

Zamel (1982) defined writing as a thought process in which meaning is created. Therefore, students need to be taught how to explore topics, develop ideas and discover relationships. Moreover, students should have the opportunity to immerse themselves totally in the topic they are writing about. Writing instruction almost fails to recognize that learners write more qualitatively when they compose about topics that engaged them in. Revision should become the main component of this instruction. Students should learn to revise their writing as someone else is reading.

Scarcella (1984) indicated that native English writers use a wide variety of linguistic devices in order to engage the reader's attention and let him identify what they are writing about. The study, also, suggests that it is not enough for teachers to develop their student's linguistic knowledge. Discourse and cultural knowledge should be developed as well. Reading, television, films, and discussions with native English speakers may provide the students with such knowledge. Furthermore, students need to know the cultural norms and expectations of their audience.

## 2.5 Problems of Writing:

Problems of composition writing relating to the first language interference

Language interference is one source of the composition writing problems. Kharma (1985) mentioned some rhetorical problems in the essays written by Arab learners. The problems were: wrong paragraphing, overuse of "and", disorganized discourse, unnecessary repetition, incoherence and wrong reference.

(Kaplan, 1966: Al-Sharah, 1988: and Kharma, 1985) assert that there are more coordinators in the written Arabic discourse than subordinators. However each one has his particular interpretations for this rhetorical phenomenon. Kaplan, for example, ascribes the phenomenon to the abundance of coordinating devices, whereas Al-Sharah attributes it to the consequence of importance underestimation of the distinctions between cause and effect, real and unreal, main and supporting sentences. Kharma justifies the excessive use of coordinators to the, so called, "wa" – "wa" method of writing, because of Arabic "wa" (and) which is used as a sentence connector. "wa" has actually several other functions in discourse which are expressed in various ways in different languages.

Doushaq (1986) investigated Arabic and English writing problems of Jordanian at the university level. The researcher concluded that the students' weakness in organizing their writing can be attributed to negative transfer from Arabic.

The majority of the students' problems with written English seem to stem from mechanical and rhetorical sources. Therefore, Doushaq (1986) recommended that any material for developing English writing skills should take into account the following factors:

1. "Types of students' weaknesses that the students demonstrate in their writing.

- a. Text organization.
  - b. Paragraph unity.
  - c. Text cohesion on all levels: sentential and suprasentential.
  - d. Development and use of language functions and relevant expressions.
2. Students have not received enough training in writing for academic purposes in their native language, and therefore, positive transfer from L1 into L2 is likely to be very limited.
3. Logic and rhetoric are not universals. Rhetorical processes vary from one culture to another. Hence, contrastive rhetoric can be of great help in teaching academic writing and designing material for this purpose.

Al-Sharah's (1988) investigated the problems of discourse in English major's compositions at Yarmouk University. He mentioned that students are not able to apply properly the discursual qualities thesis statement, unity, coherence and completeness.

Rowe (1991) explored the relationship of composing in Arabic, Chinese and Spanish, on one hand and English on the other. He took into account cross linguistically and cross rhetorically challenges that L2 second language writers must juggle as they write. He emphasized that L2 composing processes reflected and differed from the L1 first language composing processes. Rhetorical analysis indicated that variant rhetoric may be regarded comparatively, rather than contrastively. Therefore, such a comparative approach may improve L2 composition pedagogy.

### 2.5.1 Problems of writing relating to the cultural differences:

Rhetoric is the art of using language effectively. So, it includes some factors which should be seriously considered when someone would like to produce a well written piece of discourse. Rhetoric can be, therefore, illustrated as a series of constraints on the writer that directs him in a certain way to organize his thought in a particular manner. The reader, then, can easily decode that thought as a result of the rhetoric which is in common with the writer. Each language has its own culture that is significantly different from that of any other language and constantly affects its particular rhetoric. The problematic area in this context is that an EFL learner disregards English rhetoric and writes according to what he thinks is correct. As a

result of the inadequate proficiency in the target language, the EFL learner refers to the system of writing which he has got used to, i.e. the native language rhetoric.

Comparing writing systems of various languages with that of English is therefore, necessary to tackle such a problem properly. This section includes studies that compare between Arabic, Chinese, Japanese, Spanish and Korean.

Atari (1984) is a contrastive study of the stylistic features of Arab and American university student-written English. The study indicated that Arab college students tended to include a broad statement before the topic sentence is introduced. They also elaborated in one topic frame and not the others. This, of course, runs counter to the native reader's expectations. Thus, the message intended by the Arab writer is not clearly conveyed to the native English reader.

Conner and McCagg (1983) aimed at checking if cultural differences, as Kaplan (1966) suggested, would emerge in an immediate recall paraphrases. The results, they point out, are actually so much surprising. They are evident challenge to Kaplan's theory of cultural patterns. The researchers clarify that there were no indication that the type of transfer observed by Kaplan in free compositions, occurs when non-native English speaker subjects reconstruct exemplar of English expository prose. The non-native English appear to be constrained by the structure of the original passage. The native English speaking subjects, on the other hand, rearrange the original text highlighting some of its significant aspects.

Kobayashi (1984) investigated the differences between Japanese and American student's use of rhetorical patterns in the first language writing and also examined the degree to which the Japanese students used these patterns in English. The study pointed out that different patterns of writing, specific-to-general and general-to-specific, were used by the subjects. The former was used by the Japanese who tended to relate the text to their own experience, while the latter was used by the Americans who tended to restate the text information. The findings confirmed that when writing in English, cultural preferences for certain rhetorical patterns clearly exist and second language learners do use first language rhetorical patterns.

Koch (1984), as Panos and Ruzic (1983), stated that Arabic negatively affects Arab student's English writing as the two languages adopt different organizational styles. Arabs do not use

repetition for the sake of repetition, or because they are culturally unable to be concise. It is a rhetorical strategy of persuasion to create a presence.

Onaka (1984) summarized some findings, about paragraph development in some languages, similar to those of Kaplan (1966). She pointed out spirality and linearity and dominant in some oriental languages, Japanese in this case and English language writings respectively. She added that the paragraph in English is developed according to time, space or logic where a main idea is developed by several supporting ones. The supporting ideas should be connected with cohesive devices to create a coherent text. The relation between the writer and the reader should be taken into account, as well. Cause and effect, comparison and contrast, definition and analogy are some techniques for developing ideas through writing.

Kamel (1989) asserted that rhetorical competence in second language writing is attributable to a combination of exposure, experience and linguistic proficiency in the target language rather than the rhetoric transfer. This, of course, supports Corner and McCogg's (1983) work.

## 2.6 Suggested activities to improve composition writing:

In order to minimize the students' problems in English composition, Kharma (1985) recommended that students should use English orally and write at the discourse level. They should also connect sentences by means of the discourse markers and take care of the organizational features of written discourse including paragraphing, connectors and punctuation.

Prewriting activities are considered essential because they help prepare students for the act of writing. Hannan (1977) recommended that teachers prepare students for the act of writing, and suggested that teachers use prewriting experiences to motivate students and help students to organize and collect data.

Gregg (1986) agreed with Mohan and Lo (1985) that developmental factors play an important role in the acquisition of expository writing skill. But at the same time he pointed out that they dismissed traditional conventions of writing in Chinese as a significant source of interference in the ESL college students. He confirmed the idea that by increasing our own awareness of the students' culture-specific- writing styles, we open new avenues for them to experiment with new patterns in a meaningful way. Therefore, providing the non-native

students with explicit instruction in the rhetorical norms of the second language is very necessary.

Kharma (1986) asserts that inadequate command of the foreign language is not less important, as a major cause of difficulty, than ignorance of the rhetorical principles of the same language. EFL learners usually suffer, as he mentions, from a deficiency in the following two areas: (1) the ability to write long sentences, including dependent and independent clauses, that require various coordinating and subordinating tools, and (2) knowledge of the meaning and proper use of linking devices. In the latter area, students are not usually sufficiently trained on the usage and use of the lexical items and discourse markers. The native language speakers may, on the other hand, employ different devices to express the same meaning.

Kharma (1986) suggests that some practical steps be taken to improve the situation:

1. Constant and systematic use of reading material to introduce the main rhetorical features.
2. Use of written exercises that involves connecting sentences by means of cohesive devices.
3. Rearranging of scrambled sentences into a proper paragraph.
4. A non-paragraphed text that can be studied and broken into two or more paragraphs.
5. Concentration should be, then, on the overall structure of the paragraph and the whole discourse.
6. Students need to learn the logic reflected in the rhetoric.
7. Any piece of writing the students produced should have a purpose and should address a particular audience.

Adnan (1991) did not support Mohan and Lo's (1985) developmental factors theory. The results showed that as the students take more writing courses, no improvement in the rhetorical qualities of their descriptive papers is evident. They did not write with greater

complexity of sentence construction. He recommended that students need more practice in developing coherence for the descriptive mode and in using compound sentence construction. Shakir (1991) stated that majority of the teacher's comments on the student-written text were concerned with weaknesses related to the sentence structure. This can in fact be taken as indicator of what usually attracts the teacher's attention either in writing instruction or in their own processing of a topic. Concentration on the intrasentential relationship, also holds little promise for the process of teaching coherent writing. However he emphasized that coherence is created in a text by the appropriate usage of grammatical structures, the accurate selection of lexical items and the functional organization of content.

Shakir (1991) indicated that most of the teachers' comments, as to what renders a student-written topic coherent, or incoherent, focused upon grammatical weaknesses and mechanics of writing, Only very few remarks dealt with intersentential aspects. He noticed further weaknesses which the teachers were unable to identify in the students' compositions. Orality of the mode of content was one of those problematic spots. Students wrote in a mode that fits spoken texts rather written ones. Furthermore they deviated from the intended function of the text in question, which violates the commitments the writer is expected to undertake.

As a result, teachers need to develop an awareness of what renders a text coherent and makes it, then communicatively acceptable. A text is created and organized in a way that meets the constraints imposed by the writing task.

In contrast to Kaplan's (1966) viewpoint, Shakir (1991) emphasized that if students are trained to write efficiently in their first language, they will be able to transfer such knowledge and skills to English texts. Consequently, not only do EFL teachers bear the responsibility of developing students' English writing, but Arabic teachers do as well.

Farghal (1992) agreed with Shakir (1991) as he pointed out that the mainstream EFL teachers in the Language Centre in Yarmouk University evaluate L2 learners' writing in terms of the number of errors they commit rather than the meaning, or logic they express.

He recommended that EFL writing classes should aim at accurate usage of the discourse markers. This, of course depends on the nature of the relationship between sentences. In addition to clause relations, the problem-solution, hypothetical real and general particular can be used as patterns for organizing a text.

As a result, Farghal stressed the importance of a pre-requisite for well-written composition. It is embodied in sufficient exposure of EFL learners to authentic materials displaying various discoursal aspects. Moreover as writing is context dependent, learners should use ellipsis, substitution, or reference.

In conclusion, the researcher found this rapid review of related literature of much value to this research.

### **3 Chapter Three Methodology and Procedures**

## Chapter Three

### 3.1 Introduction:

This chapter presents the study's methodology, population, sample, tools, variables, and test correction methods used to achieve statistical accuracy. It also clarifies how the study tools are established to be accurate and honest.

### 3.2 Population of the study:

The population of the study consists of all 9<sup>th</sup> grade students in each type of Bethlehem governorate school: public, UN and private schools. At the time of the study students were enrolled in the second semester of 2004/2005. The following table shows distribution of population.

**Table (3.1):**Distribution of the population by Type of school and Gender.

Supervising Authority / Gender	Public 48 schools	UN 5 schools	Private 15 schools	Total
Male	1400	214	257	1871
Female	1377	280	229	1886
Total	2777	494	486	3757

Appendixes (1-3) define the study population.

The population from which the subject of the study were drawn consisted of (3757) students, (1871) males and (1886) females, attending (108) schools: (48) public, (5) UN and (5) private schools.

### 3.3 Sample of study:

The sample of the study consisted of (94) male and (94) female students, totaling 5% of the study population. The needed number from the whole population was selected stratified random cluster sample by numbering slips taking into account male and female from the same area, mixing them in three boxes, public, UN and private and then taking out a slip from each box. As a result I have five schools, one UN male and female schools in Dehasha

refugee camp, one public male and female schools in Beit Fajjar, and one co-education private school in Beit Jala.

Individuals of the sample were randomly selected from class lists. The needed students' number was selected by numbering slips, mixing them in a box and then taking out the needed slips from the box. The following table shows sample distribution.

**Table (3.2):**Sample Distribution by Type of school and Gender.

Supervising Authority Gender	Public	UN	Private	Total
Male	70	11	13	94
Female	69	14	11	94
Total	139	25	24	188

The study sample consisted of (188) students, (94) males and (94) females. Table (3.2) makes clear that the biggest sample number (139) students attended public schools, followed by 25 students from UN schools and finally (24) students were sampled from private schools.

### 3.4 Research Design and Instrumentation:

To achieve the goals of the study the researcher utilized a composition writing format in order to investigate the composition writing skills of 9<sup>th</sup> grade students. This format was developed according to the writing skills. The format was divided to two sections one related to form and the other to content.

The students were asked to write about one of the following three compositions: Computer is useful in our life, smoking is a bad habit, and learning foreign language.

### 3.5 Variables of the study:

The study included three independent variables and one dependent variable.

### 3.5.1 Independent Variables:

The independent variables investigated were, gender, supervising authority, and free reading.

### 3.5.2 Dependent Variable:

The dependent variable investigated was Composition writing skills of 9<sup>th</sup> grade students

## 3.6 Instrumentation:

The study tools were developed based on the following:

1. The researcher selected three writing titles taking into consideration the suitability of each title in relationship to the students' social, cultural and academic ability.
2. After the list of (3) choices, students were instructed to write on (1) composition based on their interest and ability. Basic topic sentences were included with each title upon which the composition could be built, Appendix (4) gives the (3) original composition titles.
3. Review of the first and second semester 9<sup>th</sup> grade books that contained composition subjects.
4. Review of previous studies in the literature pertaining to composition writing.

### 3.6.1 Marking Criteria:

The researcher developed a list of composition writing skills (14) related to content and (15) related to form. This list was developed based on the composition writing skills taught for students. This list was collected from writing books instructions and composition guidance. The purpose of the list was mainly to correct the students' composition writing skills. The form was judged by a committee of (5), including university professors, academic professionals and school teachers. Appendix (5) gives the draft lists related to form and content.

### 3.6.2 Validation of the tools:

To assure the validity of the composition writing skills ten titles topic sentences, and list of skill related to form and contents were judged by a committee of (5) academic professionals.

The researcher asked the judging committee the following:

- Read the (10) titles and choose the best three suitable for composition considering the students' ability and social context. Appendix (6)
- Read the composition skills listed that are related to form and content and modify them. Appendix (7)

The researcher implemented the (3) composition titles that were selected with the biggest rate by the judged committee:

- ❖ “Computer is useful in our life.” received (4) endorsement.
- ❖ “Smoking is a bad habit” received (3) endorsement.
- ❖ “Learning foreign language” received (3) endorsement.

The (3) compositions titles were given to students and they were asked to select (1).

Some of the content and form skills were removed while others were modified due to the recommendation of the committee, as they were not appropriate for evaluation of the students; the removed items from the form were number (2): Writing a relevant title, number (4): Using blue pen, number (6): Having overlap letters and number (19): Writing the name, date, and course at the top. Accordingly (85.8%) of the form list were approved by the committee, the removed skills from content were number (4): Writing clear error for sentences, number (6): Using pronouns, number (7): Repetition, number (8): Synonyms words and number (13): Using correct abbreviations and number (20): Using parallelism. (79%) of the content skills list were approved by the judged committee.

The researcher modified the skills list based upon the judged committee's suggestions and correct criteria until a list of (15) of form and (14) of content skills were created, appendix (8) illustrates the final tools that have been used to correct the student's compositions.

The researcher investigated the tools practically through the following means:

1. The researcher had ten sample compositions written by a pilot group evaluated by three teachers who have extensive experience in teaching English to 9<sup>th</sup> grade students, the three teachers were asked to grade the samples. The researcher then calculated the correlations ratio between the (3) sets of the corrected compositions. The following table (3.3) demonstrates the analysis correlations.

**Table (3.3):** Analysis of correlations between 3 teachers.

between 1 <sup>st</sup> teacher and the 2 <sup>nd</sup>	between 1 <sup>st</sup> teacher and the 3 <sup>rd</sup>	between 2 <sup>nd</sup> teacher and the 3 <sup>rd</sup>	Total
0.94	0.90	0.96	0.93
0.91	0.89	0.92	0.91
0.96	0.88	0.85	0.90
0.85	0.92	0.92	0.90
0.89	0.93	0.94	0.92
0.92	0.91	0.90	0.91
0.92	0.85	0.94	0.90
0.91	0.90	0.92	0.91
0.93	0.93	0.96	0.94
0.90	0.91	0.89	0.90
0.91	0.90	0.92	0.91

Table (3.3) shows that the correlation ratio is very high (0.91), the correlation between the 1<sup>st</sup> correction and the 2<sup>nd</sup> is (0.91), between 1<sup>st</sup> and 3<sup>rd</sup> is (0.9), and between the 2<sup>nd</sup> and 3<sup>rd</sup> is (0.92).

2. The researcher herself corrected the composition first on the same day as the tests were administrated, and then a second time two weeks later. The correlation ratio was (0.92) which further indicates the validity of the tools. Reliability of the study

related to form, content, and total degree was calculated according to Cronbach  $\alpha$  formula as in table (3.4).

**Table (3.4):** Cronbach  $\alpha$  formula, related to form, content, and total degree.

Items	Skills	$\alpha$	R
Form	15	0.91	0.86
Content	14	0.93	0.90
Total degree	29	0.94	0.88

### 3.7 Pilot Study:

Prior to using the compositional exam in the study, the researcher administrated the exam to a pilot sample in order to investigate any difficulties encountered by the students.

The pilot study aimed to achieve the following:

1. To see whether the topics were clear for the level of the subjects.
2. To see whether the given topics can motivate the subjects or not.
3. To identify any problem such as (time, expressions, clarity and instructions).

Based on the pilot exam the following modifications were done:

1. It was discovered that the instruction must be re-written.
2. Time required for completion needed to be extended from 30 minutes to 40 minutes.
3. Two words were not clear to the students and they were changed.

### 3.8 Procedures:

1. The researcher obtained two formal letters from the Graduate Studies Department of Education in Al-Quds University addressed to the educational

office in Bethlehem and the UN to facilitate the researcher mission. Appendix (9) illustrates that letter.

2. After obtaining the educational department approval, three letters were addressed to the headmasters of the three schools. Appendixes (10-12) illustrate that letters

3. The instruction was given to the subjects in the native language” Arabic”.

4. The subjects received the following instructions and explanations:

- The purpose of this study is to define composition writing skills of the 9<sup>th</sup> grade students at Bethlehem area.
- The titles of the compositions were provided.
- The researcher read the three subjects and subtopics to the subjects.
- The time of the test was 40 minutes.
- Students were given two white sheets. Appendix (13)

### 3.9 Scoring System:

After receiving the result of the test, the researcher did the following:

- Results were scaled according to 3 levels (very good=3, Satisfactory=2, and weak=1) see table (3.5) and table (3.6).
- Data was filled on the correction form related to content and form.
- Data was entered into a statistical computer program (SPSS).

**Table (3.5):** scoring system for skills related to form.

No.	Skills related to form	Composition Scoring
1.	Writing title in the center of the paper.	Very good: writing title in the center of the paper Satisfactory: title is shifted Weak: no title
2.	Using formatted paper.	Very good: using given white sheet Satisfactory: using printed paper Weak: using instruction sheet

3.	Using enough margins.	Very good: two margins Satisfactory: one margin Weak: no margin
4.	Handwriting.	Very good: leaving same space between words Satisfactory: the space between words not the same Weak: unable to read it
5.	Capital letters.	Very good: using capital in the whole subject Satisfactory: some times using capital Weak: don't using capital
6.	Indenting the first line of each paragraph.	Very good: indenting first line in the whole subject Satisfactory: indenting first line in some paragraphs Weak: no first line
7.	Punctuation marks.	Very good: punctuation more than 80% of composition. Satisfactory: punctuation between (50%-70%) of composition. Weak: no punctuation
8.	Avoiding breaking words at the end of lines.	Very good: avoiding breaking more than 80% of composition. Satisfactory: avoiding breaking between (50%-70%) of composition. Weak: did not avoid breaking through the composition.
9.	Formal language.	Very good: using formal language more than 80% of composition Satisfactory: using formal language between (50%-70%). Weak: did not use formal language.
10.	Spelling.	Very good: no spelling mistakes. Satisfactory: 4-7 spelling mistakes. Weak: more than 7 mistakes.
11.	Sentences.	Very good: complete sentence and meaningful more than 80% of composition Satisfactory: complete between (50%-70%). Weak: not complete and not meaningful.
12.	Introduction	Very good: writing introductory sentence Satisfactory: writing one sentence. Weak: no introductory.
13.	Conclusion.	Very good: writing a conclusion

		Satisfactory: writing one sentence Weak: no conclusion
14.	The whole composition is one large sentence.	Very good: using separated sentences Satisfactory: incorrect sentence Weak: the whole subject is one sentence
15.	Using unified paragraph.	Very good: unified paragraph more than 80% of composition. Satisfactory: unified paragraph between (50%-70%). Weak: no unified paragraphs

**Table (3.6):** scoring system for skills related to content.

No.	Skills related to content	Scoring
1.	Topic Sentence.	Very good: complete. Satisfactory: not complete. Weak: no topic.
2.	Providing support for the topic.	Very good: providing support more than 80% of composition. Satisfactory: providing support between (50%-70%) of composition. Weak: no support.
3.	Organizing evidences.	Very good: related evidences. Satisfactory: not related evidences. Weak: no evidences.
4.	Transitions and connecting words	Very good: using transitions more than 80% of composition. Satisfactory: using transitions between (50%-70%) of composition. Weak: don't use transitions.
5.	Writing complete sentences	Very good: complete Satisfactory: incomplete Weak: no sentence.
6.	Using correct verb forms	Very good: using correct verb forms more than 80% of composition. Satisfactory: using correct verb forms between (50%-70%). Weak: wrong verb forms.
7.	Subject verb agreement	Very good: correct subject verb agreement more than 80% of composition.

		<p>Satisfactory: correct subject verb agreement between (50%-70%) of composition.</p> <p>Weak: no subject verb agreement.</p>
8.	Using correct adverbs, adjectives, and prepositions.	<p>Very good: using correct adverbs more than 80% of composition.</p> <p>Satisfactory: using correct adverbs between (50%-70%) of composition.</p> <p>Weak: no adverbs</p>
9.	Using appropriate words	<p>Very good: correct and suitable words.</p> <p>Satisfactory: using related words.</p> <p>Weak: not related words.</p>
10.	Paragraphs connection	<p>Very good: well connected.</p> <p>Satisfactory: weakly connected.</p> <p>Weak: no connection.</p>
11.	Grammatical mistakes.	<p>Very good: 20% grammatical mistakes.</p> <p>Satisfactory: (30%-50%) grammatical mistakes.</p> <p>Weak: more than 70% grammatical mistakes.</p>
12.	Overuse of and.	<p>Very good: no over use of and.</p> <p>Satisfactory: using and 3-5 times in the paragraph.</p> <p>Weak: using and more than 5 times</p>
13.	Reflecting student's point of view	<p>Very good: clear point of view.</p> <p>Satisfactory: weak point of view.</p> <p>Weak: no point of view.</p>
14.	Relative clause.	<p>Very good: writing relative clause correctly more than 80% of composition.</p> <p>Satisfactory: writing relative clause correctly between (50%-70%) of composition.</p> <p>Weak: no relative clause.</p>

## **4 Chapter Four Results and Discussions**

## **Chapter Four**

### **Results and discussion**

#### **4.1 Introduction:**

The purpose of this chapter is to present the results of the statistical analysis.

In this chapter four types of statistical analysis were used. Descriptive analysis, t-test, one way analysis of variance, Cronbach  $\alpha$  , and Pearson Correlation.

The researcher based her analysis in correcting the composition writing on the criteria in table (3.5) and table (3.6). Skills were numbered according to three levels :( 3.00=very good, 2.00=satisfactory, and 1.00=weak). Accordingly all the means appears in the analysis tables in this chapter are out of 3. The researcher also depends on the following scale to grade the skills: (2.40-3.00 very good “2.40 represents 80%”, 1.75- less than 2.40 satisfactory, and less than 1.75 weak).

The results of the study are presented according to the same order of the research questions.

#### **4.2 Results of the Study:**

##### **4.2.1 Question (1):**

What are the English composition writing skills among 9<sup>th</sup> grade students in Bethlehem Governorate schools?

To answer the first question, percentage, means, and standard deviations of English composition writing skills among 9<sup>th</sup> grade students related to both study aspects (form, content) and the total degree were presented in table (4.1- 4.8).

**Table (4.1):** means and standard deviations of English composition writing skills among 9th grade.

No	Skills	Means	SD	Degree
	Using formatted paper.	2.29	0.85	Satisfactory
	Avoiding breaking words at the end of lines.	2.23	0.94	Satisfactory
	Handwriting.	2.21	0.733	Satisfactory
	A margin is enough.	1.90	0.96	Satisfactory
	Topic Sentence.	1.85	0.71	Satisfactory
	Writing title in the center of the paper.	1.81	0.86	Satisfactory
	Sentences.	1.69	0.8	Weak
	Introduction	1.61	0.79	Weak
	Writing complete sentences	1.61	0.77	Weak
	Using appropriate words	1.59	0.74	Weak
	Using correct verb forms	1.58	0.73	Weak
	Providing support for the topic.	1.57	0.77	Weak
	The whole composition is one large sentence.	1.54	0.74	Weak
	Capital letters.	1.52	0.78	Weak
	Formal language.	1.52	0.76	Weak
	Overuse of and.	1.52	0.88	Weak
	Spelling mistakes.	1.51	0.8	Weak
	Organizing evidences.	1.51	0.73	Weak
	Conclusion.	1.50	0.71	Weak

	Subject verb agreement	1.50	0.7	Weak
	Transitions and connecting words	1.47	0.69	Weak
	Using correct adverbs, adjectives, and prepositions.	1.47	0.71	Weak
	Punctuation marks.	1.41	0.73	Weak
	Paragraphs connection	1.38	0.62	Weak
	Grammatical mistakes.	1.38	0.77	Weak
	Using unified paragraph.	1.36	0.63	Weak
	Reflecting student's point of view	1.36	0.7	Weak
	Relative clause.	1.35	0.73	Weak
	Indenting the first line of each paragraph.	1.25	0.64	Weak

**Table (4.2):**Mean of means and standard deviations of English composition writing skills among 9<sup>th</sup> grade.

Aspect	Mean	SD	Percentage	Degree
Form	1.75	0.64	58%	Satisfactory
Content	1.51	0.56	50%	Weak
Total Degree	1.63	0.52	54%	Weak

Table (4.2) shows that the English composition writing skills among 9<sup>th</sup> grade students are weak. The acquired English composition writing skills among 9<sup>th</sup> grade students related to content is weak. As shown in table (4.2) the mean of English composition writing skills related to form is (1.75). While the mean of English composition writing skills related to content is (1.51).

**Table (4.3):** Means and standard deviations of the highest means of English composition writing skills among 9th grade students.

Skills	Means	SD	Degree
Using formatted paper	2.29	0.85	satisfactory
Avoiding breaking word at the end of lines	2.23	0.94	Satisfactory
Handwriting	2.21	0.73	Satisfactory
A margin is enough.	1.90	0.96	Satisfactory

Table (4.3) shows that the highest means of English composition writing skills among 9<sup>th</sup> grade students were skills related to form.

**Table (4.4):** Means and standard deviations to the lowest means of English composition writing skills among 9th grade students.

Skills	Means	SD	Degree
Indenting the first line of each paragraph	1.25	0.64	Weak
Using unified paragraph	1.36	0.63	Weak
Relative clause	1.35	0.73	Weak
Reflecting student's point of view	1.36	0.70	Weak

Table (4.3) shows that the highest means of English composition writing skills among 9th grade students are: using formatted paper, avoiding breaking word at the end of line, handwriting and a margin is enough. Table (4.4) shows that the lowest means of English composition writing skills among 9th grade students are: intending the first line of each paragraph, using unified paragraph, relative clause, and reflecting student's point of view.

After analyzing the previous results it is clear that students do not possess the basic composition writing skills, meanwhile, the highest means of skills students possess are skills related to form. These skills students learn by the time they join the school. Teachers

concentrate on the form skills in many subjects, as students may learn them in other classes such as Arabic. The students also do not need an extensive effort to learn the form skills.

**Table (4.5):** Means and standard deviations to the highest means of English composition writing skills related to form among 9<sup>th</sup> grade students.

Skills	Means	SD	Degree
Using formatted paper	2.29	0.85	Satisfactory
Avoiding breaking word at the end of lines	2.23	0.94	Satisfactory
Handwriting	2.21	0.73	Satisfactory
Using enough margins.	1.90	0.96	Satisfactory

Table (4.5) shows the highest means of English composition writing skills related to form among 9<sup>th</sup> grade students.

**Table (4.6):** Means and standard deviations to the lowest means of English composition writing skills related to form among 9<sup>th</sup> grade students.

Skills	Means	SD	Degree
Indenting the first line of each paragraph	1.25	0.65	Weak
Using unified paragraph	1.36	0.64	Weak
Punctuation marks	1.40	0.73	Weak
Conclusion	1.50	0.72	Weak

For more detail see appendix (14)

Table (4.6) shows that the lowest means of English composition writing skills related to form among 9<sup>th</sup> grade students are: intending the first line of each paragraph, using unified paragraph, punctuation marks, and conclusion.

Table (4.6) emphasizes the fact that most of student do not write conclusion which is one of the major area in composition writing.

**Table (4.7):** Means and standard deviations to the highest means of English composition writing skills related to content among 9<sup>th</sup> grade students.

Skills	Means	SD	Degree
Topic sentences	1.85	0.71	Satisfactory
Writing complete sentences	1.62	0.77	Weak
Using appropriate word	1.59	0.74	Weak
Using correct verb form	1.58	0.73	Weak

Table (4.7) indicates that the highest means of English composition writing skills related to content among 9<sup>th</sup> grade students are: topic sentences, writing complete sentences, using appropriate word, and using correct verb form.

**Table (4.8):** Means and standard deviations to the lowest means of English composition writing skills related to content among 9<sup>th</sup> grade students.

Skills	Means	SD	Degree
Relative clause	1.35	0.73	Weak
Reflecting student's point of view	1.36	0.70	Weak
Grammatical mistakes	1.38	0.77	Weak
Paragraph connection	1.38	0.6	Weak

For more detail see appendix (15)

Table (4.8) shows that the lowest means of English composition writing skills related to content among 9<sup>th</sup> grade students are: relative clause, reflecting student's point of view, grammatical mistakes, and paragraph connection.

#### 4.2.2 Question (2):

Are there any significant differences ( $\alpha = .05$ ) in the means of 9<sup>th</sup> grade students English composition skills related to gender, supervising authority, free reading, and due to interaction between the study variables?

This question is converted into the following null hypotheses:

##### 4.2.2.1 Hypotheses (1):

There are no significant differences at ( $\alpha = .05$ ) in the means of the 9<sup>th</sup> grade students' composition writing skills due to gender variable.

**Table (4.9):** Results of t-test for the differences in the degree of English composition writing skills among 9<sup>th</sup> grade students, due to gender.

Aspect	Gender	Freq	Means	SD	Df	T	Sig
Form	M	94	1.68	0.54	185	-1.76	0.937
	F	94	1.82	0.55	185	-1.76	
Content	M	94	1.45	0.56	185	-0.815	0.707
	F	94	1.55	0.56	185	-0.815	
Total	M	94	1.57	0.50	185	-1.54	0.822
	F	94	1.67	0.53	185	-1.54	

Table (4.9) shows that there are no significant differences in the means of the 9<sup>th</sup> grade students' composition writing skills due to gender variable.

##### 4.2.2.2 Hypotheses (2):

There are no significant differences at ( $\alpha = .05$ ) in the means of the 9<sup>th</sup> grade students' composition writing skills due to supervising authority variable.

**Table (4.10):**Means, standard deviation of differences of English composition writing skills among 9<sup>th</sup> grade students, in the total degree due to supervising authority.

Aspect	Supervising authority	Freq	Means	SD
Form	Public	139	1.52	0.36
	Private	24	2.64	0.37
	UN	25	2.23	0.40
	Total	188	1.75	0.55
Content	Public	139	1.27	0.31
	Private	24	2.64	0.44
	UN	25	1.78	0.30
	Total	188	1.5	0.56
Total Degree	Public	139	1.4	0.28
	Private	24	2.67	0.39
	UN	25	2.02	0.31
	Total	188	1.63	0.52

Table (4.10) shows that the highest means of composition writing skills due to supervising authority is in private schools, followed by UN schools and then public schools.

One way analysis of variances and Sheffe test was used to show if there is any significant differences of English composition writing skills among 9th grade students, in the total degree due to supervising authority.

**Table (4.11):**One way analysis of variances of differences of English composition writing skills among 9<sup>th</sup> grade students, in the total degree due to supervising authority.

Aspect	Variances resources	Sum of squares	Df	Mean square	F	Sig
Form	Between group	30.07	2	15.03	112.40	0.00
	Within group	23.26	186	.134		
	Total	53.33	188			
Content	Between group	39.11	2	19.55	177.04	0.00
	Within group	19.99	186	0.11		
	Total	59.09	188			
Total Degree	Between group	32.12	2	16.06	174.60	0.00
	Within group	15.82	186	0.09		
	Total	47.94	188			

Table (4.11) shows that There are significant differences at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to supervising authority variable.

**Table (4.12):**Scheffe test, mean differences and significant between different supervising authority.

Variable relation	Mean differences	Sig
Public Private	-1.26*	0.00
Public UN	-0.62*	0.00
UN Pivate	-0.63*	0.00

\* The mean difference is significant at the  $\alpha = 0.05$

Table (4.12) shows that there are significant differences at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to supervising authority variable. The

difference is in favor of private authority, there is also significant difference at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills in favor of UN schools.

#### 4.2.2.3 Hypotheses (3):

There are no significant differences at ( $\alpha = .05$ ) in the means of the 9<sup>th</sup> grade students' composition writing skills due to free reading.

**Table (4.13):**Means, standard deviation of differences of English composition writing skills among 9<sup>th</sup> grade students, in the total degree due to free reading.

Aspect	Free reading	Freq	Means	SD
Form	Don't read	156	1.65	0.48
	1-4 books	24	2.32	0.52
	More than 4 books	8	2.58	0.43
	Total	188	1.75	0.55
Content	Don't read	156	1.4	0.48
	1-4 books	24	2.11	0.63
	More than 4 books	8	2.16	0.63
	Total	188	1.51	0.56
Total Degree	Don't read	156	1.53	0.44
	1-4 books	24	2.20	0.56
	More than 4 books	8	2.38	0.46
	Total	188	1.62	0.52

Table (4.13) shows that the highest means of composition writing skills due to free reading was in favor of students who read more than four books in the semester, followed by students who read (1-4) books in the semester finally students who don't read.

One way analysis of variance and Sheffe test was used to show if there is any significant differences of English composition writing skills among 9th grade students, in the total degree due to free reading.

**Table (4.14):** One way analysis of variance of differences of English composition writing skills among 9<sup>th</sup> grade students, in the total degree due to free reading.

Aspect	Variances resources	Sum of squares	Df	Mean square	F	Sig
Form	Between group	11.27	2	5.63	23.31	0.00
	Within group	42.06	186	0.242		
	Total	53.33	188			
Content	Between group	11.68	2	5.84	22.29	0.00
	Within group	47.41	186	0.26		
	Total	59.09	188			
Total Degree	Between group	10.76	2	5.38	24.89	0.00
	Within group	37.18	186	0.216		
	Total	47.94	188			

Table (4.14) shows that There are significant differences at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to free reading variable.

**Table (4.15):** Scheffe test, mean differences and significant between different free reading.

Variable relation	Mean differences	Sig
Don't read 1-4 books	-0.67*	0.000
Don't read more than 4 books	-0.85*	0.002
1-4 books more than 4 books	-0.17	0.781

\* The mean difference is significant at the  $\alpha = 0.05$

Table (4.15) shows that there are significant differences at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to free reading variable. The difference is in favor of students who read more than 4 books, there is also significant difference at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills in favor of students who read (1-4) books among students who don't read.

#### 4.2.2.4 Hypotheses (4):

There are no significant differences at ( $\alpha = 0.05$ ) in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between study variables.

1. Interaction between gender and supervising authority.
2. Interaction between gender and free reading.
3. Interaction between free reading and supervising authority.
4. Interaction between gender, supervising authority and free reading.

The analysis of variances was used as shown in tables ((4.16)-(4.22))

**Table (4.16):** Means, standard deviation of English composition writing skills among 9<sup>th</sup> grade students, in the total degree due to interaction between gender and supervising authority.

Gender	Supervising authority	Means	SD
Male	Public	1.22	0.28
	Private	2.08	0.30
	UN	1.99	0.11
	Total	1.40	0.44
Female	Public	1.29	0.31
	Private	2.01	0.31
	UN	1.74	0.41
	Total	1.49	0.44

Table (4.16) shows that the means of English composition writing skills among 9<sup>th</sup> grade students is in favor of male in private schools, followed by female in private school followed by male in UN school.

The analysis of variance is used to calculate the effect of interaction between gender and supervising authority.

**Table (4.17):**The analysis of variance of English composition writing skills among 9<sup>th</sup> grade students, in the total degree due to interaction between gender and supervising authority.

Source	Type III sum of squares	Df	Mean square	F	Sig
Gender	0.26	1	7.51	2.35	0.127
Supervising	15.02	2	0.26	68.28	0.00

authority					
Gender X Supervising authority	0.84	2	0.42	3.84	0.024
Error	18.59	183	0.11		
Total	389.94	188			

Table (4.17) indicates that there is significant effect at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between gender and supervising authority.

The results show that this effect is in favor of male and female in private schools.

**Table (4.18):** Means, standard deviation of English composition writing skills among 9<sup>th</sup> grade students, in the total degree due to interaction between gender and free reading.

Gender	Free reading	Means	SD
Male	Don't read	1.3	0.39
	1-4 books	2.12	0.23
	More than 4 books	2.39	0.12
	Total	1.40	0.44
Female	Don't read	1.40	0.44
	1-4 books	1.52	0.36
	More than 4 books	2.06	0.41
	Total	1.44	0.44

Table (4.18) shows that the means of English composition writing skills among 9<sup>th</sup> grade students was in favor of male who read more than four books in private schools, followed by females who read more than four books in private schools.

The analysis of variance is used to calculate the effect of interaction between gender and free reading.

**Table (4.19):** The analysis of variance of English composition writing skills among 9<sup>th</sup> grade students, in the total degree due to interaction between gender and free reading.

Source	Type III sum of squares	Df	Mean square	F	Sig
Gender	0.45	1	0.45	2.78	0.127
Free reading	5.70	2	2.85	17.73	0.00
Gender X free reading	2.14	2	1.07	6.66	0.002
Error	27.17	183	0.16		
Total	389.94	188			

Table (4.19) indicates that there is significant effect at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between gender and free reading.

The results show that this effect is in favor of male and female who read more than four books in the semester.

**Table (4.20):** Means, standard deviation of English composition writing skills among 9<sup>th</sup> grade students, in the total degree due to interaction between supervising authority and free reading.

Supervising authority	Free reading	Means	SD
Public	Don't read	1.39	0.29
	1-4 books	1.47	0.22
	More than 4 books	----	----

	Total	1.39	0.28
Private	Don't read	2.59	0.49
	1-4 books	2.70	0.27
	More than 4 books	2.93	0.38
	Total	2.66	0.39
UN	Don't read	2.00	0.27
	1-4 books	2.00	0.36
	More than 4 books	2.38	0.35
	Total	2.00	0.30

Table (4.20) shows that the means of English composition writing skills among 9<sup>th</sup> grade students is in favor of private schools who read more than four books, followed by private schools who read (1-4) books.

The analysis of variance is used to calculate the effect of interaction between supervising authority and free reading.

**Table (4.21):** The analysis of variance of English composition writing skills among 9<sup>th</sup> grade students, in the total degree due to interaction between supervising authority and free reading.

Source	Type III sum of squares	Df	Mean square	F	Sig
Supervising authority	11.104	2	5.55	59.60	0.00
Free reading	0.223	2	0.111	1.195	0.30
Supervising authority X free reading	0.038	3	.013	0.137	0.938

Error	15.55	181	0.093		
Total	512.30	188			

Table (4.21) indicates that there isn't significant effect at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between supervising authority and free reading.

**Table (4.22):** The analysis of variance of English composition writing skills among 9<sup>th</sup> grade students, in the total degree due to interaction between gender, free reading and supervising authority.

Source	Type III sum of squares	Df	Mean square	F	Sig
Gender X Supervising authority X free reading	2.14	2	1.07	6.66	0.262
Error	27.17	183	0.16		
Total	389.94	188			

Table (4.22) indicates that there isn't significant effect at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between gender, supervising authority and free reading.

## **5 Chapter Five Conclusion and Recommendations**

## Chapter Five

### Conclusion and Recommendation

#### 5.1 Introduction:

In this chapter the researcher highlighted the results and discussed them. The results are discussed in the same order of presentation of research questions and hypotheses. This chapter also presents recommendations derived from the results of the study.

#### 5.2 Discussion:

##### 5.2.1 Question (1):

What are the English composition writing skills among 9<sup>th</sup> grade students in Bethlehem Governorate schools?

The finding of this question shows that the mean score of English composition writing skills among 9<sup>th</sup> grade students in Bethlehem Governorate schools was (1.63), which means that there is a weakness in the student writing skills. Student's weakness can be attributed to the fact that, teachers concentrate on grammar. Students rarely write one subject during the semester. Students were asked to write their composition at home, accordingly their writing is not supervised by the teachers and didn't reflect the students real ability in writing.

In this study it is clear that student's composition written text lack coherence. The researcher believes that the curricula concentrate on reading and listening, also this weakness can be due to the fact that student are not trained and directed enough in writing. The findings of this study agree with Al-Sharah (1988) who studied the problems of writing of English majors and found that students were not able to properly apply discursal qualities in their compositions. This study also agrees with Magableh (1992) who found that students do not properly involve the rhetorical qualities in writing. Doushaq and Hamdan (1991) found that most of composition written text suffers from coherence problems.

One of the student's major weaknesses appeared in subject verb agreement and relative clause. The researcher attributed this to the fact that Arabic grammar differs than English. The results shown in table (4.4) agree with Abu-Shanab (1987) who found that student's major weaknesses in writing were in relative clause. On the other hand the finding of the

study agree with Abu-Shanab finding related to subject verb agreement as this skill was also one of the major weaknesses according to Abu-Shanab study.

The finding of this study showed that students tend to use short sentences. The researcher attributed this to the fact that student's inability in writing forces them to use short sentences. This study also agrees with Hillerich (1979) as he emphasized the fact that students use short simple sentences. The students use the short simple sentences in order to avoid writing mistakes. In this study it is clear that students hardly write one complete sentence.

The results in table (4.6) agree with Al-sharah (1988) study as he mentioned that students are not able to apply properly writing qualities such as thesis statement, unity, coherence, and completeness.

The finding in this study also agree with Atari (1984) as he found that Arab student tend to include an abroad statement before the topic sentence is introduced. Table (4.6) indicates that using unified paragraph is one of the lowest skills students possess. Atari (1984) concluded that Arab writer is not clearly conveyed to the native English reader for the previous reasons.

The results in table (4.7) emphasized that skills related to content are weak. This can be attributed to the fact that Arabic negatively affects Arab student's English writing as the two languages adopt different organizational styles. As Koch (1984) indicates in his study.

The finding in table (4.8) agree with Mukattash (1977) and Alawneh (1985) as they stated that few of the students learning English in Arab school can produce coherent somewhat passages. The study findings agree with them as students poorly own the content writing skills. Student's written works is full of relative clause, grammatical, and paragraph connection mistakes.

In his study Alawneh (1985) concluded that teachers devote all the time in class room to teach grammar which leads to focus on syntactic structure of sentences and eventually makes it difficult for student to express themselves effectively. The findings of this study agree totally with him. Table (4.8) indicates that students are weak in reflecting their point of views in their written compositions. The researcher attributed this to fact that the number of students in classes are huge, students are not able to express themselves due to time shortage as well as teachers main interest is to cover the text book.

### 5.2.2 Question (2):

Are there any significant differences ( $\alpha = .05$ ) in the means of 9<sup>th</sup> grade students English composition skills related to gender, supervising authority, free reading, Or due to interaction between the study variables?

This question is converted into the following null hypotheses:

#### 5.2.2.1 Hypotheses (1):

There are no statistical significant differences at ( $\alpha = .05$ ) in the means of the 9<sup>th</sup> grade students' composition writing skills due to gender variable.

For the gender main effect, it was found that there were no significant differences in the means of the 9<sup>th</sup> grade students' composition writing skills due to gender variable. The researcher believes that the results were due to the following:

Male and female start learning English in the same age; they also have the same number of English classes. Male and female learn the same curricula.

The findings of no significant differences between male and female students agree with Adra (2005) who found no significant differences between male and female Palestinian students in composition writing.

#### 5.2.2.2 Hypotheses (2):

There are no statistical significant differences at ( $\alpha = .05$ ) in the means of the 9<sup>th</sup> grade students' composition writing skills due to supervising authority variable.

The results showed that There were significant differences at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to supervising authority variable. Table (4.10) showed that the public schools mean score was (1.4), the mean score of UN schools was (2.02) and the mean score of private schools was (2.67). This means that students of private schools were better in composition writing skills.

The researcher believes that the reasons can be attributed to the following:

- ❖ Students in the private schools started learning English from the first grade. Students have around 100 hours in each semester.

- ❖ Students in private schools learned different curricula than the one in public and UN.
- ❖ Students in private schools have more informal education writing activities such as student's magazine, leaflets and composition stories.

### 5.2.2.3 Hypotheses (3):

There are no statistical significant differences at ( $\alpha = .05$ ) in the means of the 9<sup>th</sup> grade students' composition writing skills due to free reading.

The results showed that there were significant differences at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to free reading variable. The difference was in favor of students who read more than 4 books, there was also significant difference at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills in favor of students who read (1-4) books. The results also showed that the students who read (1 – 4) books or more than 4 books were the same, this can be attributed to the fact that students were asked in the questionnaire, how many free books they read during the semester and not how many pages.

The researcher believes that free reading has positive effect on students writing. It introduces them to new vocabulary. It also improves their ability in writing.

The results in this study agree with Smelstor (1980) who stated that free reading is one of the prewriting activities. Smelstor indicated that this activity reduce planning time. Thus the quantity of writing increased.

### 5.2.2.4 Hypotheses (4):

There are no statistical significant differences at ( $\alpha = 0.05$ ) in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between study variables.

1. Interaction between gender and supervising authority.
2. Interaction between gender and free reading.
3. Interaction between free reading and supervising authority.

#### 4. Interaction between gender, supervising authority and free reading.

The findings of analyzing the interaction between the study variables indicated that there was significant effect at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between gender and supervising authority.

The results showed that this effect was in favor of male and female in private schools.

The finding of the study indicated that there was significant effect at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between gender and free reading.

The results showed that this effect was in favor of male and female who read more than four books in the semester.

The study finding indicated that there wasn't significant effect at  $\alpha = 0.05$  in the means of the 9<sup>th</sup> grade students' composition writing skills due to interaction between supervising authority and free reading. or due to interaction between gender, supervising authority and free reading.

### 5.3 Recommendations:

The results of this chapter motivate the researcher to recommend the following suggestions for EFL teachers, curriculum designers, students and researches.

#### 5.3.1 Researcher Suggestions for teachers:

The researcher suggests the following for teachers to improve students writing.

1. Teachers should pay more attention to the student's weaknesses; to achieve this goal the researcher suggests the following activities:
  - a. Teachers should determine the necessary composition writing skills and improve the weaknesses of student in these skills.
  - b. Teachers should merge the student in the evaluation of their composition written subjects. This may help students and direct them toward the necessary points in writing.

c. Teachers should motivate students for writing and design informal education writing activities such as student's magazine, leaflets and composition stories.

2. Teachers should make advantages from reading activity. They must raise student's awareness toward directive reading and discuss how they can rewrite some of what they read. They also have to raise student's awareness when reading toward how the sentences and paragraph are connected, as this is one of the major weaknesses in students' composition writing skills.

3. Teachers should make sure that student write at class and not at home, around 2% of the students writing was not related to English at all, appendix (16) indicates that the weaknesses of the students led them to write Arabic in English letter.

### 5.3.2 Researcher suggestions for Students:

The researcher suggests the following points to be taken into consideration by students.

1) The finding of this study showed that extra-curricula is a motivational factor that improve students English composition writing. Thus the researcher highly recommended free reading to be used by students as it has the following advantages:

- a) It increases the student's knowledge.
- b) It improves student's imaginations.
- c) It gives students self confidence as they will be more able to elaborate on subjects they have a background about.
- d) It enriches student's vocabulary.

2) Student should be independent in writing any paragraph, they must write under the supervision of teacher. They will find difficulty at the beginning, but by the end they will be able to write alone.

3) Students complained from the lack of time and chances to write therefore, the researcher recommends the following activities at class to be used by students to improve their English composition writing skills.

- a) Take written notes in English classes.
- b) To summarize what they study in their own language.
- c) To improve their spelling by following the spelling rules.
- d) To encourage students to speak English only in the English classes, since oral language affect positively written language.

### 5.3.3 Researcher suggestions for further researches:

The researcher suggests the following topics for further researches.

1. To apply this study on other samples in other governorate and studying other independent variables.
2. Researches investigate the oral composition.
3. It also be of value to find out factors that improve students English composition.

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## **Appendixes**

**Appendix (1): distribution of study society on public schools\***

الرقم	اسم المدرسة	ش. ذكور	ش. إناث	ش. مختلطة	عدد ط. ذكور	عدد ط. إناث
1	ذكور المهد الأساسية الصباحية	4	0	0	147	0
2	ذكور اسكندر الخوري الثانوية	1	0	0	37	0
3	ذكور بيت ساحور الثانوية	3	0	0	121	0
4	بنات العودة الثانوية	0	4	0	0	181
5	مدرسة بنات التشيلي الثانوية	0	1	0	0	40
6	بنات بيت ساحور الثانوية	0	2	0	0	87
7	ذكور بيت فجار الثانوية	4	0	0	142	0
8	ذكور حسن مصطفى الثانوية	1	0	0	34	0
9	ذكور الخضر الثانوية	3	0	0	106	0
10	ذكور نحالين الثانوية	2	0	0	69	0
11	ذكور ارطاس الثانوية	1	0	0	36	0
12	ذكور جورة الشمعة الثانوية	1	0	0	33	0
13	ذكور حوسان الثانوية	2	0	0	64	0
14	وادي فوكين الثانوية	0	0	1	9	14
15	مراح رباح الثانوية المختلطة	0	0	1	13	20
16	ذكور الخلفاء الراشدين الأساسية	2	0	0	57	0
17	المنيا الأساسية المختلطة	0	0	1	11	6
18	واد النيص الأساسية المختلطة	0	0	1	7	11
19	واد رحال الأساسية المختلطة	0	0	1	16	13
20	ذكور الزير الثانوية	1	0	0	33	0
21	ذكور العبيدية الثانوية	2	0	0	75	0
22	ذكور محمد سالم الذويب الثانوية	2	0	0	54	0
23	الجبعة الثانوية المختلطة	0	0	1	16	13
24	الشوارة الثانوية المختلطة	1	0	0	32	0
25	مدرسة الرشايدة الثانوية المختلطة	0	0	1	11	9
26	ذكور دار صلاح الثانوية	1	0	0	46	0
27	العبيات الأساسية المختلطة	0	1	0	0	35
28	الفاروق بن الخطاب الأساسية المختلطة	1	0	0	21	0
29	الزواهره الثانوية المختلطة	0	0	1	15	15
30	أبو نجيم الأساسية المختلطة	0	0	1	103	6
31	ذكور تقوع الثانوية	3	0	0	0	0
32	بنات تقوع الثانوية	0	3	0	0	101

113	0	0	3	0	بنات بيت فجار الثانوية	33
35	0	0	1	0	بنات الشوارة الثانوية	34
36	0	0	1	0	بنات جورة الشمعة الثانوية	35
82	0	0	2	0	بنات العبيدية الثانوية	36
69	0	0	2	0	بنات حوسان الثانوية	37
73	0	0	2	0	بنات نحالين الثانوية	38
118	0	0	3	0	بنات الخضر الثانوية	39
50	0	0	2	0	بنات فرحات الثانوية	40
43	0	0	1	0	بنات دار صلاح الثانوية	41
84	0	0	2	0	بنات التعامرة الثانوية	42
50	0	0	2	0	بنات روابي القدس الثانوية	43
60	0	0	2	0	بنات الفردوس الثانوية	44
5	7	1	0	0	كيسان الأساسية المختلطة	45
8	6	1	0	0	المنشية الأساسية المختلطة	46
0	48	0	0	1	ذكور أشبال حمزة الثانوية	47
0	31	0	0	1	ذكور العبيات الأساسية	48
1377	1400	11	34	37	المجموع	

\* The researcher was provided by the information related to schools, students and number of classes from Bethlehem Governorate Education directorate.

**Appendix (2):** distribution of study society on UN schools\*

الرقم	اسم المدرسة	ش. ذكور	ش. إناث	ش. مختلطة	عدد ط. ذكور	عدد ط. إناث
1	ذكور بيت جالا الأساسية	2	0	0	64	0
2	بنات بتير الأساسية	0	1	0	0	32
3	الولجة الأساسية المختلطة	0	0	1	18	6
4	بنات الدهيشة الأساسية الأولى	0	4	0	0	166
5	بنات عايدة الأساسية	0	2	0	0	76
6	ذكور الدهيشة الأساسية	3	0	0	132	0
	المجموع	5	7	1	214	280

\* The researcher was provided by the information related to schools, students and number of classes from Bethlehem Governorate Education directorate.

**Appendix (3):** distribution of study society on private schools\*

الرقم	اسم المدرسة	ش. ذكور	ش. إناث	ش. مختلطة	عدد ط. ذكور	عدد ط. إناث
1	مدرسة الإخاء الإسلامية	0	1	0	0	6
2	المعهد الإكليريكي	1	0	0	12	0
3	الأمل الثانوية	0	0	1	20	4
4	ثانوية ترانسترا للبنات/راهبات مار يوسف	0	2	0	0	55
5	المدرسة البطريركية للروم الكاثوليك	0	0	1	18	22
6	ثانوية ترانسترا للبنين-بيت لحم	2	0	0	65	0
7	دار الكلمة	0	0	1	7	5
8	الأنجيلية اللوثرية	0	0	1	19	12
9	المرأة الثانوية	0	0	1	17	13
10	طالبات قومي الثانوية	0	0	2	24	31
11	مدرسة الراعي الصالح السويدية	0	1	0	0	23
12	الفرير	0	0	1	32	12
13	البطريركية اللاتينية	0	0	1	12	9
14	البطريركية اللاتينية-بيت جالا	0	0	2	22	36
15	القدس الأمريكية	0	0	1	9	1
	المجموع	3	4	12	257	229

\* The researcher was provided by the information related to schools, students and number of classes from Bethlehem Governorate Education directorate.

**Appendix (4):** the three composition titles.

No.	Title
1	<p><b>Computer is useful in our life.</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"><li>▪ Why do you use computer?</li><li>▪ How can computer help you to achieve more in your school?</li><li>▪ What is the negative side of using computer?</li><li>▪ How can you prevent it?</li></ul>
9	<p><b>Smoking is a bad habit</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"><li>▪ Define the negative side of smoking</li><li>▪ What substitute you can use to prevent people from smoking?</li><li>▪ How can you ask people to stop smoking?</li></ul>
10	<p><b>Learning foreign languages is something interesting.</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"><li>▪ How do you feel when you speak four languages?</li><li>▪ What can you achieve if you know more than one language?</li><li>▪ How can you help your people through your languages?</li></ul>

**Appendix (5):** draft list of English composition writing skills related to form and content.

No.	Skills related to form
1.	Writing title in the center of the paper.
2.	Writing a relevant title
3.	Using formatted paper.
4.	A margin is enough.
5.	Using a blue pen.
6.	Having overlap letters.
7.	Handwriting.
8.	Using Capital letters.
9.	Indenting the first line of each paragraph.
10.	Punctuation marks.
11.	Avoiding breaking words at the end of lines.
12.	Formal language.
13.	Spelling mistakes.
14.	Sentences.
15.	Introduction
16.	Conclusion.
17.	The whole composition is one large sentence.
18.	Using unified paragraph.
19.	Writing the name, date, and course at the top.

No.	Skills related to content
1.	Topic Sentence.
2.	Providing support for the topic.
3.	Organizing evidences.
4.	Writing clear error for sentences.
5.	Transitions and connecting words
6.	Using pronouns.
7.	Repetition.
8.	Synonyms words.
9.	Writing complete sentences.
10.	Using correct verb forms.
11.	Subject verb agreement.
12.	Using correct adverbs, adjectives, and prepositions.
13.	Using correct abbreviations.
14.	Using appropriate words.
15.	Paragraphs connection.
16.	Reflecting student's point of view.
17.	Overuse of and.
18.	Relative clauses.
19.	Grammatical mistakes.
20.	Using parallelism.

**Appendix (6):** The letter that introduced to judged committee to choose three subjects out of ten.

بسم الله الرحمن الرحيم

جامعة القدس

كلية الدراسات العليا

قسم التربية

اخي المعلم: ----- المحترم.

اختي المعلمة: ----- المحترمة.

تحية طيبة وبعد:

تقوم الباحثة بدراسة تهدف الى التعرف على مهارات التعبير الكتابي التي يمتلكها طلبة الصف التاسع الاساسي

**Composition Writing Skills Acquired By 9<sup>th</sup> grade Learners and Criteria Used to Evaluate these Skills.**

وذلك استكمالاً للحصول على درجة الماجستير في اساليب تدريس اللغة الانجليزية.

والاستبانة المرفقة تتضمن عناوين عشرة موضوعات ارجو من حضرتكم قراءة العناوين بدقة ومن ثم اختيار انسب ثلاثة موضوعات ومستوى وقدرات طلبة الصف التاسع الاساسي، وذلك بوضع اشارة (✓) مقابل الموضوع المناسب.

وشكرا لحسن تعاونكم

الباحثة

كوثر محمود زبون

بيانات اولية

دكتوراه

ماجستير

بكالوريوس

المؤهل العلمي: دبلوم

----- مكان العمل

No.	Title	Suit	Not
1	<p><b>Computer is useful in our life.</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"> <li>▪ Why do you use computer?</li> <li>▪ How can computer help you to achieve more in your school?</li> <li>▪ What is the negative side of using computer?</li> </ul> <p>How can you prevent it?</p>		
2	<p><b>What profession you seek in the future?</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"> <li>▪ Describe your best profession.</li> <li>▪ How can you help people through it?</li> </ul> <p>Why you like to work in it?</p>		
3	<p><b>The library is a rich resource for information</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"> <li>▪ Define your school library</li> <li>▪ Describe your school library parts.</li> </ul> <p>What are your responsibilities towards your library?</p>		
4	<p><b>Friendship is gold</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"> <li>▪ Define the concept of friendship</li> <li>▪ How do you choose your friend?</li> </ul> <p>What are your responsibilities towards your friend?</p>		
5	<p><b>Love is essential in our lives</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"> <li>▪ Why do people need love?</li> <li>▪ How can love be useful?</li> <li>▪ How can you help others through love?</li> </ul>		

6	<p><b>Watching violent films and playing with violent games like guns, affects children's life.</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"> <li>▪ Define violent films and games.</li> <li>▪ Express your attitude toward this phenomenon.</li> </ul> <p>What suggestion you have to decrease this issue?</p>		
7	<p><b>Planting trees makes our county beautiful</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"> <li>▪ Express your feeling when you see green land.</li> <li>▪ What benefit we gain from trees?</li> </ul> <p>What kind of trees you like more?</p>		
8	<p><b>Modern style attracts young attention</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"> <li>▪ Do you agree that youth must wear jeans and imitate other culture?</li> <li>▪ Is the Palestinian traditional cloth nice and modern?</li> <li>▪ How can we improve it to be attractive?</li> <li>▪ Do you suggest any idea to prevent imitating the west culture?</li> </ul>		
9	<p><b>Smoking is a bad habit</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"> <li>▪ Define the negative side of smoking</li> <li>▪ What substitute you can use to prevent people from smoking?</li> <li>▪ How can you ask people to stop smoking?</li> </ul>		
10	<p><b>Learning foreign languages is something interesting.</b></p> <p>Write 20 line in the following aspects:</p> <ul style="list-style-type: none"> <li>▪ How do you feel when you speak four languages?</li> <li>▪ What can you achieve if you know more than one language?</li> <li>▪ How can you help your people through your languages?</li> </ul>		

**Appendix (7):** The letter that introduced to judged committee to investigate the correction tools list

بسم الله الرحمن الرحيم

جامعة القدس

كلية الدراسات العليا

قسم التربية

الاستاذة/المحكمة/-----: المحترم/ة.

تحية طيبة وبعد:

تقوم الباحثة بدراسة تهدف الى التعرف على مهارات التعبير الكتابي التي يمتلكها طلبة الصف التاسع الاساسي

**Composition Writing Skills Acquired By 9<sup>th</sup> grade Learners and Criteria Used to Evaluate these Skills.**

وذلك استكمالاً للحصول على درجة الماجستير في اساليب تدريس اللغة الانجليزية.

والاستبانة المرفقة تتضمن قائمة لمهارات التعبير الكتابي التي تتعلق بالشكل والمضمون، لذا يرجى من حضرتكم قراءة فقراتها بدقة ومن ثم الاشارة لما يصلح منها وما لا يصلح، لتكون مقياس يعتمد عليه في تصحيح موضوعات التعبير، وكذلك يرجى منكم التكرم بابداء ملاحظاتكم.

وشكرا لحسن تعاونكم

الباحثة

كوثر محمود زيون

بيانات اولية

دكتوراه

ماجستير

بكالوريوس

المؤهل العلمي: دبلوم

----- مكان العمل

No.	Skills related to form	Very good	Satisfactory	Weak	Notes
1.	Writing title in the center of the paper.				
2.	Writing a relevant title				
3.	Using formatted paper.				
4.	A margin is enough.				
5.	Using a blue pen.				
6.	Having overlap letters.				
7.	Handwriting.				
8.	Using Capital letters.				
9.	Indenting the first line of each paragraph.				
10.	Punctuation marks.				
11.	Avoiding breaking words at the end of lines.				
12.	Formal language.				
13.	Spelling mistakes.				
14.	Sentences.				
15.	Introduction				
16.	Conclusion.				
17.	The whole composition is one large sentence.				
18.	Using unified paragraph.				
19.	Writing the name, date, and course at the top.				

No.	Skills related to content	Very good	Satisfactory	Weak	Notes
1.	Topic Sentence.				
2.	Providing support for the topic.				
3.	Organizing evidences.				
4.	Writing clear error for sentences.				
5.	Transitions and connecting words				
6.	Using pronouns.				
7.	Repetition.				
8.	Synonyms words.				
9.	Writing complete sentences.				

10.	Using correct verb forms.				
11.	Subject verb agreement.				
12.	Using correct adverbs, adjectives, and prepositions.				
13.	Using correct abbreviations.				
14.	Using appropriate words.				
15.	Paragraphs connection.				
16.	Reflecting student's point of view.				
17.	Overuse of and.				
18.	Relative clauses.				
19.	Grammatical mistakes.				
20.	Using parallelism.				

**Appendix (8):** Final list of English composition writing skills related to form and content after it was judge.

No.	Skills related to form	Very good	Satisfactory	Weak
1.	Writing title in the center of the paper.			
2.	Using formatted paper.			
3.	A margin is enough.			
4.	Handwriting.			
5.	Capital letters.			
6.	Indenting the first line of each paragraph.			
7.	Punctuation marks.			
8.	Avoiding breaking words at the end of lines.			
9.	Formal language.			
10.	Spelling mistakes.			
11.	Sentences.			
12.	Introduction			
13.	Conclusion.			
14.	The whole composition is one large sentence.			
15.	Using unified paragraph.			

No.	Skills related to content	Very Good	Satisfactory	Weak
1.	Topic Sentence.			
2.	Providing support for the topic.			
3.	Organizing evidences.			
4.	Transitions and connecting words			
5.	Writing complete sentence			
6.	Using correct verb forms			
7.	Subject verb agreement			
8.	Using correct adverbs, adjectives, and prepositions.			
9.	Using appropriate words			
10.	Paragraphs connection			
11.	Grammatical mistakes.			
12.	Overuse of and.			
13.	Reflecting student's point of view			
14.	Relative clause.			

Appendix (9): The letter that introduced to director of Bethlehem governorate education directorate.

AL-QUDS UNIVERSITY  
GRADUATE STUDIES  
DEPARTMENT OF EDUCATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



جامعة القدس  
الدراسات العليا  
قسم التربية

التاريخ: ٢٠٠٥/٤/١٢  
الرقم: ٢٥٧/١٢/٤٥٧

حضرة السيد مدير التربية والتعليم المحترم  
محافظة بيت لحم

الموضوع: تسهيل مهمة

تحية طيبة ،،،

تقوم الطالبة: كوثر محمود زبون ورقمها الجامعي ٢٠٣٢٢٠١٤ بدراسة تتعلق برسالة ماجستير بعنوان " Composition Writing Skills Acquired By 9th Grade Learners and "Criteria Used to Evaluate these Skills". ، لذا يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه والتعاون معها في ذلك.

شاكرين لكم حسن تعاونكم.

والله الموفق،،،



د. غسان سرحان  
رئيس قسم الدراسات العليا

Tel.02-2799753

هاتف : ٢٧٩٩٧٥٣

Fax: 02-2796960, P.O.Box:20002

فاكس: ٢٧٩٦٩٦٠-٠٢، ص.ب.٢٠٠٠٢

**Appendix (10):** The letter from Bethlehem governorate education directorate to director of Beit Fajar male school.

Palestinian National  
Authority  
Ministry of Education & H.E  
Directorate of Education \Bethlehem



مِنظَرَة الوَطَنِيَّة الفِلَسطِينِيَّة  
وَزَارَة التَّرْبِيَّة وَالتَّعْلِيم العَالِي  
مَدِيرِيَّة التَّرْبِيَّة وَالتَّعْلِيم /بَيْت فَجَار

الرقم : تب 4159 / 30  
التاريخ : 2005/5/8  
الموافق : 1426/3/29

مَدِيرَة مَدْرَسَة ..... مَدْرَسَة ..... مَدْرَسَة ..... المَحْتَرَم /ة

تَحِيَّة طَيِّبَة وَبَعْد ،

الموضوع : تسهيل مهمة الطالبة كوثر محمود الزبون

تقوم الطالبة المذكورة بدراسة تتطلب منها الإطلاع على  
موضوعات إنشاء في اللغة الإنجليزية يكتبها طلبة الصف التاسع ، لذا  
أرجو تسهيل مهمتها والتعاون معها وتسليمها هذه الموضوعات .

مع الاحترام

مَدِير التَّرْبِيَّة وَالتَّعْلِيم

أَعْبَدُ اللّٰهَ شَكَارَةً



مَدْرَسَة ..... مَدْرَسَة .....

**Appendix (11):** The letter from Bethlehem governorate education directorate to director of Beit Fajar female school.

Palestinian National  
Authority  
Ministry of Education & H.E  
Directorate of Education \Bethlehem



سلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي  
مديرية التربية والتعليم/بيت لحم

الله الاستاذ وائل

الرقم : ت ب 4159 / 1/30  
التاريخ : 2005/5/8 م  
الموافق : 1426/3/29 هـ

مديرة مدرسة ..... بيا ..... بيبج ..... مجبا ..... س ..... المحترم /ة

تحية طيبة وبعد ،

الموضوع : تسهيل مهمة الطالبة كوثر محمود الزبون

تقوم الطالبة المذكورة بدراسة تتطلب منها الإطلاع على موضوعات إنشاء في اللغة الإنجليزية يكتبها طلبة الصف التاسع ، لذا أرجو تسهيل مهمتها والتعاون معها وتسليمها هذه الموضوعات .

مع الاحترام

مدير التربية والتعليم

أ. عبد الله شكارنة



1/2

**Appendix (12):** The letter from Bethlehem governorate education directorate to director of Talytha Kumi School.



الرقم : تب 4159 / 1 / 30  
التاريخ : 2005/5/8 م  
الموافق : 1426/3/29 هـ

مديرة مدرسة ..... ط.ا. لبيبا ..... س.م.م. محم.م. .... المحترم ة

تحية طيه وبعد ،

الموضوع : تسهيل مهمة الطالبة كوثر محمود الزبون

تقوم الطالبة المذكورة بدراسة تتطلب منها الإطلاع على موضوعات إنشاء في اللغة الإنجليزية يكتبها طلبة الصف التاسع ، لذا أرجو تسهيل مهمتها والتعاون معها وتسليمها هذه الموضوعات .

مع الاحترام

مدير التربية والتعليم



أ. عبد الله شكارنة



من انش.....

**Appendix (13):** the sample of exam test that introduced to students.

بسم الله الرحمن الرحيم  
جامعة القدس  
عمادة الدراسات العليا  
قسم التربية وأساليب التدريس  
اختبار تشخيصي للتعرف على مدى امتلاك طلبة الصف التاسع الأساسي لمهارات التعبير الكتابي  
في مدارس محافظة بيت لحم

عزيزي الطالب:

اكتب في حدود 120 كلمة في واحد من الموضوعات الآتية، مع مراعاة أفكار الموضوع المذكورة:

**1. Computer is useful in our life.**

You want your family to buy you a computer. Write 120 words telling them:

- Why do you use computer?
- How can computer help you to achieve more in your school?
- What is the negative side of using computer?
- How can you prevent these negative sides?

**2. Smoking is a bad habit**

Write 120 words for smokers convincing them to stop smoking. Through your composition try to explain the following aspects:

- Define the negative side of smoking
- What substitute you can use to prevent people from smoking

**3. Learning foreign languages is something interesting**

Write 120 words to the ministry of education convincing them to add another language in your school. Through your writing explain the following aspects:

- Why you want to learn another language?
- What can you achieve if you know more than one language?
- How can you help your people through learning more than one language?

**تعليمات الاختبار:**

- 1/ اكتب في موضوع واحد فقط.
- 2/ مدة الاختبار (40) دقيقة.
- 3/ استخدم قلم الحبر في الكتابة وليس قلم الرصاص. 4/ احرص على توظيف مهارات التعبير الكتابي أثناء الكتابة.

**بيانات خاصة بالطالب:**

- 1- اسم الطالب ( لمن يرغب بذكر اسمه ):
  - 2- الجنس: ( أ) ذكر (ب) أنثى
  - 3- السلطة المشرفة على المدرسة: (أ) حكومة (ب) وكالة (ج) خاصة
  - 5- أطلع كتباً خارجية: (أ) لا أطلع (ب) أطلع 1-4 كتب خلال الفصل الدراسي (ج) أطلع أكثر من أربعة كتب خلال الفصل الدراسي.
- \* ملاحظة: استخدم نتائج هذا الاختبار لأغراض البحث العلمي فقط وليس لها علاقة بنتائج الطالب المدرسية.  
وشكراً لحسن تعاونكم  
الباحثة: كوثر زبون

**Appendix (14):** Means, standard deviation of English composition writing skills related to form.

No	Skills	Means	SD	Degree
1.	Using formatted paper.	2.29	0.85	Satisfactory
2.	Avoiding breaking words at the end of lines.	2.23	0.94	Satisfactory
3.	Handwriting.	2.21	0.733	Satisfactory
4.	A margin is enough.	1.9	0.96	Satisfactory
5.	Writing title in the center of the paper.	1.81	0.86	Satisfactory
6.	Sentences.	1.69	0.8	Weak
7.	Introduction	1.61	0.79	Weak
8.	The whole composition is one large sentence.	1.54	0.74	Weak
9.	Capital letters.	1.52	0.78	Weak
10.	Formal language.	1.52	0.76	Weak
11.	Spelling mistakes.	1.51	0.8	Weak
12.	Conclusion.	1.5	0.71	Weak
13.	Punctuation marks.	1.41	0.73	Weak
14.	Using unified paragraph.	1.36	0.63	Weak
15.	Indenting the first line of each paragraph.	1.25	0.64	Weak

**Appendix (15):** Means, standard deviation of English composition writing skills related to content.

No	Skills	Means	SD	Degree
1	Topic Sentence.	1.85	0.71	satisfactory
2	Writing complete sentences	1.61	0.77	Weak
3	Using appropriate words	1.59	0.74	Weak
4	Using correct verb forms	1.58	0.73	Weak
5	Providing support for the topic.	1.57	0.77	weak
6	Overuse of and.	1.52	0.88	weak
7	Organizing evidences.	1.51	0.73	weak
8	Subject verb agreement	1.5	0.7	weak
9	Transitions and connecting words	1.47	0.69	weak
10	Using correct adverbs, adjectives, and prepositions.	1.47	0.71	weak
11	Paragraphs connection	1.38	0.62	weak
12	Grammatical mistakes.	1.38	0.77	weak
13	Reflecting student's point of view	1.36	0.7	weak
14	Relative clause.	1.35	0.73	weak



## Arabic Abstract

### ملخص الرسالة باللغة العربية

هدفت هذه الدراسة التعرف الى مهارات التعبير الكتابي لدى طلبة الصف التاسع الاساسي، في مدارس محافظة بيت لحم (حكومة ووكالة وخاصة). وقد حاولت الدراسة الاجابة عن السؤالين الاتيين.

1. ما هي مهارات التعبير الكتابي لدى طلبة الصف التاسع الاساسي، في مدارس محافظة بيت لحم (حكومة، وكالة، وخاصة)؟

2. هل توجد فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات طلبة الصف التاسع الاساسي، في درجة مهارات التعبير الكتابي تعزى لكل من متغير النوع الاجتماعي، والسلطة المشرفة على المدرسة، والمطالعة الخارجية، او للتفاعل بين متغيرات الدراسة.

تكون مجتمع الدراسة، من جميع طلبة الصف التاسع الاساسي المنتظمين للدراسة في العام الدراسي 2005/2004م، في مدارس محافظة بيت لحم (حكومة ووكالة وخاصة). أما عينة الدراسة فقد اختيرت بالطريقة العنقودية الطبقيّة العشوائية، من المدارس التي تشرف عليها الحكومة، والتابعة لوكالة الغوث الدولية، والتي تشرف عليها جهات خاصة. وبلغ عدد أفراد العينة (188) طالب وطالبة، منهم (94) طالب و (94) طالبة.

ومن أجل التعرف على مهارات التعبير الكتابي لدى الصف التاسع الاساسي، أعدت قائمة احتوت عناوين ثلاثة موضوعات في التعبير الكتابي، ثم عرضت على لجنة لتحكيمها، ومن ثم طلب من الطلاب الكتابة في احدى الموضوعات الثلاثة. وبعدها اشتمت قائمة تشمل مهارات التعبير الكتابي بمجاليه المتعلقين بالشكل والمضمون، فاعتمدت معياراً في تصحيح موضوعات التعبير الكتابي، وتأكدت الباحثة من صدق الاداة وثباتها. طُبق الاختبار على عينة الدراسة في الفصل الثاني - في شهر أيار- من العام الدراسي 2005/2004م.

وللاجابة عن اسئلة الدراسة واختبار فرضياتها، استخدمت التحليلات الاحصائية المناسبة، فقد حسبت المتوسطات الحسابية، والانحرافات المعيارية، واختبار (ت)، واستخدم تحليل التباين الاحادي، ومعادلة كرونباخ الفاء، ومعامل ارتباط بيرسون، للتأكد من الثبات.

أهم نتائج الدراسة:

1. مهارات التعبير الكتابي لدى طلبة الصف التاسع الاساسي هي بشكل عام ضعيفة.
2. لا توجد فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي تعزى للنوع الاجتماعي.
3. وجود فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى لمتغير المطالعة الخارجية.

4. وجود فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى لنوع السلطة المشرفة.

5. وجود فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى للتفاعل بين متغير النوع الاجتماعي والسلطة المشرفة لصالح الذكور من المدارس الخاصة يليهم الاناث من المدارس الخاصة ومن ثم الذكور في مدارس الوكالة.

6. وجود فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى للتفاعل بين متغير النوع الاجتماعي والمطالعة الخارجية لصالح الذكور والاناث الذين يطالعون أكثر من (4) كتب خارجية في الفصل.

7. لا توجد فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى للتفاعل بين متغير السلطة المشرفة والمطالعة الخارجية.

8. لا توجد فروق ذات دلالة احصائية عند مستوى الدلالة ( $\alpha = 0.05$ ) بين متوسطات الطلبة في مهارات التعبير الكتابي، تعزى للتفاعل بين متغير النوع الاجتماعي والسلطة المشرفة والمطالعة الخارجية.

وفي ضوء هذه النتائج خرجت لدراسة بعدة توصيات منها:

1. العمل على انشاء دليل للتعبير الكتابي للصف التاسع الاساسي.
2. تخصيص أكثر من جلسة اسبوعياً للتعبير الكتابي في الصف.
3. تشجيع الطلبة للكتابة التنافسية من خلال النشاطات الثقافية.
4. كما وتقتراح الباحثة إجراء بعض الدراسات التي تتعلق بموضوع التعبير الكتابي.

