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The Effect of Using Expressional Fluency Activities on Students′ Achievement and Motivation in the Writing Skill of the 10th Graders in the Governmental Schools in Bethlehem District

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Dedication

I dedicated this work with pleasure to:

My father's soul, who scarified with everything in his life for my brothers and me.

My mother, who waited patiently my success.

My beloved husband, Dr. Mohammad AL-Deik who has always been supporting and encouraging me, whom I cannot forget his tiredness with me and his sacrifices during my study, there were no words can describe my thanks dear.

My brothers and sisters, whom they have been supported me.

My three lovely daughters Sura, Sana and Sewar.

My country Palestine,to our faithful martyrs.

Declaration

I certify that this thesis submitted to Al-Quds University for the Master′s degree in Education is the result of my own work in design, executing and research, except where otherwise acknowledged, and that this study or any part of the same has not been submitted for a higher degree to any other university or institution.

Signature:……………………

Name: Nadia Mohammad AL-Deik

Date: 10 / 4 / 2016

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Researcher

Abstract

The current study aimed to examine the effect of using expressional fluency activities on students' achievement and motivation in the writing skill of the 10th graders in Bethlehem governorate schools during the scholastic year 2015/ 2016.

The current study adapted the quasi-experimental design. It has been applied on a purposive sample of the 10th graders in governmental schools in Bethlehem District. The sample consists of (128) 10th graders(59 males and 69 females) at Bethlehem Secondary Boys School, and AL-Aw′da Basic Girls School. students were distributed into four groups, two of them were experimental groups and the other two as control groups, both of them are assigned randomly by tossing. The experimental groups were taught by implementation expressional fluency activities whereas the control groups were taught by the ordinary method. The instruments of the study were prepared by the researcher, pre-post writing test to measure the 10th graders achievement in the writing skill and pre post motivational questionnaire to measure the students motivation towards the writing skill. The instruments reliability were calculated and validity were achieved through different ways. The reliability for the writing test achievement was (0.8),and for the questionnaire was (0.95).

The gathered data of the study was analyzed by using Statistical Package for Social Science (SPSS) programme. Means, standard division, two way (ANCOVA) test were used in this study to measure the statistical differences in mean scores between the experimental groups due to the use of the expressional fluency activities.

The findings of the study that related the first dependent variable(achievement) indicated that there was statistically significant difference at ($\alpha \leq 0.05$) in students' writing achievement due to the teaching method in favor of the female experimental groups, there were no statistically significant differences in the mean scores of the 10th graders' achievement in the writing skill due to gender, and there were no statistically significant differences at in the mean scores of the 10th graders' achievements in the writing skill due to the teaching method, gender and interaction between them. Moreover, the findings that related to the second dependent variable (motivation) indicated that there were a statistically significant differences in the mean scores of 10th graders' motivation in the writing skill due to the teaching method, there were statistically significant differences in students' motivation in the writing skills due to gender in favor of the male experimental group. And also, there were a statistically significant difference in the mean scores of 10th graders' motivation in the writing skill due to the teaching method, gender and interaction between them in favor of male experimental group.

Based on those findings, the study recommended the necessity of implementing modern and new methods of teaching the writing skill to bring better outcomes in students' writing skill. And also training programs need to be prepared in order to train both teachers and students on using the expressional fluency in the writing skill in their classes, additionally further studies need to be conducted related to other independent variables

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List of Abbreviations:

No.	Abbreviations	Stands For
1.	SPSS	Statistical Package for Social Science
2.	ESL	English as a second language
3.	EFL	English as a foreign language
4.	TEFL	Teaching English as a Foreign Language
5.	EF	Expressional Fluency skill
6.	No.	Number
7.	Chap.	Chapter
8.	E.g	For example

Chapter One

1.1 Introduction

1.2 Statement of the Problem

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Chapter One: Introduction

1.1 Introduction

There is a lack of literature documenting the effects of globalization on the English language. Although there are numerous articles discussing globalization, there are very few that depict what is actually happening. Qadish (2013) mentioned that with globalization, English language seems to be very important medium that links people all over the world with other. More over English is the international language of science, technology, commerce, tourism and communication. Due the importance of English language, it was suggested to think deeply of the traditional methods of teaching English as a foreign language. Consequently, this will bring a significant change in the teachers and students roles in the process of learning. Therefore the main focus will be in students' oriented approaches rather than teachers centered approaches teachers' roles, learners' role and to concentrate mostly on the learning process rather than findings to acquire the language.

Matthews (2000) mentioned that the last few decades have seen a growth in the role of the English language around the world as the lingua franca for economic, scientific, and political exchange. The term lingua franca means any language used for communication between groups who have no other language in common. In addition, Harmer (2001) defined lingua franca as a language widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using it as a second language. It is the most common language spoken internationally. For example, it is official language of 54 different countries also its spoken by over a billion and a half people worldwide. Nowadays, English is used by all people worldwide because of the ongoing advances in technology such as internet, and other businesses.

Abu Qulbein (2004) indicated that English is considered as one of the major subjects at schools of Palestine. Furthermore, it is used as a foreign language next to the mother language which is Arabic, this gives English Language its importance in the Arab world in general and in Palestine in particular. So the main purpose of learning English as a foreign language is not only to enable the learners to communicate with the outside world but also to play a useful part in the society. Moreover, English is the first language of the six widely used languages around the world. In education, English has become the primary language of communication. It is spoken by billions of people all over the world. This important role

of English has greatly contributed to the movement of teaching English as a foreign Language. Therefore learning a foreign language has become a means of keeping up with the pace of the rapidly changing world. Nowadays a foreign/second language forms a permanent part of all types of curriculum, from primary schools to universities.

Manivannan (2006) stated that a language is the written and spoken methods of combining words to create meaning used by a particular group of people. Language is something specific to humans, that is to say, it is one of the most important characteristics of the human beings which distinguishes them from all other living beings. Language therefore mains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

Craft (2001) stated that we live in era in which significant, rapid, and constant changes are taking at the technological, social, cultural and economic levels.
Haillssy et.al.(No.d) mentioned that in the 21st century, these changes will only continue to increase in velocity. During the second decade of 21st century our world become more complex and interconnected, there is a considerable discussion taking place in relation to what and how our schools are teaching our young people. In response to these changes, our education reform should aim at nurturing in the new generation characteristic abilities capable of meeting the challenges of the new century. Many countries are redesigning their education system to meet the demands of the changing worlds. Technology, particularly the internet has contributed to an information explosion, accessible any time any place. Within such a context there is a need for the educator to consider how we support our young people to become critical thinker and to take response for their own learning this is the challenge that many countries face today. The rapidly changing present world demands people to be multi-tasked, equipped with the skills of collaboration and flexibility, and have the ability to process information. Problem solving, goal setting, and creative thinking are considered specific skills required for the twenty first century workforce.

After all,Saavedra (2012) stated that although all countries believe that the knowledge and skills that students need in the 21st century are different from what they have needed in the past, terminology differs between countries, as does the emphasized composition of knowledge, skills, and values. There are compelling economic and civic reasons for education systems to develop students' 21stcentury skills. There is a strong civic rationale for schools to increase their focus on developing students'21st century skills. Though students need a foundation of basic civic knowledge, rote learning recitation of information

about government and citizenship is not a sufficient way to promote civic engagement. They also need to learn how and why to be engaged citizens who think critically so that they can, for example, analyze news items, identify biases, and vote in an educated way. They need to be able to solve problems so they can propose or review policies to address social challenges. They need to be able to work with others if they are to effectively serve as jurors or participate in political campaigns. They need to be able to communicate effectively orally and in writing so that they can share their opinions publicly, defend their rights, propose new policy, etc. In the U.S. context, engagement in the local and national civic sphere is at an all-time low, while increasing inequality due to the decreasing demand for middle-class jobs that require only routine knowledge and skills threatens to weaken commitment to democracy. Critics denounce the term for being vague and overused, for endorsing the idea of teaching skills apart from knowledge, and for promoting skills that have been encouraged for centuries yet are now emphasized with a new sense of urgency that could lead to rapid and unsuccessful reforms.

Furthermore, Neethling (2002)mentioned that the 21st Century needed a new kind of creativity for the sake of the peoples of the world and our environment. Neethling stated that Creativity make the case for creativity as the crucial 21st century skill we will need to solve today's pressing problems. After all, Ramet (2007) defined creative as Having the power to create, that creates, showing, pertaining to, imagination, originality and writing as the act of one who writes, that which is written, literary production or composition. Therefore, the term creative writing may be defined as: Having the power to create an imaginative, original literary production or composition and can be applied to a very broad spectrum of writing genres. Ibnian, (2010) mentioned that creativity is an important aspect of writing. He further add that creativity is one of six levels of language skills. Therefore, improving students' creativity in writing is one of the most skills that English as a foreign language (EFL) students need to develop throughout their schooling.

Hartmann and Stork (1976) stated that a person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed. Fluency in thinking can be defined as the quantity of unconventional and associated ideas generated on a specific issue, or the number of associations generated in response to a stimulant. Individuals with creative characteristics are expected to think fluently and develop a rich chain of associations. Gouzouasis (2005) mentioned that

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Guilford proposed four constructs of fluency. He thought of word fluency as an ability to think of words rapidly in specific contexts, as words containing a particular letter or syllables, or words with a specific combination of syllables and letters. Ideational fluency is the notion of rapidity in listing words in specific categories or listing and organizing ideas. Associational fluency is concerned with making connections (as associations in an organists framework from the point of the human, not the object or antecedent and with words (that as verbal objects) in the same category. Finally, expressional fluency is concerned with how words are organized into phrases and sentences. While those notions of fluency are interesting to ponder in a linguistic context, they are limited by the mono-dimensional representation of language as text. However, in traditional and new media contexts, where all forms of human expression may be combined in a variety of ways and textures, Guilford's ideas become rich and multidimensional.

Runco (1999) mentioned that expressional fluency typically requires the divergent production of any kind of content into a product per has best represented by units, classes, relation or systems. In the instance of the trigram divergent production of semantic system (DMS) test, one might be asked to restate a given sentence in several different ways. In carrying out a review of related literature on a topic, one might have to try to summarize in one's own words the major conclusions that had been reached by the contributing authors. Several alternative interpretations might have to be given.

So, Fellner & Apple(2006) defined fluency in writing as the number of words produced in a specified time frame, together with lexical frequency, irrespective of spelling and content, provided that the writer's meaning is readily understandable. The term "lexical frequency" has been used to describe the difficulty level of words based on the frequency with which they normally occur in written English Good fellow, as cited in Laufer, and Nation (1995) whom stated the less frequently a word normally appears, the more difficult it is considered to be. Although any increase in the bare word count could conceivably result from students becoming more familiar with typing on computers, increased computer familiarity would not explain an increase in the number of low-frequency words (lexically more complex vocabulary items) occurring in student writing. By considering the lexical frequency of words in combination with the number of words produced, the definition ensures that an increase in writing fluency cannot be attributed solely to improved computer skills. This definition is useful for two other important reasons. First, it effectively distinguishes fluency from accuracy and proficiency which, although related, are not one and the same. Grammatical accuracy and proficiency are important in

evaluating L2 writing in general; however, they are problematic when evaluating L2 writing fluency. This is most clearly understood if a group of native English speakers is taken as an example. While the native speakers are all considered to be fluent writers in their native language, it is unlikely that they will share the same level of grammatical accuracy or proficiency in their writing. Some L2 instructors may hesitate to take a similar view in regard to L2 writers although logically they should do so. Second, writing rarely, if ever, results in error-free production without periods of reflection and frequent editing. If students are not provided time to reflect on and edit their writing, one can hardly justify attaching importance to grammatical accuracy and proficiency.

Indeed, Runco (2005) stated that motivation is extremely important in creativity because it drives an individual to persist at problem solving. Creative potential is not fulfilled unless the individual (and his or her social support) is motivated to do so, and creative solutions are not found unless the individual is motivated to apply his or her skills. And also, Prabhu(2008) emphasized the importance of intrinsic and extrinsic motivation as mediators of the relationship between creativity and three personality traits: openness of experience, self-efficacy, and perseverance. Like creativity, achievement motivation is also an important personality factor which can be presumed as a prerequisite for attaining excellence in all walks of life. Creativity can be evaluated by emotional variables such as personality, motivation and self-efficacy. Promoting the development of creativity is a purpose that is less often or at least less explicitly, stated. Motivation is extremely important in creativity because it drives an individual to persist at problem solving.

In general, Amabile (1987) stated that as a trait, motivation encompasses one's innate like or dislike of certain activities, due to temperament, personality, and previous experiences; people tend to be more creative on things they enjoy. And As a state, motivation can be intrinsic or extrinsic. Traits tend to be relatively enduring, while states are influenced more by social environment. Intrinsic motivation is the motivation to work on something primarily for its own sake, because it is enjoyable, satisfying, challenging, or otherwise captivating, Amabile added that whereas extrinsic motivation is an external reward, the motivation to work on something primarily because it is a means to an end. The issues of motivation of students in education and the impact on academic performance are considered as an important aspect of effective learning. However, a learner's reaction to education determines the extent to which he or she will go in education. Graetz (1995) stated that Some research findings have shown that individual students' characteristics

variables such as motivational orientations, self-esteem and learning approaches are important factors influencing achievements.

Anni (1996) defined achievement as the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Academic achievement refers to standardized test scores, grades, and overall academic ability and performance outcomes. Chenoweth & Hayes (2001) emphasized the importance of fluency especially for second language learners and state that being less fluent than others, as second language learners are, can be a serious barrier to educational achievement. When students need to write a term paper that is due shortly, or when they are taking a writing test and have to write it for a limited amount of time, it would be beneficial if they could write quickly without hesitance.

In general speaking, Bello (1997) stated that writing, as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class. He added that one of the major failing in the traditional curriculum could be attributed to lack of attention given to writing, which is an important avenue for thinking. In addition, the stages of writing: pre- writing, drafting, revising, editing, and publishing are expected to contribute to strengthening students' thinking skills because they engage them in processes such as connecting, analyzing and evaluating ideas, a fact that leads to sharpening students thinking skills.

In the case, Ibnian (2010) stated that promoting students' writing skills is considered to be one of the most important tasks which English as a foreign language learners (EFL) need to develop throughout their schooling. The first studies regarding creativity in education took place in the United States in the 1950s. After that creativity has been increasing in education because educators and researchers have realized that creativity plays an important role in forming students' life. Nowadays, the improvements of students' creativity have become the most goals of all societies. Therefore, improving students' creativity in writing is one of the most skills that English as (EFL) students need to develop throughout their schooling. Creativity is an important aspect of writing. They

noted that creativity has been advocated as one of the six levels of language skills. Among all the elements of language teaching, writing and creativity seem to be closely interrelated

In spite of Abu Gazalas′ opinion (2010) stated that it seems that many English foreign learners (EFL) instructors and supervisors still misunderstand the essence of the writing process. Many of them use traditional approaches based on memorizations and drilling. Palestinian English Foreign learners (EFL) instructors misunderstand the writing process, and the English Foreign learners lack the linguistic competence. In general Palestinian English Foreign learners (EFL) learners are weak, Writing skills are an important part of communication. Good writing skills allow ones to communicate his message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Promoting students' writing skills is considered to be one of the most important tasks which English foreign learners (EFL) need to develop throughout their schooling.

Eventually, teachers are sensitive to the diverse backgrounds that define their students, but because students often do not feel comfortable in expressing themselves in writing and especially in a second language, this often complicates the teaching process. To solve this problem, teachers can provide meaningful activities to activate help connect them to the classroom experience. So, this study sheds the light on the expressional fluency activities as an attempt to investigate it's effect on the 10th graders achievement and motivation in the written skill.

1.2 Statement of the Problem

Writing is an important skill in all subjects, and in the age of internet, information technology and globalization. Writing in English has become so important in all professions, and only by writing well you can give a good account of yourself as a student. Because of the importance of writing in any subject, English composition writing is one of the subjects that show what students exactly learn in English. Teachers need to understand that helping students master the skill of writing and enabling them to write effectively and interactively is one of the main objectives of Teaching English as a Foreign Language (TEFL) field.

The researcher has a six years' experience a teacher of English in governmental and private school, during this period she noticed that EFL learning / teaching process in Palestine has suffered from considerable difficulties and according to the her observation, experience and knowledge in the field of English language teaching, little attention is

attached to the writing skill in our classes. Writing is neglected, forgotten and left behind. We do not do enough writing with our students, If by doing this we neglect its communicative essence in our classes, then we are depriving students of one of the richest, most rewarding and most powerful forms of human communication. And also, there are few studies in this field, so this study comes to shed the light on the upgrading of the writing skill by using the expressional fluency And the researcher hopes it will be a stimulus for additional studies which imply the using of expressional fluency activities on writing skill based on the results that achieved.

Moreover, during the researcher work, she noticed that: the writing skill complication, students often do not feel comfortable in expressing themselves in writing ; especially in the second language, this often complicates the teaching process. students had problems with supporting the topic with relevant ideas, constructing correct sentences, using rules of grammar correctly, applying rules of capitalization and punctuation correctly, writing coherent sentences and spelling words correctly. As well as learners sit in class as non-participants in writing tasks and they often get low scores on their writing tasks. And because of the weakness in writing production in our schools and the difficulties that face our teachers in improving students English compositions, and the students' achievement of English as a foreign language in writing production are not satisfactory and gain very low scores.

Furthermore, Aly (2001) stated that previous researchers proved that English as a foreign language (EFL) students face some writing problems. Those problems might hinder their ability to express themselves freely, as they are not interested in the topic that the teacher asks them to write about. Aly added, they cannot link sentences into a coherent paragraph, nor can they express their thought in a lucid and organized way. Research also identified that other reasons for the problems of lack of English as a foreign language (EFL) writing skill are the insufficient teaching strategies followed by English language teachers in teaching composition and it was found that most of the mistakes done by the none-native speakers of the Arab learners are in writing especially in sentence formation, usage and mechanics of writing. So, this study attempts to find out solution to solve these problems by using the expressional fluency activities on students achievement and motivation in teaching writing short stories for 10th grader students in governmental schools in Bethlehem district. And the purpose of the study was to examine one of the most crucial educational issues which is students' achievement and motivation toward writing skill. The researcher thought it was important to conduct such a study in implementing expressional

fluency activities mainly to help underachievers and unmotivated students in English Language to get better in English writing skill.

1.3 Purposes of the study

:This study aimed at investigating the following purposes

- The effect of using the expressional fluency activities on students′ achievement in the writing skill of the 10th graders in the governmental schools in Bethlehem District due to the method of teaching, gender and the interaction between them.

- The effect of using the expressional fluency activities on students′ motivation in the writing skill of the 10th graders in the governmental schools in Bethlehem District due to the method of teaching, gender and the interaction between them.

1.4 Research Questions

This study addresses the following questions:

Q.1. Is there an effect of using the expressional fluency activities on the 10th grade students′ achievement in the writing skill due to the teaching method, gender and the interaction between them?

Q.1. Is there an effect of using the expressional fluency activities on the 10th grade students′ motivation in the writing skill due to the teaching method, gender and the interaction between them?

1.5 Hypotheses of the study

This study aims at testing the following null hypotheses:

-There is no statistically significant difference at ($\alpha \leq 0.05$) in the mean scores of the 10th grade students′ achievement in the writing skill due to the teaching method, gender and the interaction between them.

-There is no statistically significant difference at ($\alpha \leq 0.05$) in the mean scores of the 10th grade students′ motivation in the writing skill due to the teaching method, gender and the interaction between them**.**

1.6 Significance of the Study

This study will provide support for the importance of fostering the development of creativity in our educational system and provide guidelines to help teachers and students review their practices in writing production. The significance of the study seems to exit on being emphasized on discovering creative thinking potential of the pupils of the 10th graders. In addition to specify the area of strength and weakness in the creative thinking of expressional fluency activities of the pupils. And also the results may be beneficial to make decision whether creative thinking fostering the 10th graders achievements and motivation upon written production.

This study reflects the factual description of teaching writing skill in our schools for 10th grade students in Bethlehem governmental schools. It's may help English language teachers organize and conduct effective technique of teaching writing. It may familiarize them with the basic principles of designing, selecting and implementing expressional fluency activities in teaching English writing among the10th graders. Besides, providing them with a guide to facilitate this job. And the study stimulates specialists and supervisors' interest in conducting training courses for their teachers to enhance implementing expressional fluency activities.

This study might prove useful to the curriculum developers and material producers. Because teachers need to have enough time in the curriculum dedicated to both the identification of students' learning styles and strategies and learner training activities, curriculum developers will be able to allocate sufficient time for the training sessions. Similarly, knowing students 'general preference tendencies might enable material developers to produce materials that both match students' learning styles and help them manipulate beneficial strategies. In other words, teachers may have enough time not only to identify their students' styles and strategies, they might become capable of
integrating appropriate materials and activities that match the learners' learning styles and they can have better opportunities to assess and guide the students with respect to learning strategies manipulated in various situations. Moreover, the results may be beneficial to make decisions whether to support the teaching of writing skill with using the expressional fluency activities or not. At the same time it might help to make the necessary changes needed for the successful integration of the expressional fluency activities and writing skill.

This study derives its significance from the importance of the writing skill in English as a Foreign Language (EFL) classroom as one of the important tools for communicating with others. Mastering the skill of writing is an essential need for any student whose final goal is to use English, since writing logically complements the other basic language skills, namely reading and speaking. So, this study comes to investigate motivation as one of the important factors that influence the second or the foreign language learning. And it's might be beneficial for a lot of stakeholders, such as it may arouse the supervisors' attention and interest to hold periodic training courses for their teachers to enhance the use of expressional fluency activities learning in their classes and it may help the curriculum planners by providing them with the essay / composition writing skills needed to be taken into consideration while planning EFL curriculum. In addition, the results of this study are expected to be the guidance for teachers in constructing and using expressional fluency to teach the English writing skill in schools in order to make teaching writing lessons interesting and this may by raises the students' motivation and interest. It may be important to help the teachers to find new method of teaching to use while teaching the writing skill.

1.6 De- Limitations of the Study

This study has the following de-limitations:

1- The generalizations of this study are limited to the 10th graders in schools in Bethlehem District.

2- A limited duration for implementing the experiment in the first semester of the scholastic year 2015 / 2016.

3- This study is limited to the one type of free writing which is writing the short story.

4- The participants in this study are learners who have been learning English as a second language for 10years and whom they have the same socioeconomic circumstances

5- Students were distributed into sections on the bases of the school system.

6- The text is the ☐English for Palestine 10th grade ☐, text book with (3,4,5) units

1.7 Definitions of Terms

The terms used in this study will be defined operationally as follows:

Fluency

Fluency as the ease and speed with which a student is able to formulate and generate speech in the target language. It comes mainly through contextual speaking practice, not drilling with isolated words. It includes: producing connected speech occasionally disrupted by hesitations as students search for correct form of expression, elimination of translation and omission of filler words (reduction),speaking fluently and talking for an appropriate length of time. responding and showing basic competencies which are needed for everyday life communication (Nunan,2003)**.**

Expressional Fluency Activities

Expressional Fluency in writing it is the number of words produced in a specified time frame, together with lexical frequency, irrespective of spelling and content, provided that the writer's meaning is readily understandable (Fellner & Apple,2006)**.**

Achievement

Final rating of students determined by teacher through point system, expressed by a letter grade (Brown et al, 1989).

Motivation

Interest in and enthusiasm for the materials used in the classroom; persistence with the learning task as indicated by levels of attention or action for an extended duration ;and level of concentration and enjoyment (Crook and Schmidt, 1991)**.**

Writing Skill

The ability to use lexical items and structural patterns that are appropriate to a specified situation (Mahmoud,1987).

10th Graders

The 10th graders are the students who are from the elementary stage and whom they had studied English for ten years. Their ages are around 15 or 16 years old, depending on when their birthday occurs. The tenth grad enrolled in the governmental schools under the control of the according to the Palestinian National Authority.

Ordinary Teaching Method

It's a teaching method in which the instructor does all of the talking to present information to the students (Keeling,1999).

Chapter Two

Theoretical Framework and Related Studies

2.1 Introduction

2.2 Literature Review

2.2.1 Creative Writing

2.2.2 Fluency

2.2.3 Expressional Fluency in Writing Skill

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2.3 Previous Studies

2.3.1 Studies Related to Fluency in Writing Skill

2 3.2.Studies Related to Achievement

2.3.3.Studies Related to Motivation

2.3.4 Studies Related to the Writing Skill

2.4 Conclusion

Chapter Two: Theoretical Framework and Related Studies

2.1 Introduction

This chapter consists of two sections: theoretical Frame work and related studies to the effectiveness of using the expressional fluency activities on students motivation and achievement in the writing skill for the 10th graders. The first section attempted to shed light on creative writing, fluency, and expressional fluency activities in writing skill. Moreover it consists of achievement, students' motivations and writing skill. And, in the second section included, the related studies section- summaries of results of closely studies were given. This survey covered studies on both the international level and local one.They were arranged from the modern ones to the ancient one.

2.2 Literature Review

2.2.1 Creative Writing

Educationally, Sak (2004) claimed that despite extensive research about creativity, there is little consensus on what creativity means, how it is manifested, and how it is enhanced. For this case, he mentioned two reasons: the first is the divergence in people's understanding of creativity, while the second is the different ways in which the creative behaviors are valued in different contexts. Thus, the definition of creativity varies from person to another, from place to place, and from time to time. Hence, creativity by definition is a complex and subjective phenomena; about which human beings construct meaning out of their experiences. Then, Sternberg (2003) stated that there are many definitions of creativity. Creativity is one of the most complex products of the human mind. It is in general, the ability to produce new that is original, unexpected and high quality thinking associated with the task that the problem involves. Other definitions propose that a creativity involves the generation of new ideas or the recombination of known elements into something new, providing valuable solutions to a problem It also involves motivation and emotion. In addition, Boden (1998) defined creativity as it is a fundamental feature of human intelligence in general. It is grounded in everyday capacities such as the association of ideas, reminding, perception, analogical thinking, searching a structured problem-space, and reflecting self-criticism. It involves not only a cognitive dimension (the generation of new ideas) but also motivation and emotion, and is closely linked to cultural context and personality factors.

Fisher(2002)said that the term creativity, as it relates to the classroom, goes beyond art class and school projects. At its best, creativity in the classroom is about how a teacher captivates students and inspires them to learn. Teachers who are practiced in the art of developing creativity are generally focused on creating a classroom culture that thrives on creativity. They build a repertoire of strategies designed to spark new ideas and bring out a spirit of creativity in students, and they adapt and create ideas for their own curriculum needs. What is needed is teaching that is innovative. Children need to experience the unpredictable and the uncertain. They need lessons that produce surprise. As Fisher argued, creative learners need creative teachers who provide both order and adventure, and who are willing to do the unexpected and take risks. Torrance (1967) mentioned that children have a seemingly endless supply of creative energy. It shows up in their quirky impromptu rhymes and songs, in their imaginative play, and in their innate ability to make something out of anything. However, research on creativity points to a so-called "fourth grade slump" across various cultures.

Lin (1998) Nowadays, the improvements of students' creativity have become the most goals of all societies such improvements could make important differences in the way students think and in the way they solve the problems as well. English language educators have also paid attentions to enhance students' creativity due to the strong relationship between English language and creativity. Among all elements of language teaching, writing and creativity have a very close and mutual relationship. The reason is simple as writing itself is already a manifestation of creativity

Above all, Sternberg (2003) has mentioned that there are many traits which have been associated with creativity, such as divergent thinking, introversion, self-esteem, tolerance for ambiguity, willingness to take risks, behavioral flexibility, emotional variability, ability to absorb imagery, and even the tendency to neurosis, psychosis and fluency. Creative thinking involves the skills of flexibility, originality, fluency, imagery, associative thinking, attribute listing, metaphorical thinking and forced relationships. The aim of creative thinking is to stimulate curiosity and promote divergence. Studies in the assessment of creativity list fluency as one of the four primary elements in creative thinking. Fluency in creative thinking is seen as the ability to think of many diverse ideas quickly. In the sense of proficiency, fluency encompasses a number of related but separable skills: Torrance (1967) believed that creativity has the following constituents: (1) creative fluency, the ability to produce a large number of ideas; (2) flexibility, the ability to

produce a large variety of ideas; (3) originality, the ability to produce unusual, unique ideas or ideas which are statistically infrequent and (4) elaboration, the ability to develop or embellish ideas and to produce many details.

Baucus & Human (2008) asserted that there are four prescriptions for fostering creativity that raise serious ethical issues. These four prescriptions include: Breaking the rules or avoiding standard approaches to problems, challenging authority and avoiding traditions, creating conflict, competition and stress, and taking risks. Furthermore, they add that promoting students' writing skills is considered to be one of the most important tasks which EFL learners need to develop throughout their schooling. Starko (1995) stated that students' creativity could be enhanced by linking prior knowledge and new knowledge in an individually meaningful format. This general principle applies also to language education, as illustrated above. As well as, Lin (1998) pointed out that among the elements of language teaching, writing and creativity have a very close and mutual relationship. Writing is the best way to promote creativity of students. One the other hand, stimulating creativity and idea generation is the most effective way of teaching writing.

Boden (1998) stated that, there are three main types of creativity, involving different ways of generating the novel ideas: the combinational creativity that involves new combinations of familiar ideas, the exploratory creativity that involves the generation of new ideas by the exploration of structured concepts, and the transformational creativity that involves the transformation of some dimension of the structure, so that new structures can be generated

Shorofat (2007) indicated that writing could be classified into two kinds: functional and creative. Creative writing is the writing through which individuals express their feelings, opinions, reactions, and ideas to the reader in a distinguished literary style. This kind of writing includes several genres such as writing short stories, poems, plays, novels, essays, and description. On the other hand, functional writing is that kind which aims at conveying a specific, direct and clear message to a specific audience. It includes several areas such as writing instructions, formal letters, notes, invitations, advertisements, and reports.

Alsoufi (2014) summed up the definition of creative writing, as writing that expresses ideas and thoughts in an imaginative way. The writer gets to express feelings and emotions instead of just presenting the facts. In other words it is the art of writing texts such as novels, short stories, and poems which fall outside the bounds of professional, journalistic, academic, and technical discourse. In addition, Harmer (2001) asserted that creative writing is a journey of self-discovery, and self-discovery promotes effective learning.

When teachers set up imaginative writing tasks so that their students are thoroughly engaged, those students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments. While students are writing a simple poem about someone they care about, or while they are trying to construct a narrative or tell stories of their childhood, for example, they are tapping into their own experiences. This provides powerful motivation to find the right words to express such experience. Creative writing also provokes the kind of input-output relationship.

Isaacson (1996) indicated that creative writing stimulates students' imagination and originality helping them to feel the thrill of expressing their own ideas in forms which are different from the usual writing tasks. When writing creatively students feel free to choose the audience they want to address. In this way they liberate themselves from the constraints imposed on by their only reader, the teacher, who thinks that he/she has to do one single thing: to assess the correctness of the linguistic form used. Also, creative writing can be used to build learners' confidence in their abilities to use language in richly varied and unpredictable situations - something that all learners need to do outside the classroom. Furthermore, Tarnopolsky (2005) indicated that creative writing is a motivating way for stimulating and intensifying language learning and/or acquisition. Creative writing may be considered an important part of any language program where learners are required to attain high levels of proficiency in the language being learned. Creative writing is a unique means of mastering how to operate the language in the subtlest and most skillful manner. Creative writing should be taught to all future professionals in the area of language (whether L1 or L2): specifically to future EFL teachers, translators, and interpreters.

Tompkins (1982) asserted seven reasons why children should write stories; as to entertain, to foster artistic expression, to explore the functions and values of writing,to stimulate imagination, to clarify thinking, to search for identity, and to learn to read and write. Tompkins added, While writing certainly should be enjoyable, and children should have opportunities to choose their own subjects and methods of writing, the importance of creative writing in developing children's cognitive and communication skills cannot be underestimated.

Mintz, (2012) mentioned the Principles of Creative Writing as:

1. Expert writers must first become expert readers. Students in creative writing classes must become aware of the basic techniques of literary expression, including narrative strategies, genres, and aesthetics.

2.Creative writers must become more self-aware, craft conscious, and self-critical. The students must learn to revise. As important as learning how to write is the ability to evaluate and rewrite

3.Creative writers must become more self-aware, craft conscious, and self-critical. The students must learn to revise. As important as learning how to write is the ability to evaluate and rewrite

Judithavory (2013) asserted that teachers at all levels of the educational system learn how to teach creative writing and inspire their students to produce short stories, novels, plays, screenplays and poems. Once a great teacher has figured out how to teach creative writing, they supplement their strategy with enthusiasm and energy as:

1. Inspire the students with an appreciation of fine works from great authors literary. Creative writing students will probably arrive with a keen appreciation for great literature and favorite works, but a savvy teacher will review and introduce new literary works of art.

2. Introduce the important elements of storytelling. Great works of literature share elements across the genres. Theme, setting, plot, characterization, conflict and dramatic action are present in creative literature. Students will concentrate on adding these elements to their creative projects. Encourage students to tell a story with their writing. The more engaging the story, the more creative the work will be as a whole. The story ties together the important elements of the literature.

3. Discuss the triggers that engage readers in an effective story. Most great stories start with a problem, which is solved with the resolution, or conclusion of the story. Encourage students to create an engaging problem that will hook the readers in the first few pages of a short story. Show them examples from masters; how readers turn pages in order to find out the solution to a problem introduced effectively at the beginning of a literary work.

4. Review the elements of great storytelling before students begin their first drafts. After students create a great hook by introducing a problem, they should add all the other elements strategically. Guide them to create a tone and atmosphere with the setting of the story.

5. Gather the first drafts and comment on the student's work to encourage excellence in writing. Remind them that great writers usually wrote several drafts before they were happy with their stories.

6. Organize editing groups where students share their work with others. Students should benefit by listening to the reactions of an audience to their work. Provide guidance so students contribute constructively to the group discussion.

7. Require a final draft from each student at a specific date. Provide constructive comments to the finished work so students will continue to improve their skills

8. Publish the work of the group so all can read the final products. Publication does not have to be expensive or glossy. Copies can be made in the school workroom if possible or each student might provide a copy for the others in the group. A collection of the stories can be bound with a simple stapler or brads

Moreover, Mossa (1994) mentioned the benefits for creative writing as ; it was a tool for developing the students' ability to use words in a powerful and pleasurable way. And, creative writing is a tool helping students discover their creative abilities, increase their awareness, flourish their spirits and emotions. In addition it is a tool for active involvement, as it provides the perfect opportunity to put out knowledge and feelings to somebody. More than, that Creative writing is a tool for self-instruction. Creative writing is one place where students have the opportunity to express and communicate their thoughts and ideas. Furthermore, creative writing is very useful for training students to express their interests, feelings, ideas, needs, and knowledge in the new language and to express these as clearly and correctly as they would do in their mother tongue.

2.2.2 Fluency

Hartmann & Stork (1976) stated that a person is considered to be a fluent speaker of a language when he is able to use its structures accurately whilst concentrating on the content rather than form, using the units and patterns automatically at normal conversational speed when they are required. They added that, Fluent means a speaker is able to use the correct structures of a language at normal speed, which means speaking naturally, meanwhile concentrating on the content delivery rather than the form or structure of a language.

Binder (1996) defined true mastery or fluency as the fluid combination of accuracy plus speed that characterizes competent performance. is a speech language pathology term that means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly. In addition, Kincaid & Duffus (2004)defined Fluency as the ability to generate a large number of ideas, consequences or possibilities, and having the ability to produce different ideas and hypothesis in related to the problems that engage the mind of a person. Fluency is the ability to produce lots of ideas in different dimensions and the ability to choose the valuable ones of these ideas for a specific purpose. Fluency is arranging the works which are various and detailed. Word fluency can be classified as an association that can be described as finding the synonyms of given words and is related with semantic ability, expression fluency is the ability to express the meaning with different word groups and sentences, mental fluency that is the ability to produce ideas in order to provide some requirements. Furthermore, Tuan (2010) defined it as the learner's capacity to produce language in real time without undue pausing or hesitation. It is likely to rely upon more lexicalized modes of communication as the pressures of real time speech production are met only by avoiding excessive rule-based computation.

Richard, et.al. (1985) maintained that fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. Considering native speakers' oral production. Hastrup (1984) included fluency as a component of communicative competence, and define it as the speaker's ability to make use of whatever linguistic and pragmatic competence they have. In addition, He distinguishes three types of fluency, which are: Semantic Fluency: that is linking together propositions and speech acts (also known as coherence), while lexical syntactic fluency: that is linking together syntactic constituents and words and Articulator Fluency: which links together speech segments?

Anglejan (1978) asserted that of the view that cognitively mature learners want to comprehend and express ideas which need a wide range of syntactic structures, verb tenses, or vocabulary. Their communicative requirements will quite likely not concur with the programmed presentation given by the instructional materials or syllabus. Furthermore, the limited exposure to native speaker's spontaneous speech in the classroom setting give little opportunity for the formation and testing of hypotheses necessary for the induction of syntactic and morphological rules.

Fillmore (1979)stated that conceptualization of fluency bears resemblance to the third aspect of fluency described by Five states of fluency are defined by Guilford they include: thought Fluency: the ability and effort to think well, Word Fluency: the ability to think of words that contain a given letter or a combination of letters, associational Fluency: the ability state synonyms for a word, expressional fluency: the ability to easily well-formed sentences on specific topic, and Ideational Fluency: the ability to easily generate ideas to meet certain requirements, such as thinking of an appropriate title for a piece of artwork.

2.2.3 Expressional Fluency in the Writing Skill

Actually, McCarty (2014) stated that teachers tend to think about building fluency in terms of reading, but now more than ever, teachers should be helping their students build writing fluency as well. Students lacking writing fluency devote lots of cognitive energy to forming individual words or basic sentence structures, making it harder for them to focus on conveying their thoughts and feelings effectively. Teachers are worried students will not write fluently enough to succeed. Students may struggle to generate ideas about an unfamiliar topic, organize their responses, or write an entire essay quickly with minimal errors. On top of that, they will have to do it without the usual scaffolding and encouragement they get in the classroom.

Lohrpetruccelli (2008) defined expressional Fluency as the ability to quickly create meaningful, higher order ideas based on cues given. A task requiring expressional fluency is when a category is quickly assigned to a group of words or objects as ingredients for making cookies). In addition, Naming facility is the ability to quickly recall names for given visual or auditory cue. Naming facility is used when general categorical name is assigned based on one visual stimulus (e.g. horse – animal).

Kirby and Crovitz (2013)　 mentioned that in writing, all of us probably expect too much too soon. In contrast to the ideas of the late 1800s, we know now that children are not, developmentally, miniature adults; similarly, we also now know that inexperienced writers don't write as do adults, nor should they be expected to do so. Children thinking, sentence patterns, and vocabulary all need time and practice to develop. We shouldn't expect young writers to have all of the elements of form mastered from the beginning. We suggest that when you begin teaching writing to a new group of students, you declare a moratorium on concerns about rigidly defined forms and structures of writing. Emphasize fluency. Use expressive and reflective forms of writing that offer maximum opportunity for your

students to get a feel for producing text without the pressure to meet all of the constraints of a well-defined form. Encourage them to write about themselves and their own experiences first and to value and interact with those pieces of writing. Developing writers need time to experiment with their ideas and words and the connections between the two. Practice in rendering the tangled web of their emotions and imaginations into written language will help writers learn to express their ideas clearly, precisely, and fluently. Kirby and Crovitz added that just as readers learn to be fluent with word recognition and sentence meaning, and just as speakers become fluent in a first and sometimes second language, effective writers also need to become fluent in their written expressions. Capturing thoughts and meanings from the brain and moving them onto the page or computer screen in ways that communicate information, experiences, or opinions that is, acquiring written fluency isn't an instant skill for most people. Learning how to be fluent in one's writing requires extensive practice. Written fluency also benefits from coaching by an experienced teacher-writer.

Putting fluency first requires that we allow our students to ease into new, unfamiliar forms. It means offering students many opportunities to read examples of the forms they will eventually write. It might mean deconstructing a form to understand its elements and how they work together within the piece. It means devoting a good deal of time to the early stages of writing a piece, namely idea finding, drafting, and experimenting. Oversimplified formulas don't encourage experimentation; instead, they stress getting the form right. When developing writers are required to focus on forms, they learn to plug lifeless words and mundane ideas into the formula; they don't learn to create unique expressions and to figure out the form in which the writing might work best.

Raimes (1987) mentioned that, the ability to write effectively and fluently in English is becoming increasingly important in today's modern world, since communication through language has become more and more essential. Writing is known as an important skill for multifarious reasons in education and business. In fact, it plays a significant role in personal and professional life. Consequently, it has become one of the major requirements in English for General Purposes (EGP) as well as English for Academic Purposes (EAP) syllabi. Evidently, the pedagogical purposes of writing range from improving, training, and practicing language in the early stages of learning to communicating fluently and accurately at intermediate and more advanced levels.

Fellner and Apple (2006) stated that there is no agreed-upon definition of writing fluency in the literature. The various definitions proposed for writing fluency may result from the different indicators used in measuring it. Previous studies have used various product-based and process-based indicators to assess participant writers' fluency. It may be argued that the validity of many previously used indicators of writing fluency has not been verified and therefore remains questionable. Bruton (1986) defined writing fluency is a complex construct affected by the dimensions of the writer such as cognition, language production ability and intuition or imagination, by dimensions of the rhetorical and situational contexts, and reflected in the written text.

MacGowan Gilhooly (1991) stated that when fluency was emphasized before accuracy in classes, an increase in students confidence was most noticeable among the affective consequences; moreover, teachers were able to observe a decrease in students" fear of writing, especially for low-level students. It was not only the teachers who were able to perceive the change in the students, but also the students themselves felt their increased confidence due to the improved fluency in their writing. Eventually, it led them to generate and develop more thoughts and ideas as compared to before when grammatical accuracy was the main concern.

Deno (2003) stated many components of writing can be and are taught continuously across grade level (as editing, grammar, mechanics, spelling). However, children must first become fluent with transcription in order to benefit from further writing instruction. A number of studies documented that increases in elementary-aged students' rate of writing (as writing fluency) are associated with improvements in writing quality. Due to the importance of writing fluency, the major focus of next part of this study will be on the measurement of written fluency among elementary-aged students.

Robinson (2009) mentioned that the major problem for developing writing fluency is thinking in another language and translating into English. Another problem is worrying about grammatical correctness while you write. Writing experts tell us that the best way to write is to work through separate stages in the writing process. Grammatical accuracy should not worry you until close to the end of the writing process. Then, Robinson suggested strategies could be used to developed fluency in writing such as: use a good writing process and practice free writing. In order to use a good writing process, Robinson talked about some steps to an effective writing process by: collect ideas at first. This may be from doing research or just from brainstorming ideas of the learner's own. Many

strategies could help learners' for collecting and developing ideas by asking his / her tutor for information on prewriting strategies. The outcome of this step is a list of ideas, often in no particular order. Then, organize ideas. Take the ideas that were collected in step one and make a plan for the paper. This often will include topic sentences as well as main points to cover. And decide at this stage the order that will be used for the points. The outcome of this step is often an outline of some kind. After that, draft the paper. At this point, write down the ideas . If possible, do this without thinking of the native language. If it's difficult, practice the free writing strategy suggested. Don't worry about grammatical correctness in previous three steps, the goal should be to put the ideas on paper. At last, edit the paper, the first step in editing is to consider whether developed the ideas enough and provided enough evidence. And also, make sure that the connections between ideas are clearly stated (coherence) and not included any information which does not support the points that you are trying to make (unity). And, the second step in editing is to correct errors in grammar, sentence structure, punctuation, spelling and word choice. It is at this stage to start thinking about the grammar rules that the students know, consulting dictionaries and other reference books and asking native speakers about word choice issues.

Robinson(2009) added the next strategy to develop fluency in writing which was to Practice free writing. So, Elbow (1998) defined fee writing, as writing without stopping and editing, has been viewed and used as a powerful technique for developing student writing since it was initially advocated by writing theorist. In the simplest terms, free writing refers to the act of writing quickly for a set time from ten to fifteen minutes, just putting down whatever is in the mind, without pausing and worrying about what words to use, and without going back to modify what has been written In Elbow's (1998) own words, the only requirement is that you never stop.

Hammond(1991) who used guided free writing to promote students critical thinking, students were able to have deeper insights on given topics with the help of guided free writing because it let them to think inductively instead of jumping to hasty conclusions. He claimed that guided free writing helped students identify all of the available arguments or points of views and then make conclusions from first thoughts toward new insights. Furthermore, he asserted that nonjudgmental feedback such as sharing the writing or having discussions helped students to strengthen their thoughts and yielded further insights.

Fontaine (1991) mentioned that the general characteristics of free writing can vary depending on context such as changing the amount of time allowed or giving a specific topic. And, if there is no specified topic for the writing, it is called unguided (self-sponsored) free writing whereas guided (teacher sponsored or focused) free writing happens when a topic is given. Elbow (1998) who is a proponent of free writing argued that students should not stop writing while doing free writing because the main thing about free writing is that it is none dating (italics in the original). These rules to keep writing and not edit make it possible for students to increase writing fluency by producing text from their stream of consciousness without being distracted by already produced text.

Graham et.al.(2001) stated that short daily writing assignments can build student writing fluency and make writing a more motivating activity. For struggling writers, formal writing can feel much like a foreign language, with its own set of obscure grammatical rules and intimidating vocabulary. Just as people learn another language more quickly and gain confidence when they use it frequently, however, poor writers gradually develop into better writers when they are prompted to write daily and receive rapid feedback and encouragement about that writing. The teacher can encourage daily writing by giving short writing assignments, allowing time for students to journal about their learning activities, requiring that they correspond daily with pen pals via email, or even posting a question on the board as a bell-ringer activity that students can respond to in writing for extra credit. Short daily writing tasks have the potential to lower students' aversion to writing and boost their confidence in using the written word.

Linebarger (2001) mentioned that in order to developing fluency, our students need to write daily for a variety of purposes and audiences. The teacher who has the time to read all of her students' writing is simply not asking for enough writing. The purpose of this type of informal writing is to use writing as a support for learning. It is not to assess a student's writing ability. Informal writing includes a wide variety of writing experiences, such as: quick writes, which are motivating and allow for enough student choice to ensure that all students have something to write about, writing in response to reading, including learning logs and response journals, writing to solve problems, from math to social problems, writing to complain and writing to summarize. This writing not only increases the student's ability to write, but demonstrates multiple uses for writing. At best, these invitations to write eventually include all students-something for everyone. Another important factor in building fluency is the sharing of writing. Motivation for informal

writing remains high when informal writing is paired with informal sharing. Students are required to share what they have written. This sharing time is simple and unstructured. The instructions aren't fancy: Find someone close to you to share with and do it. You have ten minutes. The purpose of this sharing is to quickly explore ideas. When the teacher get involved, the purpose of sharing immediately becomes evaluative rather than interactive. Interaction is a key to motivation, and it's the interaction that keeps everyone writing.

Measuring writing fluency is very complex. Abdel Latif (2013) refers to a variety of measures of fluency including; composing rate, text quantity, creativeness, coherence and use of linguistic structures. Due to the difficulties in measuring and accurately analyzing creativeness, coherence and use of linguistic structures have been focused purely on the quantity of text produced as a measure of fluency. Despite the flaws in this methodology wanted to analyze how each student improved over the course of the semester. After writing for five minutes students were asked to count how many lines they had written and keep a record. Abed Latif decided to use the number lines rather than the number of words to save time. it was an approximate measure of improvement. Students were strongly encouraged to focus on their own improvement, rather than compare their results with friend

McCarty (2014) stated that the simple procedure for teachers to implement the expressional fluency activities in their classroom as:

Step 1: Introduce inspired different pictures, give students an important vocabulary term or question you've been addressing in your instruction and write it on the board.

Step 2: Instruct students to write (or type) "as much as they can, as well as they can" for 60 seconds. Have them always write in the same place (writers notebook, etc. depending on class).

Step 3: At the end of 60 seconds, tell them "pencils up" and ask them to count the overall number of words and tally it in the margin. Have students circle the errors they noticed while rereading their writing. (use time watcher, timer)

Step 4: Have students repeat this procedure two more times, giving them a new related vocabulary word or relevant question each time.

Step 5: For each session have them graph the highest number of words they wrote in any one minute period. Have them set goals for the numbers of words they will write in any one-minute period next time.

Step 6: At least once a week, have them choose a previously written entry to revise and extend into a more formal explanatory or argumentative piece for homework.

2.2.4 Achievement

Steinmayr, et.al (2014) achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person.

Ward & Stoker (1996) defined achievement as the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts Performance is defined as the observable or measurable behavior of a person an animal in a particular situation usual experimental situation. Moreover, Mehta (1969) defined achievement as performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students performs their potentials proficiently as a result of it, learning takes place. The learning outcome changes the behavior pattern of the student through different subjects. Achievement is the utmost performance in the entire activities at school after a period of training. Merriam(1993) mentioned achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social,

and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post-secondary years and working life..

Steinmayr, et.al (2014)In developed societies, academic achievement plays an important role in every person's life. Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity. The strong association between a society's level of academic achievement and positive socioeconomic development is one reason for conducting international studies on academic achievement, such as PISA (Programme for International Student Assessment), administered by the OECD (Organisation for Economic Co-operation and Development). The results of these studies provide information about different indicators of a nation's academic achievement; such information is used to analyze the strengths and weaknesses of a nation's educational system and to guide educational policy decisions. Given the individual and societal importance of academic achievement, it is not surprising that academic achievement is the research focus of many scientists; for example, in psychology or educational disciplines. This article focuses on the explanation, determination, enhancement, and assessment of academic achievement as investigated by educational psychologists.

House(2002) mentioned that improvement of students achievement has always been one of the main goal of education. In the past decades researchers and educators have conducted many studies and experiments to determine the factors that affect(positively or negatively) students achievements. Many factors have been identified and the relation between them is very complex and dynamic. Some researchers believe that student characteristics, their living and learning environments and instruction activities contribute to student achievement.

Agus and Makhbul (2002) said that the most of the research has explored many different and important factors that can affect the student's performance. Most of these factors were income of parents, contribution of parents in the study of their children, the area to which

they belong, the educational background of in the class, their contribution in the academic achievements of the students and the importance of co-curricular activities in their educational achievements.

Abouserie (2009) indicated that personality, family, university and social variables are related to this construct). As an instance personality variables of students in general and self-esteem and motivation for academic achievement in particular have intrinsically affected the learning and academic achievement.

Carter (2015) mentioned that student′s achievement measures the amount of academic content a student learns in a determent amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. standards are similar to a ′to - do′ list that you can use to guide your instruction. Student achievement will increase when quality instruction is used to teach instructional standards. He added that, factors that impact students achievement, there are many variables that can impact successful a student′s achievement, but the most critical are classroom instruction learning disabilities. It is important to remember that all students do not learn the same way or at the same rate. Students are like leaves on a tree ; there are no two exact same leave. Just as leaf comes in unique colors, shapes and size, each student has their own a unique learning style. You need to use a variety of teaching methods and understand the background and individual needs of each student. More than, that classroom instruction is the most important factors that impact student achievement. As a teacher, you influence the quality of instruction, set expectations for learning, and measure the level of understanding. For example, when standard is not presented in a way that a students can understand or in a way that is boring. it can be very difficult for a student to meet the required level of achievement. A good teacher will use strategies, such as discussion among students, videos or stories, to gain students' attention and to support the learning process. He / she should constantly be thinking of the ways to make learning fun and appropriate for example, in looking in our to do list you may pre-pay for your cleaning to get a discount or join a friend to make a study session more

interesting. likewise, students' achievement involves well- thought out strategies to improve the quality of learning.

Wikipedia (2016) stated that individual differences in achievement have been linked to differences in intelligence and personality. Students with higher mental ability as

demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. But some others directed their studies towards integrating intellectual ability, learning style, personality and motivation for academic achievement as the predictors of academic achievement in higher education.

Abu-Armman (2011) Educationalists have found it difficult to proffer a universal definition of underachievement, though there are considerable sum of literature studies and increasing research on student performance and achievement. This problem of a unified definition has persisted over the years. So, in answer to the question about underachievers at school, it can be deduced that underachievers include those students: who do not perform according to expectations in a particular subject area, who as a result of behavior do not show interest/do well in their studies, who do not perform well in a specific subject area, who do have the necessary intellectual ability but still underachieve, and who are limited by culture, language and gender from doing well academically at school.

Abu- Armman added that a combination of factors both at home and at school can cause underachievement, two important reasons for students' underachievement in any academic area can be identified: their inadequate understanding of how to select, adapt, and monitor strategies for learning, their insufficient motivation to apply actively the understanding they have, Negative self-concepts can cause underachievement when parents do not acknowledge their children's abilities or fail to support them. A teacher's responses and feedback given to students also have the capability to shape their perceptions of themselves It can, therefore, be deduced that the following factors can cause underachievement in school children: lack of motivation, parental/home influence, lack of nurturing of intellectual potential, conflict of values, disabilities/poor health condition, and life experiences of specific groups of pupils; for example, resulting from brain damage/cerebral dysfunction or neurological impairment. inability to recruit and also retain highly qualified personnel in schools.

2.2.5 Motivation

Though some authors claimed that it is difficult to give a brief precise definition of what is motivation, Dornyei (2001) suggested that the exact definition of motivation concerns the direction and magnitude of human behavior to mean making choice of a particular action,

persistence within the action and the effort or engagement expended on that action. Accordingly, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. Ina addition, Gardner (1985) considered motivation in a second language learning context as the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity'. Gardner added that motivation as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. He believed that motivation is concerned with the question "Why does an organism behave as it does.

Deci and Ryan (1985) differentiated between intrinsic or extrinsic motivation. Intrinsic motivation is generally possessed by people having personal interest(s) in doing something. Extrinsic motivation, on the other hand, derives from an anticipation of rewards such as praise, awards, prizes, and evaluation, and fear for punishment. An extrinsically motivated student does the activity in order to obtain some reward or avoid some punishment external to the activity itself and this kind of motivation refers to learning situations where the reason for doing a task is something other than an interest in the task itself and undertaking the task may be something the person feels pressured to do rather than genuinely wants to do. And also they mentioned people that are driven by an inner motivation do things because they think that what they do is interesting, entertaining or challenging.

Dev (1997) defined intrinsic motivation as (a) participation in an activity purely out of curiosity, that is, for a need to know about something; (b) the desire to engage in an activity purely for the sake of participating in and completing a task; and (c) the desire to contribute. Miller, et.al. (1996) said, intrinsic motivation requires much persistence and effort put forth by an individual student. Students with intrinsic motivation would develop goals such as, the goal to learn and the goal to achieve. A mastery goal, the desire to gain understanding of a topic, has been found to correlate with effective learning strategies, positive attitudes toward school, the choice of difficult tasks as opposed to a simple task, perceived ability, effort, concern of future consequences, self-regulation, the use of deep cognitive processes, persistence, achievement, choice and initiative. Deci (1985) mentioned that, intrinsically motivated behaviors are seen when there is no other apparent reward except the activity itself. Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure.

Deci,et.al. (1999) observed that intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards. Lepper (1988) stated that students with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty. Extrinsically oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward.

On the other hand, Hoyenga & Hoyenga, (1984) stated that, extrinsic motivation refers to motives that are outside of and separate from the behaviors they cause; the motive for the behavior is not inherent in or essential to the behavior itself. Hoyenga & Hoyenga added that, If a student studies hard to do well on a test because a good grade will result in a brand new car, then the motive behind studying is not what it is intended to do: obtain knowledge. Studying information is a prerequisite to learning; however, it is often manipulated to lead toward other things such as money, acceptance, or power. Adding an extrinsic incentive to study or complete a task has also been found to decrease intrinsic motivation. Spaulding (1992) stated that extrinsic motivation is as an outward force in the form of expectation, praise and rewards powers students in English learning. It exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged. Additionally, Ryan &Deci (2000) mentioned that, extrinsic motivation is a construct that is relevant whenever an activity is done in order to attain some reward. Extrinsic motivation refers to our tendency to perform activities for known external rewards, whether they be tangible as money or psychological as praise in nature. And also, Lepper (1988) mentioned that, an extrinsically motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself," such as grades, stickers, or teacher approval.

Hamachek (1989) mentioned that both intrinsic and extrinsic motivations are important, inseparable and complementary to each other in English learning. Intrinsic motivation is the type of inner drive that propels students forward and onward with continuous energy fueled by its own curiosity and interest. However, in the real world not all of the students are automatically energized to perform this or that task, or to learn about this or that topic. Sometimes, a good grade, the threat of failing and praise move students from an inactive to an active state. The use of rewards as extrinsic motivators have sometimes been found to increase intrinsic motivation, especially when the rewards are contingent on the quality of

the performance rather than simply on participation. It is clear that extrinsic motivators are sometimes necessary either to get students started in the first place, or to start them down a track that they might not know exists. However, overstressing the use of extrinsic motivation can stifle intrinsic

Deci (1999) said that researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation leper, (1988) mentioned that, a student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Pintrich & Schunk (1996) mentioned that, to come to the point, intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. Extrinsic motivation, on the other hand, is motivation to do a work or an activity as a means or way to achieve a target. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion (prevention) of punishment

Dörnyei (1998) said that in taxonomy, motivation it is comprised of three levels: the language level, the learners′ level and the learning situation level. The motivation processes at the language level can be described comprehensively by using the traditional concepts of integrative and instrumental motivation; at the learner level motivation involves the influence of various individual traits of language learners, such as, the need for achievement and self-confidence. The learning situation level is also influenced by a number of intrinsic and extrinsic motives. For example, in extrinsic motives, courses are related to the syllabus, the teaching materials, the teaching method and learning tasks. In intrinsic motives, teacher concerns the motivational impact of the teacher's personality, behavior and teaching style, the group is related to the characteristics of the learner group. In general, motivation is dynamic in nature and can vary from moment to moment depending on the learning context or task.

Brophy (2010) stated that motivation towards learning is important to increase and sustain students' interest and effort in learning academics. Motivation helps students find the relevant potential in learning, to find such activities as worthwhile and meaningful, and it helps the student obtain the intended benefit from lessons. Brophy added that Motivation

to learn is influenced by the direct socialization and modeling provided by teachers, parents, and significant peers; its value can be supported through clear expectations for learning and the development of students as a learning community. Stipek (2002) said that students expect to learn if their teachers expect them to learn; that the classroom environment and teacher relationship have significant effect on the students motivation and willingness to learn. While the ultimate goal of motivation to learn is to develop a disposition to value learning, Brophy (2010) said that a state of motivation to learn can exist when a student purposefully engages in a learning activity by adopting its goal, trying to learn the concepts, and mastering the content or skills. Tasks that provide a challenge to the student but are achievable help to enhance student motivation Lepper, (1988). This helps the students associate their efforts with success Stipek, (2002) and increases their motivation toward task completion and learning in the classroom.

Pintrich (2003) mentioned that it is important to recognize that motivating learning is a central element of good teaching. Often, it is assumed that university students should be motivated to learn in every class, but that is not a reasonable expectation. Course requirements, assignments, and exams exist because students do not yet have the experience and wisdom to recognize which courses to take and what activities they need to complete in those courses to achieve appropriate educational goals. For the same reason, a student cannot be expected to come into every course motivated to learn the material. If a student does not know the material in a course, how can they know it is important and fulfilling to learn? The instructor, an expert in the subject, is uniquely qualified to show students why the material is important, intellectually interesting, and valuable for them to learn. Conveying this message is an important goal of any effective instructor. What can an instructor do to motivate their students to learn? While individuals vary, there are three elements that are consistently relevant to the motivation to learn: personal relevance, some control of the learning process, and a sense that one can master and is mastering the material. Pintrich added that students′ motivation is probably the single most important element of learning. Learning is inherently hard work; it is pushing the brain to its limits, and thus can only happen with motivation. Highly motivated students will learn readily, and make any class fun to teach, while unmotivated students will learn very little and generally make teaching painful and frustrating. Fortunately, research shows that there is a lot an instructor can do to motivate their students to learn.

Palmer(2007) stated that student motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager. Guanjie (1996) stated that, motivation is not only an intensive desire for learning and acquiring knowledge of English, but also an inner cause that push students forward in English learning with enthusiasm and willingness. It is something like the engine and steering wheel of an automobile that can moves students from boredom to interest. It is an inner power to drive and persevere students in English learning. Dornyei (2001) mentioned that motivated learners are every teacher's dream — they are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks at hand, persevere through challenges, do not need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning. However, we all know that the motivation behind our learners' learning varies widely, ebbs and flows over the course of the year (or even during a single classroom activity), and stems from various sources, internal to the learner, external, or both. As teachers we can generally see who is motivated and who is not, and often we may wonder how or even if we can harness the motivation of some and spread it out to others. Tapping into motivation is crucial for language teachers because we know that motivation is one of the key factors driving language learning success. Gardner (1885) believed that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target. Concerning second/foreign language acquisition, this intention would be learning a foreign language. In fact, there must be something that the learner desires to achieve or do, being the target language the vehicle to attain it. Ellis (1994) saw the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated. Relating to this matter, Ellis said that language teachers readily acknowledge the importance of learners´ motivation, not infrequently explaining their own sense of failure with reference to their students´ lack of motivation. Ellis suggested that motivation is the effort which learners put into learning an L2 as a result of their need or desire to learn it.

Dornyei, (1998) said that motivating students in English as a foreign language (EFL) classroom is often a complex and difficult task that involves a multiplicity of psycho-sociological and linguistic factors, but most English teachers will attest to the important

role motivation plays in the teaching/learning process. Mcgroarty (2002) wrote that motivation for L2 learning is created from people. She suggested that motivation also can come from the different surroundings and the environment of schools and the places where the teaching takes place. She also says that it can be good for the motivation of learning a second language to have different kinds of groups that work together. She suggests that it is important that learners see the things they learn as meaningful, that they have some level of choices and that it is something that they need to work for to master.

 Prakash (2007) explained that motivation is the heart of significant age level. When motivation is high, students learn things without taking much time, but when it is low, they take longer time to learn the writing skill aspects and they are exposed to make many errors in learning the material. Palmer (2007) stated that, basically, very little if any learning can occur unless students are motivated on a consistent basis. The five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment. For example, the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class.

Abouserie (2009) mentioned that as an instance personality variables of students in general and self-esteem and motivation for academic achievement in particular have intrinsically affected the learning and academic achievement. In some schools, language teachers motivating students to write frequently can be a tricky task, however. Dornyei (2001) mentioned motivational factors include learners' beliefs about the nature and importance of writing, the differences between L1 and L2, their attitude to the L2, and about their writing competence, which in turn influence learners' engagement, effort, and learning in the L2 writing classroom. Dornyei added teachers need to be aware of these affective factors and to help their students become more motivated. Motivation should help learners want to increase their practice time and to set new writing goals for themselves.

Barkaoui (2007) mentioned that motivation literature suggests several strategies and techniques that teachers can use to create and maintain learner motivation in the L2 writing classroom. First, teachers should identify and discuss learners' writing experiences, beliefs, needs, and goals with the aim of rectifying misconceptions (as that writing is a gift) and enhancing positive attitudes towards writing. Second, teachers should help students see themselves as successful writers by providing them with positive experiences with writing activities; emphasizing that they can be successful in these activities through their own efforts; praising them on work well done; and helping them start seeing themselves as writers, [rather than as students], who can get things done with written discourse. As cited (Williams warns), however, against "hollow praise" which applauds students whether they succeed or fail and which, consequently, leads many students not even to try. Third, teachers should ensure a pleasant and supportive atmosphere in the classroom where the students can feel safe and trusting. Fourth, teachers should take the different backgrounds, experiences, and expectations that students bring to the writing classroom into account when selecting teaching materials and approaches, developing reading and writing assignments, constructing assessment instruments, and providing feedback. Fifth, the reading and writing tasks and activities used should be meaningful, relevant, and varied in terms of content and genre. Finally, teachers should be explicit about the goals of the learning and assessment tasks they use, provide learners with clear goals and strategies to make writing tasks manageable, and allow students choice.

Mihalas, et al. (2009) added that to write about the importance of good relations between teachers and students. They notice what the effects can be if the relations function in a good way and also the negative ones if the relations are poor. The authors say that the teacher's relations to his or her students can influence whether the students will want to try to develop and learn more. Important factors for the quality of the relations between the student and the teacher are that the student can trust the teacher, respects him or her and that the communication goes well. There is not so much written about learners attitudes to their relationship to their teachers. As stated by Vasquez (1988) Students′ perceptions of whether the teacher cares for them have meaningful effects on their performance and behavior. Vasquez compiled several studies and sources that indicate the importance of caring in a teacher who motivates students to learn. He noted, Students who perceived that, while teachers would not lower their standards for them, teachers were willing to reach out to them and provide needed assistance in practical ways, were the highest achievers. While

love and caring seem to be the most important characteristics for a teacher to exhibit, some writers also include humor and high expectations of students.

Al- Shourafa (2012) mentioned that that motivation is an important psychological construct that affects learning and performance in at least four ways: firstly, it increases an individual's energy and activity level. Secondly, it directs an individual toward certain goals. Motivation affect choices people make and the results they find rewarding. Thirdly, it promotes initiation of certain activities and persistence in those activities. It increases the like hood that people will begin something on their own, persist in the face of difficulty, and resume a task after a temporary interruption. Fourth, it effects the learning strategies and cognitive processes an individual employs. It increases the likelihood that people will pay attention to something, study and practice it, and try to learn it in a meaningful fashion. It also increases the likelihood that will seek help as they encounter difficulty

2.2.6 Writing Skill

Harmer (2007) defined writing as a process that is, the stages the writer goes through in order to produce something in its final form. This process may, of course, be affected by the content of the writing, the type of writing, and the medium it is written in this process has four main elements: planning, drafting, editing, and final draft. In addition Sokolik, (2003) describes writing as the mental work which involves inventing ideas, thinking about how to express them, and organizing them into sentences and paragraphs that will be clear to readers.

Brown, (2000) mentioned that when writing is being taught, students can be asked to do many different exercises. Brown accounts for the beginners that the most suitable way of teaching writing is to have students write down, as what the teacher has recently dictated. Another common way of teaching writing is the use of controlled writing when students are to work with a certain paragraph and its language features, e.g. tenses or spelling. More personal way of writing can be journaling, when students keep dialogue journals in which they communicate with teacher. The last way of teaching writing suggested by Brown is display writing, by which students are examined, e.g. answer exercises, essays or reports. Monaghan (2007) notes that teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basis of grammar, syntax through various pedagogical methods. Ultimately, teaching

writing means guiding students toward achieving the highest ability in communicating in words.

Colantone (1998) cited that many EFL teachers follow the traditional method in teaching composition concentrating on the final product rather than on the process of writing. In writing classes, teachers emphasize mechanics, spelling, punctuation, grammar, sentence structure, width of margins, and so on, with little attention to development or style. In addition, the stages of writing: pre-writing, while writing, and post-writing are expected to contribute to strengthening students' thinking skills because they engage them in processes such as connecting, analyzing and evaluating ideas, a fact that leads to sharpening students thinking skills.

Caroll (1990) mentioned that the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, and theories. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distance past to speak to us. In fact, writing originated from the need of saving cultural values and human's spiritual. It is the official element for the development of printed document, book and Internet. In addition, in our lives, we sometimes need to make official texts, for the purposes of communication or other business. Such cases, writing skill is the best supportive tool for us; it plays an important role in our life.

Bello (1997) indicated that writing, as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class. Bello added that one of the major failing in the traditional curriculum could be attributed to the lack of attention given to writing, which is an important avenue for thinking.

Graham & Perin (,2007)stated that writing plays two distinct roles in schools ; First, it is a skill that requires mastering basic sub skills and processes such as; handwriting, spelling, a rich knowledge of vocabulary, mastery of the conventions of punctuation, capitalization, word usage, grammar, and the use of strategies ; planning, evaluating, and revising text. All are necessary for the production of coherently organized essays containing well developed and pertinent ideas, supporting examples, and appropriate detail. This role can be characterized as "learning to write." Second, writing is a means to extend and deepen students' knowledge, it acts as a tool for learning subject matter.

Isleem (2012) mentioned that writing is so important due to various reasons: (1) it is the primary basis upon which one's work, learning, intellect will be judged whether in school, college, work place in the community; (2) It expresses one's personality; (3) It is portable and permanent which makes one's thinking visible; (4) It helps one move easily among facts, inferences, an opinions without getting confused and without confusing one's readers; (5) It fosters one's ability to explain a complex position to readers, and oneself; (6) Writing stimulates one to extend a line of thought beyond one's first impressions or responses; (7) It equips one with the communication and thinking skill he/she needs to participate in social and academic events.

Weigle (2002) believed that indubitably writing is a complicated process through which ideas are created and expressed. Learning to write in a foreign language is even harder and it takes a considerable amount of time and effort to write skillfully. To become a skillful writer, the role of English writing instruction in foreign language education is quite prominent. Admittedly, composing an accurate and fluent paragraph is by no means an easy task. Since learning to write is an inseparable part of language learning without which effective acquisition cannot be obtained, writing has been drawing more and more attention in language teaching and learning. In fact, writing is mostly a hard-laden task and skill for both native and non-native speakers,

French and Rhoder (1992) stated that writing could be viewed as the main area in the curriculum that we associate with creativity, noting that writing is one of the most tasks that we can be asked to perform. Thus, improving students' essay writing is believed to be one of the most important skills which EFL learners need to develop throughout their schooling. During their schooling, EFL learners need to develop some writing skills such as: the ability to write complete and meaningful sentences, coherent, clear and well-organized ideas, use communicative language, choose suitable words and idioms and use writing mechanics appropriately

Maltin (2005) mentioned that various factors that affect writing, such as Social factors as the audience who will read the piece of writing, motivational factors as the students with high writing self- efficacy (assessment of one's capabilities) are expected to produce better writing than students with the same abilities but with less self-efficacy, motor factors as student might write differently when he uses a computer instead of a pen and paper. Working memory (WM) WM means the brief immediate memory for the material we are currently processing as well as the coordination of our ongoing mental 47 activities. A

student uses WM, for instance, when he needs to include figures and graphs in his paper and Long-term memory This includes the writer's semantic memory and his experience about the topic, general schemas and the audience.

Spivey (1989)stated that writing can be placed into two categories: formal and informal. Formal writing relies on the writing process. The writing process is a series of five steps that are used to produce a piece of written work that clearly conveys the thoughts and ideas of a writer. The five steps of the writing process are: pre-writing, rough draft, revision, editing, and publishing. Attention is given to each step to ensure the writer produces the best piece of 3 writing possible. Informal writing does not have any constraints. It can be done to prepare for formal writing, although it is completely separate. Informal writing can also be called free writing in that it does not need to be grammatically correct, spell checked, or written neatly in complete sentences that produce outstanding paragraphs. Both formal and informal writing require instruction for students to be successful and to use them in the most meaningful ways. The instruction provided to the students should be relevant and specific to the content/course and the purpose. The writing instruction would consist of providing the students with daily opportunities to participate in meaningful writing, relating to text, which requires a higher level of thinking than multiple choice or one-word answers.

Gabrielatos (2002) divided the characteristics of good writing into four characteristics: characteristics of language, characteristics of layout and organization, characteristics of coherence and characteristics of unity: Language involves correct spelling, correct use of grammar and syntax and accurate use of vocabulary. Layout and organization. The layout should be relevant to the text type; the text should have sections or paragraphs that have a clear focus. The method should help the reader understand the content. There should be clear thinking between each section, paragraph or sentence and the previous and the following one. Coherence means connecting sentences, paragraphs or ideas using linking words and expressions. It also means making the relation between the different parts of the text clear. All points should be included and irrelevant points should be avoided. As for unity, the writer should good clear regarding events, characters and their relations; the link between them should be clear. He should provide the exact amount of information

Suleiman (2000) discussed the significance of writing to learning, also stressed that writing is an essential factor of language. Any reading and language curriculum must think about the multidimensional nature of writing in instructional practices, evaluation procedures,

and language development. Furthermore, Bello (1997) indicated that writing plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class. He added that one of the major failing in the traditional curriculum could be attributed to lack of attention given to writing, which is an important avenue for thinking. Writing has an important role in helping students understand ideas and concepts.

Watskins, (2004) added that writing as being a means of communication, writing also serves as a means of thinking, organizing knowledge or ideas, and learning. It is a complicated activity which includes different levels of composition task completion. There exists no doubt that this skill, particularly for EFL learners, is a difficult skill to master because students need to choose appropriate vocabulary, sentence, and paragraphs, and they also have to change these ideas into a readable text Writing has an important role in helping students understand ideas and concepts.

Byrne (1994) stressed the importance of teaching writing for pedagogical purposes; as writing enables teachers to provide different learning opportunities for learners with different learning styles and needs. Hence, some learners, especially those who do not learn easily through oral practice alone, feel more secure and relaxed if they are allowed to read and write in target language. In addition, writing satisfies a psychological need as it serves to provide learners with some tangible evidence that they are making progress in the language.

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

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

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

3. Learning style: some students are quick at acquiring language just by looking and listening. Others may take longer time spent in producing language in a slower way is invaluable. So, writing is appropriate for those learners.

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

Sawyer, (2006) stated, teaching writing for young learners is different with the adults. Young learners need more guidance and motivation in learning writing skill. Teachers are required to find out about the learning styles in order to make the students interest in learning writing. In this case, teachers can use instructional scaffolding in learning process to promote a deeper level of learning. Scaffolding refers to the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.

Byrne (1997) mentioned that writing is considered difficult even in the mother tongue because of three factors; psychological, linguistic and cognitive. From the psychological side, when students write, they write on their own because it is a solitary activity so students have to write without possible interaction or feedback. On the other hand, regarding the linguistic problem, students have to compensate for the absence of the features of speaking. Also, they have to keep the channel of communication open through their own efforts and ensure both the choice of sentence structure as well as the way of how our sentences are linked together and sequenced. So, the produced text can be interpreted on its own. With regard to the cognitive problem, students learn to write through a process of instructions. To do so, students have to master the written form of the language and to learn the structures of writing which are not used in speaking.

Scott and Yteberg (1990) mentioned some benefits of writing. Firstly, they state that writing helps to consolidate learning in the other skill areas. For instance, reading helps students to see the 'rules' of writing, and helps build up their language choices. Secondly, they also adds that writing is essentially valuable in itself. There is an extraordinary feeling about seeing one's own working print, and great satisfaction in having written something which he/she want to say. Thirdly, writing is one of the most active ways that we can engage in and with the world. Scott and Yteberg (1990) further state, Writing is an exciting and rewarding activity and is the most visible of the skills. It is ultimately responsible for

nearly all of the man-created aspects of our rapidly changing world. Lastly, writing can improve understanding of an event, also involvement and 'engagement' with the event. It provides the most opportunity for 'affecting 'the event. In other words, as compared to other skills, only writing provides 'all at the same time': understanding, involvement and the power to affect experience and events. Based on the benefits of writing elaborated previously, it can be concluded that writing mainly improves one's own learning because it records his/her development which at a later stage can be useful for an evaluation of the learning. It can also gain the learners' understanding both of themselves or events that happen around them. At last, writing can improve the learners 'communication, particularly in the written form.

2.3 Previous Studies

Some studies have been implemented with direct relatedness to this current study. These varied studies spoke about the two different types of variables; the dependent and independent variables: expressional fluency{EF}in writing skill, achievement, motivation and writing skill.

2.3.1 Studies Related to Expressional Fluency in Writing Skill

Davis,B. (No date) (n.d) sought to examine the effects of expressive writing on the achievement, writing fluency, and learning retention of a selected group of fourth-grade students in social studies. A quasi-experimental nonequivalent control-group design was utilized. The subjects included 77 fourth-grade students in four intact classrooms from two elementary schools in the Lubbock Independent School District. Two classrooms (one from each school) served as the experimental group (N=41)and two classrooms (one from each school) made up the control group (N=36).Prior to the experiment, the Social Science Test of the Stanford Achievement Test Series and the Test of Written Language-2 (TOWL-2) were administered. The results of the first analysis revealed a statistically significant difference in the writing fluency between the experimental and control groups. No statistically significant differences were found for writing ability or for the initial posttest. Nor was there a statistically significant interaction between writing ability and group. The second analysis of data revealed a statistically significant difference between the groups on the delayed posttest. This finding supports the idea that expressive writing activities have a

significant effect on learning retention. As in the first analysis, there as not a significant interaction between writing ability and group membership.

Biria and Jafari (2013) explored the impact of collaborative writing on the writing fluency of Iranian EFL learners in Iran. This study aimed to examine the impact of practicing in pairs on the writing fluency of Iranian EFL learners. The participants of the present study were selected from the population of Iranian EFL students studying English in one of the institutes in Isfahan (Iran). An OPT test was administered to choose 90 participants with an intermediate level of proficiency.. This study was carried out in summer 2010 and conducted with Iranian female English learners only whose age range was from 18 to 30. The results obtained from the essays written in the first session of the writing phase revealed that pairs produced less fluent texts than the individual writers. More specifically, the average number of words, T-units, and clauses in individual essays was less than that of pairs. The essays written in the last session revealed that there was a considerable improvement in the use of T-units and clauses produced by pairs; however, the fluency of the written texts was not noticeably significant in comparison with the fluency of essays produced by the individuals. The findings also revealed that practicing in pairs did improve the overall quality of the learners' writing productions even though the fluency of written texts did not change significantly.

Al- Madhoun (2012) conducted a study aimed to identify the impact of using the Six Thinking Hats Programme in the development of creative thinking skills (fluency, flexibility, originality) in the Human Rights curriculum for the sixth grade pupils in UNRWA Schools. The study's group included students in sixth grade in west Gaza area, enrolled in UNRWA schools for the academic year 2011-2012. experimental schools have been selected randomly from two of Gaza's schools (males and females), New Gaza Prep 'A' Boys School and Beach Prep "B" Girls School, and the sample was selected randomly from those two schools, and included (140) male and female pupils of the sixth grade students in Gaza. The researcher followed the experimental method with real designing for two equivalent groups and pre and post measurement. The tool of the study "a creative thinking test" has been applied, in order to identify the impact of the Six Thinking Hats in teaching Human Rights on developing creative thinking for students of sixth grade in Gaza. Data was collected and analyzed statistically using SPSS Programme, in order to test study hypotheses, the results of the study were: There are statistically significant differences at the level of significance ($\alpha \geq 0.05$), between the average grades of the

experimental group on the post test of creative thinking and the average of their peers in the control group favored the experimental group. There are a statistically significant differences at ((α ≥ 0.05) between the average score of the experiment group and their fell ours in the control group in the post test of the creative thinking for the favor of experiment group. The validity is more than (0.78) according to coefficient of Eta square in developing creative thinking skills in teaching human rights for sixth grade students. Then the researcher recommended for Giving more attention to gifted or outstanding students through the provision of all conditions, facilities, necessary resources and material and moral incentives for the application of creative thinking in our schools of Palestine.

A Hwang (2010) Conducted a study that investigated three areas of importance to the field of L2 writing: (a) to examine the influence of practicing guided free writing on EFL college-level students" writing fluency; (b) to observe if there are any fluency benefits of practicing guided free writing that transfer to writing fluency in general; and (c) to illustrate how practicing guided free writing helps improve students confidence in English writing. a total 208 guided free writing samples written by eight EFL college-level students over eight weeks were analyzed in terms of fluency by words per minute in order to measure writing fluency, and the results were analyzed using a repeated-measures one-way ANOVA. Students" pretest and posttest writings were then compared in terms of fluency (words per minute) by conducting paired-samples *t*-tests, and the same pretest and posttest writings were also rated for quality so as to observe whether the fluency benefits of free writing were transferred to new writing done in this EAP context, where the pressure of feedback and grading typically exist. Finally, the results of a survey were analyzed using descriptive statistics to investigate how students perceive free writing in terms of increasing their confidence in their English writing. The results showed that practicing guided free writing for eight weeks had a statistically significant influence on improving the students" writing fluency. Moreover, it was found that the increased writing fluency might have been transferred to other writing done in this EAP context, where students have more pressure to write due to feedback or grading. Finally, most of the students agreed that practicing guided free writing had a positive effect on their confidence in English writing. The results of the study highlight the importance of focusing on English writing fluency rather than giving central attention solely to grammatical accuracy in ESL or EFL classes. Abdul-Ghani (2005) made a study that aimed to investigate the creative thinking level and it relation to achievement in English language, attitude towards school and learning

motivation. It's also aimed at investigation whether there were any significant statistical difference at the level of ($\alpha \geq 0.05$) in creative thinking level, English achievement, attitude towards school and learning motivation students due to gender. The sample of the study consist of (195) students (102 males & 93 females) at governmental schools at Jerusalem districted during the scholastic year 2004-2005. Three scales were used for collecting data for this research: Torrance Test for creative thinking, the attitudes toward school scale, and the learning motivation scale. And after collecting the data it was analyzed by using the SPSS programme using person correlation, means scores, standard deviation, ANOVA one way analysis of variance and t-test, the researcher revealed the following: there were no significant statistical differences at the level of ($\alpha \geq 0.05$)in creative thinking level, English achievement, attitude towards school, and learning motivation due to gender, and there were no significant correlations at the level of ($\alpha \geq 0.05$) between creative thinking skills and both attitudes towards school and learning motivation. At the end, the researcher recommended for further research in the fields of creative thinking, attitude towards school and learning motivation taking into consideration other factors.

2.3.2 Studies Related to Achievement

Adeyinka and   Ilesanmi (2014) conducted a study that determined which of the two teaching strategies: text transformation and free writing could better enhance students' achievement in Yoruba essay writing. A pretest, posttest, control group quasi experimental design with 3 x 2 x 2 factorial matrix was adopted for the study. A multi-stage sampling procedure was used to select respondent in 1badan north local government area in Ibadan metropolis. Forty students were randomly selected among the SS 2 students in the 3 selected schools. This study has 120 participants in all. Each of the schools was assigned to treatment at random. Data were collected using main instruments: Yoruba essay writing achievement test (YEWAT) and operational guide for instruction in text transformation, free writing and modified lecture methods, (OGITT, OGIFW, OGIMLM). One hypothesis, tested at 0.05 level of significance was formulated for this study. Data were analyzed using analysis of covariance and scheffe post hoc. The findings revealed that there was a significant main effect of treatment on students' achievement in Yoruba essay writing (f(2,109) = 76.205; p < 0.05). Scheffe post hoc analysis shows that the test transformation method (tt) has the highest mean score of (398.025), free writing (FW) with higher mean score of (388.401) lecture method with high mean score of (319.001). The findings from

the study show that text transformation method had a significant impact on students' writing achievement than other methods. It is recommended that teachers should affect the use of text transformation method in the teaching of Yoruba essay writing in the senior secondary schools while free writing should be used as pre-writing skill to generate content knowledge. Also teachers should use relevant and familiar instructional materials to teach subject matters while parents and students should cultivate positive attitude to Yoruba language as a school subject to protect and preserve our cultural heritage and develop our society morally, socially and technologically.

Al-Oweidi (2013) implemented a study aimed to investigate the creative characteristics among creative students in regular schools and its relation to achievement and school type variables as perceived by teachers. The sample of the study consisted of (176) male and female students with an age range (9 - 17 years), (127) of them are high achievers and (49) average achievers chosen purposefully from (11) schools, (7) private schools and (4) public schools. (67) teachers participated in evaluating the creative characteristics in students regardless of the academic achievement of students. The creative characteristics inventory is used to identify the creative characteristic in students. The findings of the study showed that there are apparent differences in the means between high achievers and average achievers on all creative characteristics. By using (T) test to examine the differences between means, the findings showed that the differences were between high achievers and average achievers on the achievement variable within five domains: fluency, fantasy, problem sensitivity, originality and intuition for the favor of high achievers. Meanwhile, there were no significant statistical differences on the domains and other creative characteristics. With regard to school type, the findings showed significant differences on the means of the ambiguity, fantasy, curiosity, adventure and sense of humor for the favor of private schools. Moreover, there were significant differences in the mean of fluency, problem sensitivity, and independency for the favor of public schools.

Anwar, et.al (2012) aimed in their study to explore the relationship between Creative Thinking and Academic Achievements of Secondary School Students. The study was conducted using survey design method. A total number of 256 students participated in the study. Participants were selected using random table. Torrance Tests of Creative Thinking [TTCT] was used to measure creative potential of participants on four elements. Pearson Correlation and one-way ANOVA were used to verify hypothesis. Results revealed a statistically significant relationship between i) creative thinking and students' academic

achievements on different aspects of test of creative thinking, ii) creative thinking and academic achievements. However, the relationship could be altered when different level of academic achievement is examined and when creative thinking measure employed. The study has considerable implications for education as a whole.

Maden (2011)implemented a study aims to compare the effects of Jigsaw I technique from the cooperative learning methods and traditional teaching method on academic achievement and retrieval of Turkish teacher candidates in the matter of written expression. The sample of the study consists of 70 students studying at the Department of Turkish teaching in the academic year of 2009-2010. One of the classes was randomly specified as control group (N=34) to which traditional teaching method was applied while the other as test group to which the Jigsaw technique (N=36) was applied. The study was predicated on "Non-equal control group pattern". Learning styles of the groups were determined by the Kolb Learning Style Inventory (LSI). Data about their academic success were collected through Success Test for Written Expression (STWE) applied as pre-test and post-test and views of students about Jigsaw I technique were collected through a form questioning students' views (SVF). Then, the results obtained from them were analyzed. It was observed as a result of statistical analyses that there was not a significant variation in favor of the test group in terms of academic success and stability between the test group and the control group in teaching the written expression subject. It was also determined according to the results obtained from the study that the students stated positive views for the Jigsaw I technique.

Tella (2007) conducted a study to investigated the impact of motivation on students' school academic achievement in mathematics in secondary schools using motivation for academic preference scale ($\alpha = 0.82$) as a measuring instrument and achievement test in mathematics (ATM) Two hypotheses were tested for significant at 0.05 margin of error using t-test and analysis of variance (ANOVA) Results showed that gender difference were significant when impact of motivation on academic achievement was compared in male and female students. Also other result indicates significant difference when extent of motivation was taken as variable of interest on academic achievement in mathematics based on the degree of their motivation. Implications, suggestions and recommendations on students, parents, government, counselors, educational stakeholders, etc were discussed.

2.3.3 Studies Related to Motivation

Teo et.al. (2015) conducted a study whose purpose of this study was to investigate different types of motivation (as intrinsic vs. extrinsic) based on self-determination theory from the perspective of gender and the bowler type (competitive vs. casual). A total of 240 bowlers (104 male, 136 female; 152 competitive, 88 casual) with a mean age of 16.61 ± 0.78 years were recruited in Kuala Lumpur. The Sport Motivation Scale, a 28-item self-report questionnaire measuring seven subscales (i.e., intrinsic motivation to know, intrinsic motivation to accomplish, intrinsic motivation to experience stimulation, extrinsic motivation to identify regulation, extrinsic motivation for introjections regulation, extrinsic motivation to external regulation, and a motivation) was administered. Results showed significant differences (t=10.43, df=239, p=0.01) between total scores of intrinsic and extrinsic motivation among tenpin bowlers. There were significant gender differences with respect to intrinsic motivation to know, intrinsic motivation to accomplish, intrinsic motivation to experience stimulation, and extrinsic motivation to identify regulation. However, no significant bowler type differences were found for either the intrinsic (t=-1.15, df=238, p=0.25) or extrinsic (t=-0.51, df=238, p=0.61) motivation dimensions. In conclusion, our study demonstrated substantial intrinsic motivation for gender effects, but no bowler type effects among adolescent ten-pin bowlers.

Al- Shourafa (2012) aimed in her study to investigate the effect of motivation on English writing skills among Jordanian 10th grade students in Al-karaka Directorate of Education during the second semester 2011\2012. The sample of the study consisted of (198) male and female students, which was stratified randomly selected from Alkarak secondary school for boys and Alkarak secondary school for girls. The researcher developed a questionnaire where reliability and validity of the instrument were ensured. The results of the study indicated that there were statistical significant differences at(α≤ 0.05) between external and internal motivation due to gender variable. and that there were statistical significant differences at (α≤ 0.05) in the level of extrinsic and intrinsic motivation among 10th grade students due to the level of motivation

Fazel and Ahmadi (2011) conducted a study aimed at making a comparison between integratively motivated IELTS candidates and their instrumentally motivated peers in terms of their proficiency. Moreover, the cohorts were compared based on their proficiency scores on IELTS Test. The participants were initially 245 Iranian IELTS candidates who had taken the actual IELTS test in Iran; in addition to that, a questionnaire by Laine (1987)

was utilized to determine the type of motivation each participant possessed. The data made up two groups of 86 integrative and 110 instrumental candidates. Using the results obtained from the proficiency test, a one-way ANOVA was run. The results indicated there was no statistically significant difference between the two groups with regard to their proficiency. It therefore was concluded that the two cohorts stood at the same level of proficiency. Moreover, the statistical analyses, using one-way ANOVA, revealed there was no significant difference between the interactively oriented participants and instrumentally oriented ones as far as their writing performance exam was concerned.

Gditawi and Ghani (2011) conducted a study investigating motivation relationship with learning reading and writing in sixth graders in public schools in the Hashemite kingdom of Jordan. This major goal includes the following items: identifying the level of motivation in sixth graders attending public schools in Jordan, identifying their academic achievements in reading and writing, identifying the influence of motivation on their learning reading and writing. The sample of the study consisted of 852 students, 460males and 392 female. The study found out that the mean of motivation is above average(3.91), the mean of reading and writing achievement is above average(11,92).The study also indicated a positive significant correlation between motivation and learning reading and writing. The results have pinpointed the influence of motivation on learning reading and writing.

Ghunimat and Oʹlymat (2011) implemented a study aimed to prepare a training program of study skills and to investigate its efficiency on the achievement Motivation, Academic achievement and the study skills of Rahma college students. The sample consisted of twenty-eight students from AL-BALQA APPLIED UNIVERSITY at Rahma College in Salt. The sample of students was randomly divided into two equal parts. The first part was the control group of students which consisted of fourteen, and the second part was the experimental group of students which consisted of fourteen also, which received study skills training through group counseling. Twelve sessions were held, with each session lasting one hour, whereas the control group was not exposed to a training program. The researcher used the achievement motivation scale, the study skills scale, and the Academic achievement for students to achieve the purposes of this study. The data were analyzed by the Analysis of covariance, and the results of the analysis for academic achievement revealed the existence of variations among the two groups of students. The results of the analysis for achievement motivation showed variations between the two groups on five out

of eight dimensions. Also there were variations between the two groups when analysis for study skills. The results of this study indicated that the program was effective in the improvement of all experimental group students achievement motivation level, academic achievement level and their study skills.

2.3.4 Studies Related to the Writing Skill

Komba et.al.(2012) conducted a study which sought to compare between the students' academic performance and their abilities in written English Language Skills. The study was conducted at the Sokoine University of Agriculture (SUA),Tanzania The respondents were 358 finalists from six degree programmes selected randomly out of the 20 degree programmes at the university. The findings indicated that there was a statistically significant positive relationship between the students' abilities in the English Writing Skills Test (EWST) and their University GPAs (r=314, p< 0.01). However, the content analysis of the EWST essays showed that the students had serious problems in spelling, using appropriate forms of adjectives, punctuation marks, simple present tense, recognizing passive voice and using relative pronouns and prepositions.

Ali (2011) investigated the effect of training first-year secondary school students on developing their creative writing skills. The subjects were 120 first year secondary school students, who were randomly selected and assigned into two groups. The students of the experimental group were trained in a program of creative writing skills through the use of some writing strategies which were: Story Mapping, Cluster Diagram, and Questioning. The content used based on short stories and texts which were normally assigned in the students' textbooks to be taught during the first school term. Tools of the study included two questionnaires, one to determine the creative writing skills and another to determine writing strategies developing creative writing skills, a training program to develop creative writing skills of first year secondary school students, and a pre-post creative writing test. The results revealed that the experimental group significantly outperformed the control group in the post test of the creative writing skills. It was concluded that the program was effective in developing EFL creative writing skills.

Barjesteh et.al.(2011) wanted to evaluate EFL college students' grammatical development and their writing fluency. 44 Iranian EFL university students were put into two groups, experimental and control. A pre-test (an English test) was given to both groups then the experimental group was told to write a diary on regular basis. Finally, a post-test (two

writing tests) was given to both groups. They were also given two questionnaires in the pre-test and post-test sessions to measure their attitudes to writing. While all the above studies have shown a positive effect for diary writing on students' writing fluency and vocabulary learning, this study showed that diary writing does not improve grammatical accuracy of the EFL college students' writing. However, it did prove that diary writing increases students' self-confidence, writing fluency and attitudes towards writing.

Ali (2008) investigated the effectiveness of creative dramatics strategy in developing sixth year primary school students' EFL writing skills. The sample of the study consisted of 80 boys and girls of sixth year primary school pupils. Using creative dramatics strategy (story telling), the experimental group was taught three units including stories in Hello 3. The control group studied the same units in the traditional method. The two groups were pre-tested and post tested on their writing skills. Results revealed that there were statistically significant differences between the mean score of the experimental group and those of the control group on the writing post-test in favor of the experimental group. It was proved that using the creative dramatics strategy was highly effective in developing EFL writing skills of sixth year primary school students

Zboun (2006) aimed in her study to investigate the composition writing skill for the Ninth grade students in Bethlehem province schools (public, UNARWA, and private, schools. The population of the study consisted of all the Ninth grade students studying during 2004/2005 in Bethlehem schools. The sample of the study consisted of (188) students,(94) are male, and(94) female students. To investigate the composition writing skills of 9th grade students. The researcher has prepared a form, which was developed according to the writing skills. the form was divided to two dimensions one related to the form and the other to the content. The students were asked to write about one of the three compositions. The researcher adapted this list as criterion of correction for the composition writing skill. The tools of the study were valid and reliable. To answer the study questions and test it hypothesis, the suitable statistical analysis were used. Means, standard division, (t- test), One way ANOVA, and Gronabach Alpha and person correlation. Results revealed that the ability of English composition writing skills among Ninth grade students is weak, there were no statistical significant differences at($\alpha \leq 0.05$) in the means of the 9th grade students composition writing skills due to gender and there were statistical significant differences at ($\alpha \leq 0.05$)in the means of the 9th grade students composition writing skills due to free reading. It was recommended for working for a specializing English composition book for

the Ninth grade, and it was needed for more than one session should be schedule weekly for teaching composition.

Shahrouri (2000) investigated the effect of free reading activities on the ninth grade students writing composition in English in Nablus schools. The population of the study consisted of all the Ninth grade students at Nablus schools district, who attended the first semester of the year 1999- 2000,while the sample of the study compromised of six schools chosen randomly, three for boys and the other three for girls. A pre post -test was given to the three excremental and control groups. The results show that is a statistical significant differences in students' post- test in writing between the groups in favor of experimental groups 2.

2.4 Conclusion

In this chapter, It introduced numerous a number of related studies which handle with the different variables types. According to the researcher knowledge that there were no previous studies had connected between the all current variables in this study which make this current one is special. It is hoped that, this current study will be stimulate additional studies which imply using expressional fluency activities on the writing skill based on the results that achieved, so this study comes to shed the light on the upgrading writing skill by using the expressional fluency activities. Moreover, the results may be beneficial to make decisions whether to support teaching the writing skill with using expressional fluency activities or not. At the same time, it might help to make the necessary changes needed for the successful integration of the expressional fluency activities and the writing skill. This study may provide support for the importance of fostering the development of creativity in our educational system and provide guidelines to help teachers and students review their practices in the written grammatical mistakes.

The application of the expressional fluency activities was an appropriate activity to encourage students' motivation in English writing which make the students' confident to write anything and they do not need to worry about making mistakes in their English writing. Expressional fluency activities also motivates students be creative to generate ideas that will keep their imagination to write about anything. Motivation is a very important and effective factor in the field of learning language. Thus, the English language teachers need to discover, realize, and pay attention to the personality of their students. And also, they should be aware of motivation, its high importance, and its types. They should also realize and get familiar with the characters as well as the personality of each

student. Afterwards, according to that specific personality type, they should identify and recognize the form of motivation relating to that and perform it in their teaching process. In this case, they can have practical, useful, and effective langue classroom in addition to a positive outcome in their teaching context. Consequently, motivation directly influences and affects the language learners learning methods, skills, and practices. That is, motivation has a great effect on learners' communication with foreigners, determining learning amount, in addition to developing the desired levels of language teaching such as reading, comprehension, speaking, and writing. Briefly, motivation has a direct effect on both quality and quantity of language learning.

In accordance with the previous studied and the related literature, that has been concerning of the expressional fluency activities, the researcher observed the importance of using the expressional fluency activities in improving the writing skill.

And the relation between the expressional fluency activities and writing, most of the studies have pointed out to appositive correlation between fluency and writing.   And a lot of studies examined the effect of motivation on writing skill, and academic achievement. The effects could be demonstrated into external and internal factors.

Writing is usually considered as a complex activity because there are many elements included in it, such as grammar, sentence structure, vocabulary and the type of texts that should also be understood by students. Realizing that writing is a complex activity, it was concluded that there is a way that should be done to make students interested in doing the writing activities. Although there were a few studies conducted with the aim of developing writing skill using the expressional fluency activities, It has been proved that the expressional fluency activities is an effective model for teaching and learning writing skill. However, there is still an urgent need to study the effect of the expressional fluency act on activities developing EFL language skills and EFL students' motivation towards them because no studies have been conducted in the Palestinian context concerning the investigation of the impact of the expressional fluency on promoting English as a foreign language (EFL) or EFL students' motivation towards this skill. So, this study attempts to find out the effect of a expressional fluency activities on 10th grade students' writing skill achievement and motivation.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Method

3.3 Population of the Study

3.4 Sample of the Study

3.4.1The Pilot Sample

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 3.7 Teacher′s Guide

3.8 Variables of the Study

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3.11 Design of the Study

Chapter Three: Methodology and Procedures

3.1 Introduction

This chapter describes the method and procedures as well as the research instruments to carry out this study, and also, the instruments' validity were checked and the their reliability were calculated. It identified the population, sample, and the district of the study implantation, teaching materials and applications. In addition the dependent and independent variables were distinguished. Moreover, data collections and statistical methods followed in analyzing the results of the study.

3.2 Methods

This study followed the quasi-experimental design which applied on two groups. The groups were divided into four groups: two experimental and two controlled. The experimental groups were taught by using the expressional fluency (EF) activities and the control groups were taught by the ordinary method of teaching.

3.3 Population of the Study

The population of this study comprised of all 10th grade students (Male \ female) in governmental schools at Bethlehem District in the first semester in the academic year 2015-2016. The whole population was (3651) students documented due to the Ministry of Education's records. They were (1742) males and (1909) are females.

3.4 Sample of the Study

The sample of this study is a purposive sample. The subjects of the study were taken from the two schools for both male and female students. The sample of the study consists of (128) tenth students (male 59 and female 69) as shown in table number 1. The students were distributed equally between four sections purposely chosen by using random sampling. Two sections represented the experimental groups of the study (male and female) and the other two sections represented the control groups of the study. All the 10th grade students age ranged from 15-16 years old. In addition all the participants were non-native speaker of the English language. They have been learning English for 10 years, and they have the same socio-economic environment

Table (3.1) The distribution of the participants (males and females)of the study due to the groups and gender.

Group	Experimental	Control	Total
Male	28	31	59
Female	35	34	69
Total	63	65	128

3.4.1The Pilot Sample

The test was applied on a random sample of (33) of 10th graders from Bethlehem Secondary Boys school section {E}. who have the same characteristics of the study sample, and whom experienced the same with the sample. It was used to compute the validity and the reliability of the study instruments (Writing Achievement Test and the Motivation Questionnaire). The results were recorded and statistically analyzed to measure the test validity and reliability. The items of the test were modified in the light of the statistical results. The piloting sample was excluded from the population when the main sample drawn.

3.5 Teaching Materials (Appendix. 4)

The teaching materials consisted of objective lists, table of specification, expressional fluency activities, objective activities table, criteria table, instructions for the teachers, cards, pictures, lesson plan were used as a materials in this study.

The expressional fluency activities consists of subjects, aims, methods, rules, materials, aids, procedures, activity instructions and the practicing thing that the students did during each activity.

After students finish each activity, there is an evaluation which is named as writing short story, write sentences, dialogue or short paragraphs, but the students should take the in consideration the suitable writing rubrics. The materials which were used in the activities were simple materials for teachers to apply for students to write short stories, paragraphs, dialogues even with groups or with pair at first, then individually.

Expressional fluency activities were built on units "three, four and five "of the 10th grade text book of the Palestine curriculum. It was transformed from writing activities into the shape of expressional fluency activities**.**

a- Content Analysis for the Writing Skill. (Appendix. 1)

The Aim of the Content Analysis

The content analysis was done for the writing lessons{L.6&10} in {3,4,and 5 }units out of 6 units from the first semester of the English for Palestine 10th grade text book. This completed content analysis was beneficial for what is the writing skill is intended to be developed by adapting the implementation of the expressional fluency activities throughout this study.

b- Source of Designing the Content Analysis

The researcher referred to the Handbook of the Ministry of Education which was published at the first time on (1999) as well as Palestinian Curriculum was the first time designed.

3.6 Teacher's Guide

The researcher has prepared the teacher's guide to facilitate the study application for both the students and teachers. It consisted of the lesson plan for writing skills lessons in English for Palestine 10th grade text book for three units as mentioned before. In each unit the researcher assigned two writing lessons six and ten lessons**.**

Additionally, the teacher's guide included the needed materials (inspired pictures, cards, work sheet and stop watcher) and the general instructions to carry out the new writing fluency lesson plans.

a-The General Objective of the teacher's guide and the writing skill lesson plan.

The teacher's guide was designed and based on adapting the application of expressional fluency as one of creative thinking activities. It was prepared to draw the teachers attention who decided to work out on using expressional fluency activities in the writing skill and also who wanted to do something new in teaching the writing skill for improve it.

b- Source of Designing the Teacher's Guide.

The researcher relied on Student′s book and teacher's book of English for Palestine 10th, juries, the opinions of experienced English language teachers, Literature review of the writing skill and the content analysis results were adapted to build on the teacher's guide

c- Description of the Teacher's Guide.

The researcher has prepared the teacher's guide that includes an illustration for the expressional fluency activities in the writing skill and have to deal with the four integrated skills for written short stories, sentences, dialogue, short paragraphs, the expressional fluency activities in writing definition, the lessons objectives, necessary materials and the writing skill.

The researcher proposed a lesson plan that would make up a pattern for teaching integrated four skills (productive skills and receptive skills) concentrating on the writing skill due to the purpose of the current study and consisting of the following points: the objectives, key words, key structures, main subjects, key function, evaluated time, teaching aids, materials and resources, methods, technique and procedures and home works or work sheets.

d- Definition of the Expressional Fluency Activities in the Writing skill

Expressional fluency activities in writing as the writers' ability to produce a lot of language without excessive hesitations, blocks, and interruptions. Focusing on writing fluency tends to help students explore more in their writing without worrying about grammatical accuracy or pressure from writing classes, e.g., grammar errors or grades.
Casanave (2004).

e- Stages of Expressional Fluency Activities in the Writing Skill.

The researcher need to put a lot of effort through preparation the lesson plan, therefore they have to select the most appropriate methods to implement the lessons effectively and successfully.

e-1Objectives:

The objectives for lessons were derived from the integrated skill text. The researcher took into consideration the writing skill intended to be developed in this study and students centered activities. Students find out the information and knowledge by making general discussion about each inspired picture that deals with specific subject.

e-2 Key Words

The key words were chosen from the highlighted words in each lesson from three units (three, four, and five)

e-3 Key Structure

The key structure for each lesson was chosen to apply the expressional fluency activities in order to help for understanding the text. furthermore, It was functioned

e-4 Estimated time

Usually each writing lesson was taken more than one class. The time period was different from one topic to another, but in general it lasted between (90)minutes for each lesson. (two classes)

e-5 Resources and Teaching aids

The main sources for teaching are the student's book, the teacher′ book and the records with the CD. In addition there are various teaching aids inspired pictures, worksheets, maps, laptop for presentation, newspaper and evaluation sheet.
These sources and educational aids were chosen suitably for each lesson topic.

e-6 Warming up

The teacher with his students   would choose the appropriate things to introduce the lesson, there are multiple activities such as: games, telling stories, presenting inspired pictures and sometime doing dictation. Taking in consideration that these introductory activities have the same ideas and theme of the lesson and give a suitable time for each activity.

e-7 Procedures and Techniques (Appendix.4)

The procedure of each activity differs according the nature of the specific activity itself. It varies between group works, pair work and individual work

e-8 Evaluation

During the activity, the teacher moves around the classroom, watching and listening   to specific pairs or groups and observe the students discussion at first, then ask the them to write individually. The teacher will be acting as a promoter, resource or tutor and motivate students to practice using English language in their discussion, because it is the student-centered strategy in teaching.

F-The Validity of the Teacher's Guide

The researcher checked the validity of the teacher's guide by consulting a group of qualified juries who have long experience in teaching methods. According to their recommendations and suggestions, the necessary modifications were done.

G- The Implementation of the Lesson Plans

The lessons which were chosen for the experiment were taught by the experimental groups as follows:

1-The researcher implemented this study by asking the trained teacher for teaching the experimental group by using expressional fluency activities and write a short ordinary method.

2-Their teachers applied the experiments using lessons plans, inspired pictures, songs, watch timer, and worksheets).

3- Students′ views and suggestions around the sessions are taking into consideration to evaluate the teaching process by using expressional fluency activities.

4-The pre-test of the writing skill was prepared with some key words and students′ marks were recorded by using writing rubrics. It was applied upon experimental and control groups on 18 /10/ 2015. The results were recorded and statistically analyzed.

5-The process of teaching the two groups followed the time planned of the experiment included 16 school sessions for each group plus (4) sessions for evaluation and testing.

6-The post-test of the writing skill was applied upon experimental and the control groups on 20/ 12 /2015. The results were recorded and statistically analyzed.

3.7 Research Instruments

This study uses the following tools:
1-Pre_Post tests consist of writing skill activities due to the measures.
2-Questionnaire to measure students' motivation.

3.7.1 Test: (The Writing Skill Test). (**Appendix.7**)

The writing skill test was prepared by the researcher to measure the students′ performance level in the writing skills.

a- The Aim of the Writing Skill Test

The test is one of the study tools which aimed at measuring the effectiveness of using expressional fluency activities on developing writing skill for the 10th grade students and to help the researcher to test the first and the second hypotheses of the study.

b - Source of Designing the Writing Skill Test

The researcher referred to many resources in designing the test. The related literature was reviewed, investigated the opinion of juries, supervisors and experienced teachers, in addition to the results of content analysis for the activity In the units "3,4,5" in English for Palestine 10th grade Text Book. The researcher designed the test which was based on the expressional fluency activities.

c- Instructions of the Test (for applicants) (Appendix.3).

The instructions of the test were clearly written on an attached paper with the test. According to the instruction, the teacher has to tell the students about the objective of the test as it was designed for scientific research purpose and it has nothing to do with their achievement marks. The teacher has to read the question clearly for the students describing the debate situation intended. The test was introduced to arbitrations committee to have their opinions and suggestions for modification**.**

d - Time of the Test

The time was limited to the test-retest method, where a pilot study was conducted on (33) students who had the same characteristics of the study sample but it was out of the sample, this is an important step for examining the feasibility of the test and to evaluate the time needed for applicants. Their test was administrated approximately (90) minutes for students to introduce their short stories. After a period of time that was around two weeks, the same test was applied on the same students.

e - The Writing Skill Rubrics. (Appendix.9)

Gronlund (1998) defined rubric as an evolutional instructions or evolutional guide that defines characteristic features about a certain subject related to performance in different levels and is used for deciding related to performance. And also Gronlund added that rubric can be used for evaluating actions such as oral projects (class discussion, acting,

interview, oral representations, storytelling, debate, etc.), products (collection or exhibition, preparing brochure, preparing poster, publishing newspaper, etc.), experiment reports, drawing graphic, solving problem, preparing project, researching and writing studies (writing letter, petition, story or composing), artistic studies. In addition, Weigle (2002, p. 109) mentioned scoring guides called rubrics are used in the assessment of written expressions in many countries. "There are three types of rubrics used in the assessment of the written expressions: Primary trait, holistic and analytic". The Writing rubrics were intended to recognize the learners' writing skill and for registering the learners achievements marks in the writing test (pre-test and post- test).

A writing scoring rubric was prepared by the researcher to assess the students' writing performance in a short story writing skill and to identify students' writing abilities and the progress occurring in these abilities due to the using of expressional fluency activities. The scoring rubric included four features of story writing. For each feature, five levels of performance were described on a five point rating scale (arranged from 1 to 5). So, the total mark of the rubric was 20.

In order to design the rubrics, the researcher reviewed literature related to the assessment of students' writing performance, using rubrics to assess students' writing abilities, and model rubrics designed and used in different research works. To ensure the validity of the rubric, it was submitted to specialized jury members in the field of curriculum and instructions. The jury members were asked to comment on the suitability of each level of performance to each writing skill. The scoring rubric was modified according to the jury members' comments and suggestions. For the final form of scoring rubrics, see appendix.8

The Writing rubrics that were adapted in this study were based on e-ass TTle writing that aligned to The New Zealand Curriculum (Ministry of Education, 2007), with some amendments in order to measure learners written performance. This current study assessed the learners written performance on four major criteria, specifically: the number of words, ideas, conventions (capitalization and punctuations) and Grammar (Subject – Verb Agreement) of the language. Then each criterion′s merits were defined into short behavioral statements as stated in the (appendix 8), this definition is an aid for making the test reliable, As it avoids the subjectivity due to the fact that it supplies obvious, clear, precise, accurate and mutually exclusive behavioral statements for each point of the scale. The 10th grader English teachers will objectively check the characteristics of each individual student′s writing ability whether to achieve (5,4,3,2,1) score.{Appendix.9}.

Consequently, the scores could be easily calculated. The amount of maximum obtained 20 marks for the writing achievement test, it was acquired from four criteria of writing skill as mentioned above. The amount of scores were described in (Appendix.9).

3.7.1.1 Test Validity

To ensure the achievement test validity the researcher displayed the test content on several juries of supervisor and expert teachers at schools, universities professors of English language and Education. And also, It was presented to a group of arbitrators with competence and experience who state their opinions on the writing achievement test in order to ensure their suitability and appropriateness.

3.7.1.2 Test Reliability

The researcher achieved the reliability of the writing achievement test by applied the test-retest on the pilot study within two weeks. The results showed that Cronbachá alpha reached to (0.86) which is an acceptable level of reliability. The test is reliable when it gives the same results if it is reapplied in the same conditions.

3.7.2: Questionnaire (Appendix. 6)

3.7.2.1Questionnaire Validity:

To ensure the validity of the questionnaire content, the researcher displayed it on a various number of juries of teaching language as a foreign language (TEFL) specialists, professors, teachers and supervisors of English language an education to examine it and to provide their comments. Consequently, some items of the questionnaire were modified, other were omitted according to the suggestions and comments provided by the juries. The items of the questionnaire in its draft shape were (40) before judgment and then became (34) in its final shape.

3.7.2.2 Questionnaire Reliability

To check the reliability of questionnaire, pre -post questionnaires distributed among the pilot group with two weeks. Cronbach's Alpha formula was applied to the data from the pilot study as mentioned before, the value of Alpha reliability (Cronbach's Alpha) was reached (0.95) in the post application, that's considered quite high and the test was found statically reliable

Table (3.2): **The Value of Questionnaire Reliability by using Cronbach's Alpha Formula.**

Tool	Sample.No	Items. No	Reliability Coefficient
Internal motivation	33	17	0.770
External motivation	33	17	0.647
Pre	33	34	0.834
Internal motivation	30	17	0.919
External motivation	30	17	0.907
Post	30	34	0.955

3.8 Variables of the Study

:This study includes the following variables

3.8.1 Independent variables

a-The method of teaching (expressional fluency activities, and ordinary method).

b-Gender (male & female).

3.8.2 Dependent Variables

a- Academic achievement in the writing skill.

b- Motivation of students towards the writing skill.

3.9 Procedures

This current study was conducted in the first semester of the scholastic year 2015-2016, at Al-Wada′ Secondary Girls School and Bethlehem Basic Boys School. During of this study, the researcher carried out the following procedures:

1- A permission letter from the Dean Graduate Studies Department at Al –Quds University addressed to Bethlehem Directorate to facilitate the implementation of the study at schools. (appendix.10)

2- A permission from Bethlehem Directorate of Education to the school principles where the study will be applied.(Appendix.10)

3-The population of the study was assigned and consisted of all 10th grade (male and female) at the governmental schools in Bethlehem District in the scholastic year (2015/2016)

4-The population of the study was limited to the 10th graders in Bethlehem governmental schools in the scholastic year (2015-2016). The number of the students was (3651) (1742 males and 1909 females) as shown in **table (3.3):**

Type of schools	Males.No	Females. No	Sum
Governmental schools	1742	1909	3651

5-The researcher divided the purposive sample (128) into{59} males from Bethlehem Secondary Boys School and {69}females from AL- A'Wada Elementary Girls School according to the record of the Ministry of Education.

6-The content of the assigned writing lessons in units (3, 4,& 5) was analyzed to find

out the tasks that required to be implemented by the students during the experiment.

7-The data was collected and reviewed the previous related studies to get benefits from their procedures, tools, results, thoughts, and recommendations.

8-The instruments of the study (Motivation questionnaire towards writing skill, and achievement test) were prepared.

9-The validity and reliability of the tools were ensured by displaying them to the juries of supervisors and experienced teachers.

10- Cooperation with school principals and the teachers was made to make sure that the questionnaire is answered, the test was given, and the educational materials was applied

11- Four participant groups in the two schools were used purposely and distributed them into two controlled (males and females and experimental groups(males and females)randomly by tossing.

12-The new educational material (teacher's book guide and lesson plans) were designed involved the writing activities, using the expressional fluency activities. Then introduced to the groups of validators with competence and experience who stated their opinions to ensure the suitability of this new materials.

13- The English participant teachers in the two schools who will apply the study
were trained and given clear instructions of the technique. The two teachers who received training in using the expressional fluency(EF) activities one of them was a male teacher from Bethlehem Secondary Boys school and the other one was a female teacher from
 AL- Awada′ Basic Girls school.

14-The application of the Expressional Fluency activities on the experimental groups.

15 -The application of the posttest and motivation questionnaire on all groups.

16-Data was collected; the study instruments and cooperation with a statistician to analyze the   data statistically. Analyzing the collected data using SPSS was done, too.

17- The final results of the instruments were concluded and identified.

3.10 Statistical Analysis:

After the data were gathered, they were processed   through SPSS programe. Means & standard divisions were used, as well as Cronbach Alpha, analysis of Co-variance (Two-way ANCOVA) were used, too, to test the hypothesis of the study.

3.11 Design of the Study

Subjects in this study were introduced into pre-tested using the writing achievement test to define their level of writing skill and to control the effect of their previous knowledge, then they were post-tested using the same instrument (writing achievement test), 2 weeks later. The sample received the same instructions before they sat to the post-test. In addition the pre post motivational questionnaires were distributed among the subjects to define their motivation toward the writing skill. On the other hand, the depended variable was the writing skill′s achievement and students ′ motivation towards writing skills which were measured by the subjects′ performance on the pre-post-test.

EG.   O1   X   O2

CG.   O1   ---   O2

The former abbreviations related to:

EG: Experimental Group

O1:pre-test   O2:post test

CG. Control Group   X:treatment

Chapter Four

Findings of the Study

4.1 Introduction

4.2 Results of the Study

4.3 Results related to the First Question

4.4 Results related to the Second Question

4.5 Summary

Chapter Four: Findings of the Study

4.1 Introduction

This study aims at investigating the Effect of using Expressional Fluency activities on Students' Achievement and Motivation in the Writing Skill for the10th Graders in Governmental Schools in Bethlehem District. Hence, it investigated the effect of the proposed way of teaching (Expressional fluency activities) and the ordinary way of teaching. The findings of the study are presented in this chapter according to the research questions.

4.2 Results of the Study

4.2.1 Results Related to the First Question

a. The first question is stated as follows:

Q.1. Is there an effect of using expressional fluency activities on the 10th grade students′ achievement in the writing skill due to the teaching method, gender and the interaction between them?

The first hypothesis is stated as follows:

H.1. There is no statistically significant difference at ($α ≤ 0.05$) in the mean scores of 10th grade students′ achievement in the writing skill due to the teaching, gender and the interaction between them.

To answer this question the mean scores and standard deviations were calculated for the students' scores in the four groups (two control and two experimental) as shown in tables no (4.1),(4.2) and (4.3).

Table:(4.1): Mean scores and standard divisions of the students' achievement instrument in groups (experimental and controlled)in the pre post- test due to the teaching method and gender.

Method	Gender	Pre –test			Post –test		
		Number	Mean	STDV	Number	Mean	STDV
Control	Male	28	8.96	2.848	28	9.36	2.738
	Female	35	7.83	2.823	35	8.94	2.555
	Total	63	8.33	2.868	63	9.13	2.624
Experimental	Male	31	6.42	2.433	31	8.84	2.557
	Female	34	8.50	3.645	34	10.91	3.279
	Total	65	7.51	3.275	65	9.92	3.114
Total	Male	59	7.63	2.912	59	9.08	2.635
	Female	69	8.16	3.248	69	9.91	3.076
	Total	128	7.91	3.097	128	9.53	2.900

According to above table(4.1), it was observed that the means score in the pre -test for the male experimental group is (6.42) whereas the means scores in the post-test for the male experimental group is (8.84).In addition, the mean scores of the female experimental group in the pre-test is (8.50) whereas the mean scores of the female experimental group in the post test is (10.91). On the other hand, the mean scores for the male control group in the pretest is (8.96),while the mean scores for the male control group in the post-test is (9.36). Further, the mean scores for the female control group in the pretest is (7.83),while the mean scores for the female control group in the post-test is (8.94), therefore it was also concluded that that the control mean scores in both groups (male and female) has increased during the application of the study.

According to the previous results, it was concluded that the experimental group mean scores in both pre-test and post-test for both groups (male and female) was increased which means that there is appositive effect of using the expressional fluency activities in writing skill. In other words, results showed from the table (4.1)that there is an apparent difference between the students mean scores on the achievement in the two groups (experimental and controlled) in the pre-test and post- test according to the group, and gender. More than, that the control group mean scores in both pre-test and post-test for both groups (male and female) was also increased during the application of using the expressional fluency activities in writing skill which means that there is a positive effect of using expressional fluency activities in writing skill and their written performance have amended. To identify if there is a statistically significant difference at ($\alpha \leq 0.05$), two way ANCOVA was used. The results were as shown in the table (4.2)

Table (4.2) shows the results of two way ANCOVA test for the students' scores achievements due to the interaction between groups (teaching method),and gender.

Source	Sum of Squares	Degree of Freedom	Mean square	F	Sig
Pre (Covariate)	387.452	1	387.452	81.077	0.000*
Method	50.727	1	50.727	10.615	0.001*
Gender	9.536	1	9.536	1.996	0.160
Gender*method	2.517	1	2.517	0.527	0.469
Error	587.791	123	4.779		
Total	12696.000	128			

Statistically significant at ($\alpha \leq 0.05$)

The results of ANCOVA in the table (4.2) shows that F value for the differences between students' mean scores for the two groups (experimental and control) in the achievement test was (10.615) and the significant level equals (0.001) and this value is less than the significant value ($\alpha \leq 0.05$),so there are a significant differences between students' scores in the two of teaching method(expressional fluency activities and ordinary method). In addition, the table shows that F value for gender (male, female) in the achievement scores test was (1.996) and the significant level equals (0.160), this value is more than the significant value ($\alpha \leq 0.05$),so there were no significant differences between students' scores in the gender (male & female) Moreover, the F value for the interaction between the gender and methods was (0.527) and the significant level equals (0.469) and this value is more than significant level ($\alpha \leq 0.05$), therefore there is no significant differences due to the interaction between the gender and teaching method.

According to this results, the researcher observed that there were a significant differences between the students due to the method of teaching (experimental and control), and there were no significant difference between the students due to the gender (male and female), and there is no significant difference between the students due to the interaction between the method of teaching and gender, so to identify the source of these differences the table (4.3) between the adjusted mean scores for the post -test due to method show that.

Table (4.3):Adjusted means and standard errors of the post- test scores by groups (teaching methods: experimental and control).

Group	Means	STDV. Errors
Control	8.864	0.279
Experimental	10.144	0.273

Data shows in the table (4.3) that the adjusted mean scores for the experimental group equals(10.144) and that is more than the control group mean scores which was (8.864) so, the difference between the two groups
is in favor of the experimental group.

4.2.2 Results Related to the Second Question

a. The second question is stated as follows:

Q.2. Is there an effect of using the expressional fluency activities on 10th grade students' motivation in the writing skill due to the teaching method, gender and the interaction between them?

H.2. The second hypothesis is stated as follows:

2. **There is no statistically significant difference at the significant level (α ≤ 0.05) in the mean scores of 10th grade students' motivation in the writing skill due to the teaching method, gender and the interaction between them.**

To answer this question the mean scores and standard deviations were calculated for the students' scores in the four groups (two control and two experimental) as shown in tables no (4.4),(4.5), (4.6), (4.7), and (4.8)

Table:(4.4):Means and standard divisions for the students' scores in the two groups(experimental and controlled) in the motivational questionnaire instrument toward learning writing skill due to groups and gender.

Method	Gender	Number	Pre-test		Post-test	
			Means	STDV	Means	STDV
Control	Male	28	125.04	17.383	128.50	15.289
	Female	42	134.38	13.629	135.38	12.525
	Total	70	130.64	15.808	132.63	14.007
Experimental	Male	30	123.27	18.443	140.03	12.791
	Female	36	137.44	15.285	145.36	11.874
	Total	66	131.00	18.115	142.94	12.492
Total	Male	58	124.12	17.804	134.47	15.092
	Female	78	135.79	14.404	139.99	13.141
	Total	136	130.82	16.904	137.63	14.219

According to the previous table the researcher deduced that the mean scores for experimental male groups in pre-test were (123.27) while the mean scores for experimental male groups in post-test were(140.03), and the mean scores for experimental female groups in pre-test were (137.44), while the mean scores for experimental female groups in post-test were(145.36),which means that the mean scores were increased in both experimental groups and there was appositive effect of application the expressional fluency activities on students' motivation on writing skill.

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And also, the researcher noticed that the mean scores for the female experimental group is become better than the male experimental group.

To identify if there is statistically significant difference at (α≤ 0.05), two way ANCOVA was used. The result was shown in the table (4.5):

Table (4.5) Shows the results of two way ANCOVA test due to the interaction between teaching method and gender on students motivation.

Source	Sum of Squares	Degree of Freedom	Means square	F	Sig
Pre (Covariate)	20962.397	1	20962.397	1881.157	0.000
Method	3480.293	1	3480.293	312.320	0.000
Gender	290.804	1	290.804	26.097	0.000
Gender*method	236.623	1	236.623	21.234	0.000
Error	1459.780	131	11.143		
Total	27293.618	135			

Statistically significant at (α ≤ 0.05)

The results of ANCOVA in the table (4.5) shows that F value for the differences between students' mean scores for the two groups (experimental and control) in the motivational questionnaire was (312.320) and the significant level equal (0.000), this value is less than the significant level (α ≤ 0.05), so there were a significant differences between students' in the two groups (experimental and control). In addition, the table also shows that F value for the differences between students' mean scores in motivational questionnaire due to the gender was (26.097) and the significant level equals (0.000) and this value is less than the significant value (α ≤ 0.05),so there were a significant differences between students mean scores due to the gender. Furthermore, the previous table indicated that the F value for the interaction between the gender and the teaching method in motivational questionnaire was (21.234) and the significant level equals(0.000) and this value is less than the significant level (α ≤ 0.05), therefore there were a significant differences due to the interaction between the gender and the teaching method.

According to this results, the researcher observe that there were a significant differences between students' motivation mean scores due to the teaching method (expressional fluency activities and ordinary method), there is a significant differences between students motivation mean scores due to the gender, and there were a significant differences

between students motivation mean scores due to the interaction between the gender and teaching method.

In order to identify the source of these differences table (4.6) between the adjustment means scores for the post test due to teaching method was provided.

Table(4.6) Adjusted Mean and standard Deviation Errors of the post-test scores by groups (teaching method).

Group	Means	STDV. Errors
Control	132.813	0.408
Experimental	143.060	0.4130

Data shows in the table (4.7), that the adjusted mean scores for the experimental group was (143.060) and that is more than the control groups mean scores which was (132.813) so, the differences between the two groups are in favor of the experimental group.

Table (4.7) Adjusted mean and standard errors of the post- test scores by gender

	Gender	Means	STDV. Errors
Motivation	Males	139.514	0.455
	Females	136.358	0.390

The data in table (4.7) shows the adjustment means for the male group was (139.514) and that is more than the female mean scores which was (136.358),so the differences between the two groups were in favor of the male group.

Table (4.8) Results related to the interaction between groups (teaching method) and gender.

Method	Gender	Means	STDV. Errors
Control	Male	133.051	0.640
	Female	132.574	0.519
Experimental	Male	145.977	0.625
	Female	140.142	0.569

As shown in table (4.8) the differences for the interaction between group and gender were in favor of the male experimental group as it equals (145.977).

4.3 Summary:

1. There were statistically significant difference at ($\alpha \leq 0.05$) in the mean scores of 10th grade students achievement in the writing skill due to the teaching method in favor of the experimental female group.

2.There were no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 10th grade students achievement in the writing skill due to the gender.

3. There were no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 10th grade students′ achievements in the writing skill due to the teaching method, gender and interaction between them.

4. There were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 10th grade students′ motivation in the writing skill due to the teaching method.

5. There were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 10th grade students′ motivation in the writing skill due to gender in favor of the experimental male group.

6. There were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of 10th grade students′ motivation in the writing skill due to the interaction between teaching method and gender in favor of the male experimental group.

Chapter Five

Discussions, Conclusions and Recommendations

5.1 Introduction

5.2 Discussion of the Results

5.2.1 Discussion of the First Question′s Results

5.2.2 Discussion of the Second Question′s Results

5.3 Suggestions

5.4 Conclusions

5.5 Recommendations

Chapter Five: Discussions and Recommendations

5.1 Introduction

This study aimed at investigating the effect of using expressional fluency activities on students' achievement and motivation in the writing skill for the 10th graders in governmental schools in Bethlehem District.

The results of the study were discussed, and it was introduced as the same order of research questions presentation. And in the light of these results, some suggestions were offered, conclusions were reached, and recommendations were suggested too.

5.2: Discussion of the Results

5.2.1 Discussion of the First Question's Results

The first question is stated as follows:

Q.1: Is there an effect of using expressional fluency activities on 10th grade students achievement in the writing skill due to the teaching method, gender and the interaction between them?

The results support the null hypothesis which indicated that there were statistically significant difference at ($\alpha \leq 0.05$) in the mean scores of 10th grade students achievement in the writing skill due to the teaching method in favor of the female experimental group. This mean that using expressional fluency activities in writing skill was profitable for the female students more than using the ordinary teaching method and it has a positive effect on improving the students' writing skill more than the ordinary method. And also, it could be mean that students participation, sharing ideas, opinions and comments through these activities better results and more active role than students in large classes, sitting passively in rows, receiving and not having the chance to imagine and produce short story.

May be explained when using expressional fluency activities offers a good environment for learning writing short stories, short paragraphs, and dialogue …etc. As the teacher was very active and a cooperative person understood exactly how to apply this activities, follow the exact instructions with the students, and spends more time with them. Moreover, it was proved when students get the main role in the classroom sessions rather than giving teachers this role, they will learn and acquire the writing skill better ; thus when the student emphasized and explained the inspired pictures with each other's in groups at first then individually, Recognized the content and correct words and using the suitable grammar.

In this new activity the confirmation on how to learn rather than on what to learn as the teachers do in the ordinary way of learning.

The designed materials contains lots of activities that students themselves can performed, as well as it contained the important roles in each step the teacher has to perform. The designed materials gave both teachers and students several learning and teaching techniques such as discussing, games, problems solving, giving suggestions and mind mapping. Using expressional fluency activities activate the students to work in pairs and in groups. The designed material is so closed to the main objective that wanted to be achieved that to write a short story. On the other hand, in this study the controlled group was taught in the ordinary method of teaching as students have a passive role in the learning process whereas the teacher have the major role. It means the confirmation on what to learn rather than how to learn which lead to interim learning that depends on learning by heart which couldn't stimulate the student creativity. And in the ordinary way of teaching, teachers ignored the students′ abilities, and needs as the teachers were thinking about when they have to finish the required materials.

The results did not support the null hypothesis which indicated that there were **no** statistically significant difference at ($α ≤ 0.05$) in the mean scores of 10th grade students achievement in the writing skill due to the gender. The reason for this results could be refers to the fact that using of expressional fluency activities in writing skill was beneficial for both groups which include male and female and the experiment method was controlled in both two genders. **In addition, The results did not support the null hypothesis** which indicated that there were **no** statistically significant difference at ($α ≤ 0.05$) in the mean scores of 10th grade students achievement in the writing skill due to the interaction between the teaching method, and gender.

In general, using expressional fluency activities in the writing skill is an unfamiliar term for both teachers and students, at first they did not understand exactly what does it mean. However the experience of letting students s practice using expressional fluency activities in their writing class opened new ways of looking at teaching English writing in the(English as a foreign language) EFL context. Until then, teachers always focused mainly on the quality of the writing, especially grammatical accuracy. After seeing the increase in the students' performance by using expressional fluency activities in the writing skill, and also seeing their comments on how their confidence increased all helped to believe that writing by using expressional fluency activities is more than just a

byproduct of continuous practice in writing. The present study indicates that a short period of practicing free writing such as writing a short stories, write a diary helped increase EFL students   writing with fluency and their confidence increased. These findings highlight the importance of focusing on the English writing skill with expressional fluency activities, rather than having a central spotlight solely on English grammatical accuracy in EFL classes. In other words, the results showed that there were an effective in using the expressional fluency activities on improving students writing skill especially in mechanics of writing (capitalization, and punctuation) on one hand and the number of content words, ideas and grammar usage (subject -verb agreement)on the other hand**.**

This result agreed with Ali(2008) study, the result revealed that there were statistically significant differences between the mean score of the experimental group and those of the control group on the writing post-test in favor of the experimental group. In addition, this result agreed with Adeyinka and Ilesanmi (2014)that findings showed that text transformation method had a significant impact on students' writing achievement than other methods. In Shahrouri (2000) study, the results show that is a statistical significant differences in students post- test in writing between the groups in favor of experimental groups 2.The results were agreed with AL-Mdhons′ (2012) study as the result indicated that there were statistically significant differences at the level of significance ($\alpha \geq$ 0.05),between the average grades of the experimental group on the post test of creative thinking and the average of their peers in the control group favored the experimental group, and Zboun′s (2006) study which indicated that there are no statistically significant differences at (($\alpha \geq 0.05$) in the means scores of the 9th grade students composition writing skills due to gender.

But this study disagreed with Davis (No date) (n.d) study as the results of the first analysis revealed a statistically significant difference in the writing fluency between the experimental and control groups. No statistically significant differences were found for writing ability or for the initial posttest. Nor was there a statistically significant interaction between writing ability and group. An also It disagreed with Al-Oweidis′ (2013) study in showing that there were apparent differences in the means between high achievers and average achievers on all creative characteristics. By using (T) test to examine the differences between means, the findings showed that the differences were between high achievers and average achievers on the achievement variable within five domains: fluency, fantasy, problem sensitivity, originality and intuition for the favor of high achievers

5.2.2 Discussion of the Second Question's Results

The second question is stated as follows:

Q2: Is there an effect of using expressional fluency activities on 10th grade students′ motivation in the writing skill due to the teaching method, gender and the interaction between them?

The results for the second question **support the null hypothesis, which indicated that there were a significant** differences at ($\alpha \leq 0.05$) in the mean scores of 10th grade students' motivation in the writing skill due to **the interaction between the teaching method, and gender.**

The reason for this result related to the teacher performance, and the positive attitude towards the writing process learning. It seems that using expressional fluency activities in writing skill succeeded encourage students′ motivation, it will lead student to practice and familiar with English writing ability as often as possible. On the other hand, by cooperating with others to use expressional fluency activities, students may feel more comfortable and confident in doing task of the writing such as writing short stories, short paragraphs solve the grammar and organization problems in English writing. Moreover, in group work, the students can interact with others and also share their knowledge to decide which idea can be written. At a later stage, this condition can gain the students' ability in those two aspects. As the result, it can be concluded that using expressional fluency activities in the writing skill can improve English writing ability in the 10th grade students.

According to the results there were statistically significant differences in the mean scores of 10th grade motivation in the writing skill due to the interaction between the teaching method and gender, and there were no statistically significant differences in the mean scores of 10th graders' motivation in the writing skill due to the method of teaching, the reason for this result might be related to some motivational factors that related to the ways that the teachers and parents they treat their students, they encourage to think creatively and to performs individually, they maybe be trained to be self-discovery students and to think of solving problem dependably. And also, for another interpretation for this that there an importance was given for the motivational constraints, such as: reward, evaluation feedback, goals ….etc), these chains have a great effect on writing by using

expressional fluency as creative thinking skills which will had negative influence on the learners.

Al- Shourafa (2012) mentioned that motivation in education effects on how students learn and how they behave towards a subject matter. It can direct behavior towards particular goals, lead to increased effort and energy. Learning is equally essential for performance, learning enables learners to acquire new knowledge and skills, whereas motivation provides the impetus for showing what we have learned. Motivation is closely related to the learning process. It can help us plan to achieve the objectives we desire. Implementing specific activities can make the achievement of these objectives slow but effective. One can realize that there are two types of motivation defined according to their impact. These motives are internal motivation and external motivation. Internal motivation emerges from the person him\her, while external motivation comes from external sources such as the teacher, school administration, parents and peers.

This study agreed with Al-shroufa′s (2012) study The results of the study indicated that there were statistical significant differences at($\alpha \leq$ 0.05) between external and internal motivation due to gender variable. and that there were statistical significant differences at ($\alpha \leq$ 0.05) in the level of extrinsic and intrinsic motivation among 10th grade students due to the level of motivation. And it's also agreed with Teos′ study, and et al (2015) there were significant gender differences with respect to intrinsic motivation to know, intrinsic motivation to accomplish, intrinsic motivation to experience stimulation, and extrinsic motivation to identify regulation. Additionally, it was agreed with Ghunimate and O'lymat (2011).The results of the analysis of achievement and motivation showed variations between the two groups on five out of eight dimensions. The results of this study indicated that the program was effective in the improvement of all experimental group students achievement motivation level, academic achievement level and their study skills. likewise Xu(2011) The major findings of the study were, their motivation was found significantly correlated with their learning strategy use. Additionally, Suhi-Fong and YK (2007),when students were more motivated, they, in turn, had better performance in the writing

This study disagreed with Fawzel and Al -AhmadI (2011)The results indicated there was no statistically significant difference between the two groups with regard to their proficiency. Moreover, the statistical analyses, revealed there was no significant difference between the interactively oriented participants and instrumentally oriented ones as far as

their writing performance exam was concerned. And also, Abed-ALGanis′(2005) study, as one of its results indicated that there were no significant statistical differences at the level of ($\alpha \geq 0.05$)in creative thinking level(as fluency one of them),English achievement, attitude towards school, and learning motivation due to gender, and there were no significant correlations at the level of($\alpha \geq 0.05$ between creative thinking skills and both attitudes towards school and learning motivation

In brief, motivation is important and the ways to motivate students in English writing learning is more important for English learning. Sometimes, the teacher is rather like a salesman who must convince and persuade his consumers (learners) to believe that he has what they need and what is useful for them. As a teacher, it is essential and useful to acquire more knowledge of educational psychology especially motivational rationale and effective methodologies and meanwhile come up with the new techniques to be a good salesman to motivate and sustain learners in writing English lessons. In order to make the learner have a positive view about his own effort or performance on his / her writing, some rewards such as grades, degrees, and any sort of educational, scholastic, and academic encouragement should be given to him/ her. Accordingly, the designed encouragements for the classes play an important role for achieving a good or a positive learning outcome. The learner, indeed, should know that his efforts are valued by teacher. Therefore, the teachers need to be aware of all their students' activities, even the minor and trivial ones. They should, subsequently, show positive responses (reactions) for the learners' good affairs or activities. Thus, giving proper and appropriate rewards on account of the language learners' behaviors is the significant and indispensable point. The teacher furthermore, should consider, pay attention, and, finally, strengthen the language learners' positive behaviors and admirable activities arising from intrinsic, extrinsic, as well as integrated and instrumental motivation(s). In effect, strengthening or reinforcing the expected and desirable behaviors in the language teaching process especially in writing lesson is accomplished and achieved by encouragement, stimulating the feeling of curiosity and inquisitiveness about the cultures of the other nations, presenting and showing movie, as well as giving chance to the students.

5.3 Suggestions

In the light of the findings ; this study presented the following suggestions:

1. Skill needed to be more confirmed in 10th grade text book for Palestinian English curriculum along with the other language skills.

2.Using expressional fluency activities in writing skill should be integrated within the learning curriculum, relating them to the goals and objectives of the course.

3.Consolidate writing with content is highly demanded at every level of instruction as it helps learners to develop the ability to communicate effectively in different contexts and with different audiences.

4.The most important tip to improve the student's writing skill in English by starting thinking of a theme, for example start writing a diary of something that happens to you every day, write a few lines of a story each day or write emails to your friends in English. This might be difficult at first but the more you continue, the easier it will become and you might even end up enjoying.

5.English teachers need to encourage pair/ group work to enhance motivation.

6. English teachers need to use inspired pictures to practice writing short stories, paragraphs, dialogues, or simple sentences and to motivate learning process.

7. Teachers need to motivate learners for writing and prepared informal educational material writing activities such as learners' magazine, and short stories.

8.Students need to be independent in writing any paragraphs, stories, dialogues, and compositions. And make sure the learners write at class not at home.

9. As the learners complains from the lack time and opportunities to write fluently and effectively, there were some suggested activities to be used by the students to improve their writing skill such as: take written notes in English classes, summarize what they learn in their own language, improve their spelling by following the spelling rules, and encourage learners to speak English only in English classes as oral fluency affect positively written language.

5.4 Conclusions

Based on the findings derived from the results of this quasi-experimental study the, following conclusions during this chapter were founded:

-There were statistically significant difference in students' writing achievement due the teaching method in favor of the experimental female group.

-There were statistically significant differences in students' motivation in the writing skills due to the gender in favor of the male group.

- There were statistically significant differences at in the mean scores of 10th grade students′ motivation in the writing skill due to the teaching method

- There were statistically significant differences in the mean scores of 10th grade students′ motivation in the writing skill due to gender.

- There were statistically significant differences in the mean scores of 10th grade students′ motivation in the writing skill due to the interaction between teaching method and gender in favor of the male experimental group.

5.5 Recommendations

In the light of the current study results, and based on the lengthy investigation of the writing skills importance and its requirements, the researcher offers some recommendations to the different parties concerned in the teaching of English in order develop the writing skill. The researcher's recommendations are given to: curriculum designers or decision makers, teachers, supervisors, learners and researchers as follows:

5.5.1 Recommendations for Curriculum Designers and Design Makers
Curriculum designers and design makers are recommended for:

1.Organize training and work shop for discussing the effect of using expressional fluency on improving writing skills.

2.Training teachers how to teach writing skillfully through the expressional fluency activities.

3.students need to supplied with various techniques and multiple activities to practice using expressional fluency activities in the writing skill.

4.More emphasis should be given to teaching writing as well as using expressional fluency for teaching it.

5.Take into consideration that writing skills should be an everyday activity in classroom and even outside it.

6.Produce educational material to equip teachers with the needed knowledge and information to use in expressional fluency activities for teaching the writing skill and other new strategies and techniques

7.Provide the guide with techniques to encourage their students to think creatively in order to become creative writers.

5.5.2 Recommendations for the Teachers:

Teachers are recommended for:

1.English teachers are recommended to convert their strategies and activities of teaching writing using modern activities and getting rid of some traditional ways of teaching writing.

2. Developing techniques and activates teaching writing through expressional fluency like: journal Writing, written Conversation, writing Conferencing: Written Conversation, and Mind Mapping/Planning Strategy.

3-Teachers need to explain to their students the criteria which are going to be used for assessing their writing fluency.(writing rubrics)

4.Concentrate on increasing students' motivation and developing the skills or strategies to make them more competent, so that they are able to take ownerships of their owner learning. And they are advised to motivate their students to use expressional fluency activities with writing and to reward good performers.

5.Teach writing for the sake of writing-not for the sake of exams and evaluation. Their comments need to be positive thereby minimizing negative comments on their students' writings.

6. Specify the students' need, experiences, desires and abilities before planning and implementing any lesson with its activities.

7. Choose and use the techniques and methods that are appropriate to the students' abilities will help in finding a comfortable class atmosphere, enjoyable and interesting.

8. Convert their role from instructors who dominate the class into educators whose role is to organize, help, guide, coordinate and support the students to communicate and acquire language.

9. Use collaborative learning, pair work and group work techniques in teaching writing with expressional fluency activities to help students exchange their ideas and help each other.

10.Provide students with frequent feedback, including positive reinforcement, suggestions and advice.

11. Writing teachers need to understand the different stages of writing process in order to use them correctly through the writing lessons.

12. The writing process activities such as brainstorming and contacting data charts should be utilized in elementary social studies in order to facilitate writing expressional fluency.

5.5.3 Recommendations for the Supervisors

Supervisors are recommended for:

1.Help to conduct training courses for English teachers to enhance implementing expressional fluency activities in writing skill.

2. Prepare and distribute instructional materials that increase teachers' awareness of how to teach the writing skill by using expressional fluency activities in order to make the learning process more effective.

3.Studying the obstructions and hinders of creative and creative thinking development in order to get rid of them

5.5.4 Recommendations for the Students

Students are recommended for:

1. Build up a mental database of vocabulary and grammar which enables them to express their thoughts and ideas in the writing skill. Other scholars are recommended to explore other causes of students' writing apprehension such as the social and economic factors.

2. Cooperate with each other so that the benefit of others' good writing or mistakes in an enthusiastic way through expressional fluency activities.

3.Free reading found a fluent writers as it enrich the student′s vocabularies, knowledge, imaginations, and it gives the learners self -confidence as they will be more able to elaborate on subjects they have a back ground about.

4.Be independent in writing any story, paragraph and composition, under the supervision of teachers. Of course, they have many difficulties at the beginning, but at the end they will be able to write lonely

5.5.5. Recommendations for Further Studies

Researchers are offered the following suggestions for further studies:

1.Evaluating the Content of Palestine curriculum for 10th grade Text books from Teachers` and Supervisors` Perspective to identify suitable activities for using expressional fluency in writing skill.

2.Apply this study on other samples in other private and UNARWA schools with different variables.

3. Conducting Further studies s similar to this one in teaching the writing skills to another grade "ninth, eleventh, twelfth "to assess its effectiveness and efficiency.

4. Conducting studies related to other sub skills of the writing skill.

5. Conduct an analytical study to the Palestinian English curriculum to specify the main writing skill that should concentrated on during the writing lessons.

6.Conducted studies comparable to this current one and related to expressional fluency in writing skill, but dealing with the other skills.

7.It would be precious thing to discover the various factors that improve the students writing expressional fluency.

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Appendices

Units	Period	Behavioral objectives	Cognitive domain					
			K	C	Ap	An	S	E
Unit Two	Period	Behavioral objectives	Cognitive domain					
From here to there.	6	1-The student will be able to identify sets of geographical words.	K					
	6	2-The student will be able to construct/ arrange the scramble letter to form a correct words.					Sy	
	6	3-The student will be able to use the pairs of opposites to complete the sentences.			Ap			
		4-The student will be able to label/ classify the geographical words on the map.				An		
		5- The student will be able to create/ make anew riddle clue.			AP			
		6-The student will be able to identify the pairs of opposites.	K					
		7- The student will be able to use/ complete the statements with pairs of opposites.			Ap			
		Period 10						
	10	8- The student will be able to identify the sequence marker.	K					
	10	9-The student will be able to use the sequence marker correctly.		Ap				
	10	10-The student will be able to arrange / invent scrambled sentences for making a coherent paragraph.					SY	
	10	11-The student will be able to summarize a short story by his own language		C				
	10	12-The student will be able to write the short story with correct instructions.			AP			
Unit Three	Period	Behavioral objectives	Cognitive domain					
Free-time	6	1-The student will be able to identify sets of verbs and activities.	K					
	6	2- The student will be able to relate/ link between the verbs and activities.					Sy	
	6	3- The student will be able to make sentences/ write about the activities he / she do.			AP			
		4-The student will be able to categorize words into groups.			Ap			
	6	5-The student will be able to complete the sentences with verb-noun pairs.			Ap			

activities	6	6- The student will be able to change the tenses and patterns where it's needed		C				
		Period 10						
	10	7-The student will be able to write Contractions for some words.{auxiliaries and nouns }.			Ap			
		8- The student will be able to distinguish between apostrophes.				An		
	10	9-The student will be able to correct the sentences with the possessive forms effectively.			Ap			
	10	10-The student will be able to describe his / her daily lives activities.		C				
	10	11- The student will be able to use a connecter words to join sentences.			Ap			
		12-The student will be able to practice ask and answer the questions that are in questionnaire about his / her daily life correctly.			Ap			
		13- The student will be able to write a paragraph about their daily life activities			Ap			
Unit Four	**Period**	**Behavioral objectives**	**Cognitive domain**					
	6	1-The student will be able to identify the different adjectives in the text.	K					
		2-The student will be able to understand when we use the (ing)and (ed) suffixes in Sentences.		C				
Emergency!	6	3-The student will be able to form participle adjectives by adding the (ing) or (ed) suffixes.			Ap			
	6	4-The student will be able to complete the sentences with participle adjectives.			Ap			
	6	5- The student will be able to complete a network by adding words from the unit or collecting words			Ap			
		6- The student will be able to identify the pairs of opposites.	K					
	6	7-The student will be able to match between pairs of opposites.		C				
	6	8-The student will be able to complete the dialogue with pairs of opposites.			AP			
	6	9- The student will be able to change either the tenses or the patterns for each words needed			Ap			
		Period 10						
	10	10- The student will be able to identify sets of words.	K					
		11-The student will be able to arrange/					Sy	

Unit Five	Period	Behavioral objectives	Cognitive domain				
		the scramble sentences in order to get a coherent short story.					
	10	12-The student will be able to use the simple past tense in making simple statements. use the structure: When +past simple,+ past simple, and some time expressions like …30minuts later			AP		
	10	13-The student will be able to write a short story based on the pictures that were provided.			Ap		
	10	14-The student will be able to tell a true story about an accident that happened to him/ her or his / her family …etc.			Ap		
Unit Five	Period	Behavioral objectives	Cognitive domain				
Dangerou s weather	6	1-The student will be able to arrange/ construct the scrambled letters to form a correct words.				SY	
		2-The student will be able to write the unscrambled words for completing the network.			Ap		
	6	3-The student will be able to complete the sentences with suitable words for meaningful statements.			Ap		
		4-The student will be able to practice the conversation.			Ap		
	6	5-The student will be able to change / transfomse te of words to (adj) or (adv) patterns.		C			
	10	6- The student will be able to use/ complete the table and the statements with the correct patterns either(adj) or adv.			Ap		
	Period 10						
	10	7-The student will be able to recognize the Palestinians' cities on the map.					
		8 -The student will be able to describe the climate in Palestine.	C				
		9-The student will be able to use connector words correctly for completing the text.		AP			
	10	10-The student will be able to practice preparing and presenting a weather forecast about one of aspect of the weather.		AP			
	10	11-The student will be able to write a short passage about weather		AP			

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Appendix {2}

Table of Specification

Subjects The lessons about the writing skills 6& 10 periods	Questions and Grades	The behavioral objectives Cognitive Domains						The questions sum	The grades sum	The genealogical /relative weights for the topics
		Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation			
	The behavioral objectives sum = **50**	8	7	28	2	5	/			
1.Unit two **From here to there** **The class number (3)**	**Questions**	1	1	5		1		9	13	**%20**
	Marks	2	2	7		1				
2-Unit three **Free-time activities** **The class number (4)**	**Questions**	1	1	6	-	1		10	16	
	Marks	2	2	9		3				**%26.66**
Unit four **Emergency The class number (5)**	**Questions**	2	2	8	1	-		13	18	**%33.33**
	Marks	3	3	11	1					
Unit five **Dangerous weather** **The class number (3)**	**Questions**	1	1	5	1	-	-	8	13	**%20**
	Marks	2	2	7	2	-	-			
The questions sum		6	5	24	3	2		40		
The grades sum		9	8	34	5	4.				
All the relative weights for each level of the objectives levels		16%	%14	%58	2%	%10				**%100**

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Appendix (3)

Techniques for Applying Expressional Fluency Activities

1. The teachers illustrate the function of new activity Expressional Fluency activities {EF}for the students and how they will following it in their writing Lessons.

2. The teachers gives the students general direction and information about the steps they needed for practicing writing by using expressional fluency.

3. Teachers at first, will divided the students into pairs or group with 4-5 learners to discuss the inspired pictures that they will write about it.

4. Teachers Instruct students to write (or type) {as much as they can, as well as they can] taking in consideration a specific time for 60 seconds.

5. The teachers will give the learners the important convention for writing skills such as: Punctuation marks, capitalization, important expressive words, ideas, grammar point, organization, spelling, and general information about margins.

6. Tell the students to write on the same place (writes on the notebook, or on papers for teachers),in order to save a time, and to write individually.

7. At the end of 60 seconds, tell them "pencils down" and ask the students to count the number of words and register it in the margin. Tell them to circle the errors they made noticed while they rereading their short stories, dialogues, short paragraphs or short articles.

8. In each session tell the students to graph the highest number of words or ideas that the they wrote in specific period of period.

9. Tell the students about the rubrics that they will take it inconsideration in their writing, as the will be used for assessing their performance.

Appendix { 4 }

Teaching Materials

Unit Three
Free-time activities
Period 6: Writing Lesson
Two writing Activities Page:39

1.Add these activities to the table below.

camping	flower arranging	photography
rugby	tennis	white water rafting

Verbs	Activities in the emails	Other activities
do	cooking, _____	_____
go	swimming, _____	_____
play	volleyball, _____	_____

Now add these new activities to the table.

art	basketball	climbing	homework	running	the guitar

-Now add these other words that also go with the verbs.

an appointment	a cake	an idea	an invitation	a match
a mistake	a person	a phone	weight	

Now complete the sentences with verb-noun pairs from the network above.

Make any changes needed.

1 Tom prefers the old ways. He takes a long time to _____ that's new.

2 I'm not very well. I'm going to _____ see the doctor.

3 Our team are doing well. They haven't _____ all year!

.4 I'm eight kilos too heavy! I really need to _____

5 I _____ and went the wrong way. I had to go back and start again.

6 I've _____ to a party on Saturday, but I may not enjoy it because I

only know one or two other people who will be there.

English for Palestine, Pupil′s Book (10 A), New Edition

Using Expressional Fluency in Writing Skill Activities
English for Palestine / 10th Grade

<div style="border:1px solid black; background:#d9d9d9;">

Unit Three
Free-time activities
Period 6: Writing Lesson
{Two Activities in one } Page:39

</div>

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Activity One: [Mechanics of Writing: Convention]
[spelling, punctuation, capitalization, and correct grammar]
[Verbs followed by infinitive or Gerund Nouns]

</div>

2: Activity Description

Conventions are the part of writing that deals with things you might traditionally associate with good writing such as spelling, punctuation, capitalization, and correct grammar. Other items such as indenting paragraphs and underlining or italicizing titles are also associated with conventions. More specifically all of the following are part of the writing trait of conventions: correct grammar ("she was" instead of "she were"), capitalization of proper nouns, appropriate punctuation (commas, periods, exclamation points, question marks, quotation marks, colons, etc.). If a paper is strong in conventions, the writer communicates the message clearly and it is easy for the writer to interpret the message. A paper could be very strong in all the other traits, but if it has poor conventions, the writer may not receive the correct message because incorrect conventions interfere so the writer has to spend time figuring and interpreting the message of the paper.

:3.Objectives

 By the end of the activity students are expected to achieve the following objective:
1-The aim of using expressional fluency in writing activities is to write the verbs that follows either {ing} nouns [Gerund]or the infinitive nouns with correct definite articles. {a, an}

4- Technique

Class work ⟶ Group work ⟶Individual work

5-Time

1.[10 minutes] for classwork

.2.[10 minutes] for group work

.3.[40 minutes] for individual work

6-Materials

Board, pictures for promoting some actions or ideas{ inspired pictures}, worksheet, handmade cards for half of the verb-noun pairs, pens and pencils and stop watch or a timer.

7-Procedures

The procedure of the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.

2- A discussion will be held by the teacher and the students about the poster gathers different ideas in the presented text.

-Teacher writes words, structures and expression that related to verb-noun pairs on the board sum up the discussion.

3- Groups will have same pictures and they are going to describe them orally.

4-After class discussion, students work in groups to discuss orally their picture which is related to the poster to enrich a large and deep their ideas [exchange ideas].

5- The teacher role′s is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the last group time will run-on on group discussion.

7- So, students individually start writing their own essays about the topics discussed as a story: *selecting a title*, connecting ideas using: words, structures to tell the story in a limited time

[40 minutes]

8- Later, production will be collected,to be answered according to the criterion attached to the sheet.

Note

-In this activity: Teacher will bring a set of pictures for persons doing or performing some activities in their daily life and he will asks groups to make a general discussion about these pictures for eliciting *verb- noun pairs* [verbs that followed by both Gerunds and infinitive Nouns or verbs that followed by infinitives Nouns]then to write sentences using each collocations.

Finally, individuals will write paragraphs about the inspired pictures activity with suitable titles. All these actions will be followed in a limited period of time. Teacher uses the stop watch or timer.

-Teacher may will give the students the Topic sentence for their topics,the middle or the last sentence [conclusion]

Provided inspired pictures for different activities:

A) Verbs followed by both Infinitives and Gerunds Nouns

B)Verbs that are just followed by Invenitife Nouns:
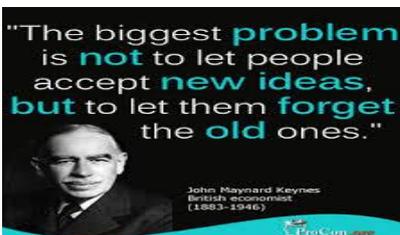
A Copy of the Lesson

1.Write the short forms. (They are all in the emails on pages 32–33.)

1 it is _____ 2 should not _____ 3 we are _____

4 you would _____ 5 I am _____ 6 cannot _____

2.Write the full form of the underlined words.

1 Mark's running with the ball. _____

2 Mark's just scored. _____

3 I'd never tried a quad before I rode Larry's. _____

4 I'd love to buy one, but they're expensive. _____

3.Correct the sentences. Put the correct possessive forms at the end.

1 This is Michiko flower arrangement. _____

2 Our children quads are outside. _____

3 Lucy brother name is Mark. _____ _____

4 Larry parents names are John and Susan. _____ _____

4. Work in pairs. Ask and answer the questionnaire.

Questionnaire: YOUNG PEOPLE TODAY

Please take a few minutes to answer our questions. This will help us

to get a better idea of young people's regular daily lives.

| Unit task: Describing your regular daily life. |

1 What time do you have to get up to go to school?

2 What about the weekend? Do you still have to get up so early?

3 How much homework do you usually do?

4 How much more or less do you think you should do?

5 Did you have to do much to help at home ten years ago?

6 What do you have to do to help at home now?

7 What do you usually do with your free time at the weekend?

8 What can't you do and why? (For example, because there's no time or

you're not allowed to.)

5 Answer the questionnaire about yourself. Write a paragraph.

Use connecting words – like *but* to join answers 1 and 2, for example.

1.Activity One:	Mechanics: Convention of writing Punctuation, Spelling, Capitalisation and Grammar

English for Palestine, Pupil′s Book [10 A]

Using Expressional Fluency in Writing Skill Activities

2.Activity Description:: Punctuation, Spelling, Capitalisation and grammar.

*Mechanics***: are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphs. Because they do not exist in oral language, students have to consciously learn how mechanics function in written language.**

The apostrophe (' or ') is a punctuation mark, and sometimes a diacritical mark, in languages that use the Latin alphabet or certain other alphabets. In English, it serves three purposes:[1]

The marking of the omission of one or more letters (as in the <u>contraction</u> of *do not* to *don't*).

The marking of possessive case (as in *the eagle's feathers*, or *in one month's time*).

The marking by some as plural of written items that are not words established in English orthography (as in *P's and Q's*). (This is considered incorrect by others; see Use in forming certain plurals. The use of the apostrophe to form plurals of proper words, as in *apple's*, *banana's*, etc., is universally considered incorrect.)

.3.Objective:

By the end of the activity students are expected to achieve the following objectives:

1. **to write the short forms [contractions] correctly to indicate its purposes.**

4.Techniques

Class work ⟶ Group work ⟶ Individual work

5.Time

1.[………….. minutes] for classwork

.2.[……………. minutes] for group work

.3.[…………….. minutes] for individual work

6. Materials:

Pupils' book, the board, copies for contractions song, worksheet, Word cards.

Sheet papers and a timer

7. Procedures

The procedure of running on the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.

2- A discussion will be held by the teacher and the students about the song of short forms   gathers different ideas in the presented text.

T. writes words, structures and expression for the short forms on the board sum up the discussion.

3- Groups will have same copy of the song and they are going to summaries it orally.

4-After class discussion, students work in groups to discuss orally their contractions songs that are related to the short forms in their text book to enrich a large and deep their ideas

[exchange ideas].

5- The teacher′s role is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the ……group time will run-on on group discussion.

7- So, students individually start writing their own paragraphs about the topic discussed as a story: selecting a title, connecting ideas using: words, structures to tell the story in a limited time [40 minutes]. {Using the short forms / contraction words in their text book }

8- Later, production will be collected, to be answered according to the criterion attached to the sheet.

In this activity:

Learners will summarize the steps of making the short forms from the song.

Describe the contractions process together. learners will write some example on their sheet papers. Lastly, with the worksheets story ask students to write the short form for some words

-Asks students to re writ the song with full forms for contractions.

-Remind them about the fast finisher (write a story using contractions on the back of your paper).

-Have students go back to the song and ask students to write their stories contraction that goes with some specific words:{it, should, we, you, I, can}

The provided song
The Contraction Song
(to the tune of "London Bridge is Falling Down")
I'm the first word; don't change me!
Don't change me, don't change me.
I'm the first word; don't change me!
Oh, no, just let me be.
When you change the second word,
Second word, second word,
When you change the second word,
A shorter word **you'll** see.
Certain letters are taken out,
Taken out, taken out.
Certain letters are taken out.
One word will remain.
Apostrophe will fill that space,
Fill that space, fill that space.
Apostrophe will fill that space,
The rest will stay the same.
Can't and **couldn't, isn't**, too.
Isn't, too, isn't, too,
Won't and **I've** and **let's, it's true**,
Contractions every one.
I'm and she's and **you're** and **he'd**,
You're and **he'd, you're** and he'd,
Wouldn't, **didn't, we'll** and **she'd,**
Good! And now **we're** done.

2. Activity Two: Apostrophe [’s]Punctuations and the short forms of [’d]
This activity has ambiguous issue / Problem solving
[differentiate between the short forms of [s′]&[’d]

2.Activity Description:

The same descriptions of mechanics of writing: for Apostrophe {′s} punctuations and the short forms of {′d}that is related weather for <u>would</u> or <u>had</u>.

3.Objective:

<u>By the end of the activity students are expected to achieve the following objective:</u>

To write short forms of apostrophe[s’] showing possession or short forms and the short forms {′d}for differentiating between the models

4.Techniques

Class work ⟶ pair work ⟶ Individual work

5.Time:

1.[……………minutes] for class work

2.[…………… minutes] for group.

3.[……………… minutes] for individual work

6. Materials:

Board, copies for short paragraph about Cinderella′s story, worksheet
copies of the song [If I Had A Hammer] for (Pete Seeger / Lee Hays), worksheet for the short forms of {′d}, and stop watch for writing story time

7. Procedures
The procedure of running the activity:
-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into pairs.

2- A discussion will be held by the teacher and the students about the ambiguity of using the apostrophe s as a short forms or possession and the short forms of {′d}either for would or had, then teacher writes words, structures and expression related to them on the board sum up the discussion.

3- Groups will have same short paragraph about Cinderella and they are going to distinguish between the apostrophe{’s} that indicate the omission letters or the possession case and a song- If I Had A Hammer-(Pete Seeger / Lee Hays) for the short forms of [’d] which related to the model auxiliaries verbs: <u>*would*</u> and <u>*had*</u> orally.

4-After class discussion, students work in pairs to discuss orally their problems which is related to the ambiguity to enrich a large and deep their ideas [exchange ideas].

5-The teacher′s role is to make the round between pairs to encourage internal and external motivation, and help students to use English.

6- With the ……group time will run-on on group discussion

7- So, students individually start writing their own essays about the short forms of {s'}and {'d} discussed as a story: selecting a title, connecting ideas using: words, structures to tell the story in a limited time [40 minutes]

8- Later, production will be collected, to be answered according to the criterion attached to the sheet.

<u>**In this activity, Solve the problems with the short forms for ['s] and ['d}**</u>
Here is a paragraph that violates the principles of apostrophe use outlined above. (The provide paragraph about Cinderella's
Cinderella's stepmother, an ugly woman, has two mean daughters. The daughter's whining makes Cinderella's life difficult. The women's jealousy overtakes them because Cinderella is beautiful. Then, Cinderella receives the princes invitation to a ball. Every girls desire is to attend. The stepmother doesn't want Cinderella to go, but she decides she's going anyway.

<u>**THE SOLUTION**</u>
<u>**Here is the same paragraph, corrected, with possessive nouns and contractions in**</u>
<u>**bold type:**</u> **Cinderella's stepmother, an ugly woman, has two mean daughters. The daughters' whining makes life difficult for Cinderella. The women's jealousy overtakes them because Cinderella is beautiful. Then, Cinderella receives the prince's invitation to a ball. Every girl's desire is to attend. The stepmother doesn't want Cinderella to go, but she decides she's going anyway**.

<u>**Note.1:**</u> **Explain that: I would must be followed by an infinitive without to (or perfect infinitive as in I would have gone). I had must be followed either by an object (a noun phrase, e.g. I had a little lamb, in which meaning it is rarely contracted) or by a verb past participle. So it's (almost) always possible to distinguish between them by analyzing the words that follow.**

<u>***I'd go. (go = infinitive => 'd = would)***</u>

<u>***I'd had. (had = participle => 'd = had***</u>

<u>*Note.2:*</u>

The only ambiguous case is when the verb's infinitive coincides with its participle I would put. (could be would or had), But these cases are rare and the meaning can be deduced if more context is provided

B. For the second part about the short forms of [′d]
The provided song for (Pete Seeger / Lee Hays

If I Had A Hammer
(Pete Seeger / Lee Hays)
If I had a hammer I'd hammer in the morning
I'd hammer in the evening all over this land
I'd hammer out danger, I'd hammer out warning
I'd hammer out love between my brothers and my sisters
All over this land

If I had a bell I'd ring it in the morning
I'd ring it in the evening all over this land
I'd ring our danger, I'd ring out warning
I'd ring out love between my brothers and my sisters
All over this land

If I had a song I'd sing it in the morning
I'd sing it in the evening all over this land
I'd sing out danger, I'd sing out warning
I'd sing out love between my sisters and my brothers
All over this land

When I've got a hammer, and I've got a bell
And I've got a song to sing all over this land
It's a hammer of justice, it's a bell of freedom
It's a song about love between my brothers and my sisters
All over this land

(as sung by Peter Paul & Mary)

In this activity:
Teacher ask the learners to listen for the song and rewrite the poem with short
forms / or long form of provided words for {'d} for both would and had.{ related to
the teacher}.

An additional activity: Choose a book and look at the first three pages. Write down
in your book any words with apostrophes and short form of {'d} in that you find. Try
and write down whether they are missing letter or possession apostrophes or {'d} for
would or had

3 Correct the sentences. Put the correct possessive forms at the end

1 This is Michiko flower arrangement. _____

2 Our children quads are outside. _____

3 Lucy brother name is Mark. _____ _____

4 Larry parents' names are John and Susan. _____ _____

Description of the activity:

Mechanics of writing cogenerated on the Singular &plurals possessive Nouns.

3.Objective:

By the end of the activity students are expected to achieve the following objective:

To writ the possessive Nouns { Singular and plural }correctly and fluently.{identify the rules

4-Techniques:

Class work ⟶ **group work** ⟶ **Individual work**

5.Time:
1.[10 minutes] for classwork
.2.[10 minutes] for group work
3.[40 minutes] for individual work

6. Materials:

Pupils' book, the board, copies of giraffes pictures, work sheet, timer.

7. Procedures

The procedure of running the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.
2- A discussion will be held by the teacher and the students about the poster for any wild animal for example, _Giraffe_s for singular apostrophe and cells phone paragraph for plural possessive nouns   gathers different ideas in the presented text.
-Teacher writes words, structures and expression on the board sum up the discussion.
3- Groups will have same picture for the animal, for example _Giraffe_s and they are going to describe them orally.
4-After class discussion, students work in groups to discuss orally their picture which is related to the text to enrich a large and deep their ideas [exchange ideas].
5- The teacher role′s is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the last group time will run-on on group discussion.

7- So, students individually start writing their own paragraphs about the topics discussed as short essay: _selecting a title_, connecting ideas using: words, structures to tell the story in a limited time

[40 minutes]

8- Later, production will be collected, to be answered according to the criteria attached to the sheet.

-Doing the same procedures with plural possessive nouns in discussing their rules through written story about cells phone.

Note: The learner will choose any animal or house or anything else they prefer to write about it use the singular apostrophe and plural after they described it orally.

Teacher will provide plural possessive nouns for the students and they will choose one noun and write a paragraphs as a story

Boys' club/Appendices' entries/ Pears' stories/ Men's worries/ Children's toys / People's beliefs
Media's influence/ Phenomena's appearance/ Oxen's yokes / Women's issues / Teeth's cavities

The provided paragraph about plural possessive nouns

*Fill in the blank with correct possessive nouns in the narrative below.
We got cellphones today. ………..cellphone is red. ……….cellphone is blue.
My cellphone is different from my brothers and my sister ′s ……………………….
When I showed my cellphone to my friend, she was excited………………. cellphone is slim and flips open. Much different than mine.

When we are out at the mall we love to look at other ……………………… cellphones. This one ………….. cellphone was pink with purple polka dots. This ………….. cellphone was green with black and yellow stripes.

When we went to eat pizza, the ………… cellphone was all black, but the……………… cellphone was navy blue. When my………………. mom picked her up outside of the mall, she was talking on her cellphone.

My …………………….. cellphone is yellow and green.

My ……………………………drove past as she was getting the car with her mother. ………………………cellphone was blue green and was chatting away.

When my friend drove away and my mom came to pick me up she showed me her latest cellphone. …………………….. cellphone she had traded in for a sparkly green and red cellphone with rhinestones.

It was really pretty and bright………………. cellphone had many capacities. She could watch movies on it and even check her email. I wish I had new cellphone. It looks even better than mine.

Answers:
My sister's/ My brother's/ brother's and my sister's/ My friend's/ boy's /people's/ girl's/ waiter's / hostess's/ friend's/ friend's mom's/………………………/ Her brother's / My mom's old //My mom's new / my mom's

additional exercise:

Write a paragraph comparing the physical appearance of different animals. Use apostrophes to show ownership.

e.g. The lion's legs are longer than the monkey's legs, but the giraffe's legs are the longest

1.Activity Four:	A regular daily Act
	The Number of Content words
	Ask and answer the questionnaire.

2.Activity Description: [The number of content words]
 The number of Content Words:
A word is a letter or collection of letters, surrounded by space, which in the target language is comprehensible and contributes to the development of the task. This definition, holds even when words are grammatically incorrect. Names of people do not count, place names and brand names from the target culture count as words; all other places (K-Mart) and brand names (Coke, Pepsi) are disregarded, Contractions are one word. salutations and closings in notes written in the target language are counted. (There is no penalty if students do not use salutations or closings). Commonly used abbreviations in target language are counted.
Word Count: Comprehensible and In target language

Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In good descriptive writing, strong word choice paints pictures in the reader's mind. In informational writing, strong word choice clarifies, explains, and expands ideas. In persuasive writing, strong word choice compels the reader to see things clearly and, sometimes to agree with the reader. Effective word choice is characterized not so much by exceptional vocabulary as by the ability to use everyday language naturally and in a fresh or unexpected way.

3.Objective:

By the end of the activity students are expected to achieve the following objective:
1. To write a essays describing his / her regular daily life activities using verbs-noun pairs

4.Techniques:

Class work ⟶ pair work ⟶ Individual work

5.Time:

1.[10 minutes] for classwork

.2.[10 minutes] for group work

3.[40 minutes] for individual work

6. Materials:

The board, pens, pen,copies of the poster, work sheet, prepared a poster for regular daily life activities and stopwatch.

7. Procedures:

The procedure of the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into pairs.

2- A discussion will be held by the teacher and the students about the regular daily life activities poster gathers different ideas in the presented text.

-Teacher writes words, structures and expression on the board sum up the discussion.

3- Pairs will have same pictures of daily life activity and they are going to describe them orally.

4-After class discussion, students work in pairs to discuss their daily life activities orally related to the poster to enrich a large and deep their ideas [exchange ideas].

5- The teacher role′s is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the last pair time will run-on on group discussion.

7- So, students individually start writing their own essays about the topics discussed as a composition: _selecting a title_, connecting ideas using: words, structures to tell about her/ his daily life activity as a story in limited time [40 minutes]

8- Later, production will be collected, to be answered according to the criteria attached to the sheet.

Note: teacher will bring a poster about daily life activities, then divide them in pairs to initiate discussion about each picture and they will write caption for each one, after that they practice ask and answer, one pupils will ask and the other answer by writing a meaningful sentence until the questionnaire were finished, Finally each individual students will write his / her regular daily Li

Look at the pictures. What can you see? Tell your partner.

Regular daily life activities Poster

Note: The same poster will be used for both activity Four & five

5.Answer the questionnaire about yourself. Write a paragraph.

Use connecting words – like *but* to join answers 1 and 2, for example

2.Activity Description:

The two words, "<u>coherence</u>" and "<u>cohesion</u>" mean different things but the two ideas are connected and, in fact, overlap. "<u>Coherence</u>" in an essay (or when you are speaking about interconnected idea in the Speaking test) means the overall "**understand and ability**" of what you write or say. When writing an essay, <u>coherence</u> involves such features as: summarizing the overall argument of an essay in the introductory paragraph; presenting ideas in a logical sequence; putting separate, major points into separate paragraphs; and beginning each paragraph with a 'topic sentence', following by supporting sentences. <u>Coherence</u> is based more on the logic of the ideas and how they are presented rather than on the language that is used to express these ideas. <u>Cohesion</u>" refers to the degree to which sentences (or even different parts of one sentence) are <u>connected</u> so that the flow of ideas is easy to follow. To achieve good <u>cohesion</u>, you need to know how to use "<u>cohesive devices</u>", which are certain words or phrases that serve the purpose of connecting two statements, usually by referring back to what you have previously written or said. For example, if you write "Statement A" and then follow with the words, "On the other hand, Statement B", then these two sentences "<u>cohere</u>" or "stick together" and it is easy to follow the flow of ideas. Good <u>cohesion</u> leads to good <u>coherence</u>, which is the ultimate aim. {Written July 21, 2009}Return to IELTS Writing Start Page
-Halliday and Hasan (1976) • Cohesion is linguistically explicit and signals underlying semantic relationships between text elements. • Coherence: underlying organizer which makes the words and sentences into a unified discourse that conforms to a consistent world picture. A coherent text is meaningful, unified, and gives the impression of "hanging together".

3.Objective:

<u>By the end of the activity students are expected to achieve the following objective:</u>
1. To write meaningful statements using verb-noun pairs in order to construct a coherent organized paragraph about the learners daily life activities. [Use but to join sentences]

4.Techniques:

Class work   ⟶   group work   ⟶   Individual work

5.Time:

1.[…………. minutes] for classwork

.2.[………. minutes] for group work

3.[…………. minutes] for individual work

6.Materials:

The board, pens, pen, copies of the poster, work sheet
List of vocabulary for daily life activities.
 Get up, go to school, have breakfast, have tea, have a math's lesson, play football, watch TV, go to bed, do homework (Note: have tea = "have dinner" and not "have a cup of tea"
Note 2: If they already know several of these, introduce the following as well: go home, go swimming, have lunch, brush his/her teeth)

7. Procedures:

The procedure of running on the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.

2- A discussion will be held by the teacher and the students about the poster gathers different ideas in the presented text.

T. writes words, structures and expression about daily life activities on the board sum up the discussion

3- Groups   will have same pictures of daily life activities and they are going to describe them orally.

4-After class discussion, students work in groups to discuss orally their picture which is related to the poster to enrich a large and deep their ideas [exchange ideas].

5- The teacher role′s is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the ……group time will run on group discussion

7- So, students individually start writing their own essays about the their regular daily life activities discussed as a paragraph: selecting a title, connecting ideas using: words, structures to tell the story in a limited time [40 minutes].

- OR Imaging you are a journalist asked to write about famous people daily routine. So you need to make your own research about any famous person you like, then you will check, share and discuss your findings with your "colleagues journalists"

8- Later, production will be collected, to be answered according to the criterion attached to the sheet.

Teacher will give the *Topic* sentence:
-It seems my life is always very full of activities and obligations so I never have much time for myself. During the week it's the worst…………………………………

Students will write captions which they are promoted from the pictures
-Match the sentences and the pictures.
 get up / wash up   / brush teeth / have a shower /get dressed /Prepare a breakfast
Get on the bus /read a books /draw a pictures / play games /do excersice /leave ahome /
drive acar / drink a juice / watch T.V/ have a breakfast / go to sleep/ Have a lunch /surf the   / do homework /listen to music/ ride a bicycle.
Students will answer questions, make different kinds sentences and with scrambled events.
E. x: I get up at 7 o'clock. Then I have a shower and I have breakfast. I go to school at 7:30 o'clock. In the evening I watch TV. I go to bed at 9 o'clock
-Teacher may give them some questions and let them to construct additional number of questions. Practice the questions with your partner. Write short answers.

-Groups of questions will be provided by the teacher. Practice ask and answer the questions

1.What time do he usually wake up?
2. Do you usually have a shower in the morning?
3. How do you go to school ?
4 What time do you start your school?
5.What do you do between classes?
6.What time do you finish school?
7. What do you have for lunch?
8 What time do you have dinner?
9.Who do you have dinner with?.
10. What do you do in the evening?
11 What time do you go to bed?
12.What time do you get home on the weekends?
13.What are some of the daily activities that you do at home?
14.What are some of the daily activities that you do at school?
15.what are some things that you do every day?
16.Describe a typical daily routine.
17.Tell what you do at various times throughout the day.
18.Ask your partner to tell you his/her daily schedule.
19.What time do you go to school?
20.What time do you get out of class/get off work?

DAILY ROUTINES POSTER

GET UP	HAVE BREAKFAST	BRUSH MY TEETH	GET DRESSED	TAKE THE SCHOOL BUS
START LESSONS	STUDY	PAINT	LISTEN TO THE TEACHER	MAKE THE BED
DO THE IRONING	WALK THE DOG	DO THE WASHING	SET THE TABLE	COOK MEALS
HAVE LUNCH	DRINK TEA	DO HOMEWORK	WATCH TV	LISTEN TO MUSIC
TRAIN FOOTBALL	PLAY COMPUTER GAMES	READ A BOOK	HAVE A SHOWER	GO TO SLEEP

A Copy of the Lesson

Unit Four: Emergency!
Period Six: Writing lesson
Three activities: page:53

Activity One:1. Form participle adjectives to complete the table.

-ing	Amazing	Boring	Depressing	Exciting	Exhausting	interesting
-ed	amazed	Bored	Depressed	Excited	Exhausted	Interested

Now complete each sentence with either the *-ing* or the *-ed* adjective from the table.

1 I'm (2) _____ with this programme. Let's change channels.

.2 Let's try the film on Channel 4. That'll be more (6) _____

.3 There's more bad news about earthquakes again. It's very (3) _____

.4 We're going on holiday tomorrow and I'm very (4) _____

5 Six cars crashed, so we were (1) _____ that there were no injuries.

6 We had to carry heavy rocks all day. It was (5) _____ work!

2 Complete a network. Add words from this unit.
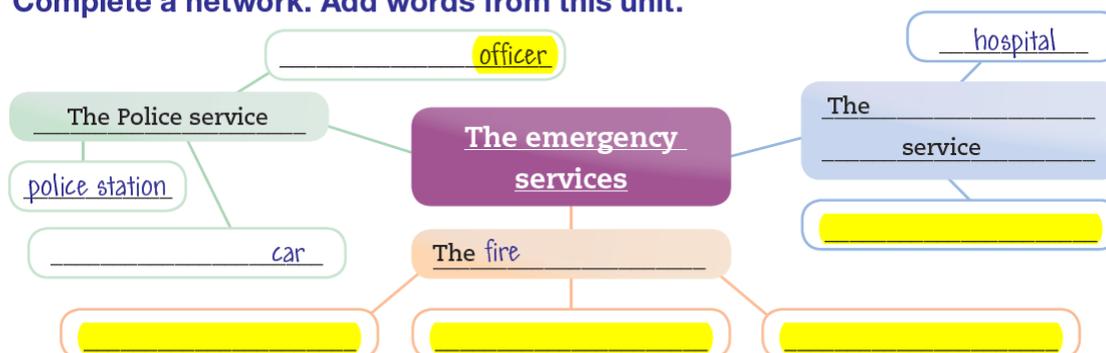
_____ officer

The Police service

police station

_____ car

The emergency services

The fire _____

_____ hospital

The _____ _____ service

Now try collecting words in other networks, for example:

school > subjects > *maths / …* > equipment > *ruler / …* > sports > *basketball / …*

Now try collecting words in other networks, for example:

school > subjects > maths / … > equipment > ruler / … > sports > basketball / …

3.Complete the dialogues with pairs of opposites. Make any changes needed.

1 *A* This road is too _____ for our fire engine.

B We'll have to go back and find one that's _____ enough

2 *A* What time does our plane _____ London?

B At 9:00 am and it _____ in Paris 45 minutes later.

.3 *A* I need some oil, but this bottle is _____

B Right, well, there's a _____ one in the cupboard, so use that.

4 *A* I think this plant is _____. We'd better throw it away.

B But look, it's beginning to produce some flowers. It's _

alive	wide	raise
empty	teach	arrive

Leave	full	dead
Learn	narrow	lower

English for Palestine, Pupil′s Book (10 A), New Edition

Activity One: Mechanics of writing
Adding the {ed} or {ing} suffixes to make adjectives

2.Activity Description: Structure and language Use:

Word order and sentence structures in the target language. 2 Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication. 1 Uses a range of grammatical structures, but may make several grammatical errors that do not interfere with communication. 0 Makes many grammatical errors that negatively affect communication, or doesn't/can't response

Language features:

The language patterns that are typically associated with a text written for a particular purpose. These include selection of tense, tone, text connectives and vocabulary. For example, when narrating, typical language features include use of past tense, connectives denoting time (in order to provide a clear sequence of events), expressive and/or descriptive vocabulary, and dialogue.

Objective:

By the end of the activity students are expected to achieve the following objective:

To write adjectives by adding{ ed} or{ing} suffixes to show that Present Participle (-ing) is used to describe something or someone. And Past Participle(-ed) is used to describe how people feel about something or someone-

Note: Participial adjectives come AFTER a BE verb. {BE + participial adjective –ing or –ed/-en}..

4.Techniques:

Class work ⟶ group work ⟶ Individual work

5.Time

1.[………….. minute] for classwork

.2.[………… minutes] for group work

3.[………………. minutes] for individual work

6. Materials:

The board, pens, pen, copies of the poster, work sheet, CD

7. Procedures:

The procedure of running on the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.

2- A discussion will be held by the teacher and the students about the participle adjectives pictures gathers different ideas in the presented text.

T. writes words, structures and expression about the participles adjectives with (ed) and(ing) on the board sum up the discussion.

3- Groups will have same pictures of the participle adjectives and they are going to describe them orally.

4-After class discussion, students work in groups to discuss orally their picture which is related to the poster to enrich a large and deep their ideas [exchange ideas].

5- The teacher role′s is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the ……group time will run on group discussion

7- So, students individually start writing their own essays about the participle adjectives discussed as a story: selecting a title, connecting ideas using: words, structures to tell the story in a limited time [40 minutes].

8- Later, production will be collected, to be answered according to the criterion attached to the sheet.

Teacher may give the learner situation about some picture and they are going to write a story:

E.X::When this woman first came to Canada, she didn't have much money. She had to move into this really depressing apartment building in a bad neighborhood. How did she feel about her apartment? Give me a few words to describe her apartment building

OR in this activity teacher asks students to Watch the segment and pay attention to the people and the palace. Then choose the correct form of the adjectives. learners may take notes after they saw the segments films of Marie Antonito and write a short story about her using the participle adjectives with ed or ing.

B. Watch the segment paying close attention to the palace and the people in the scene. Then circle the correct adjective form, according to the information presented in the film.

http://www.youtube.com/watch?v=Zr4LAMaLH1o&feature=youtu.beParticiples
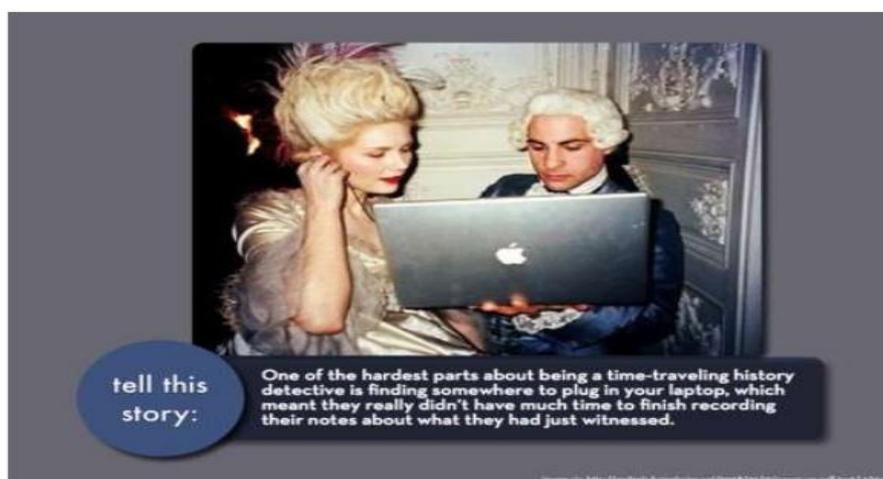
choose the correct form of the adjectives.

1.Marie Antoinette is a charming/charmed (charm) princess1
2.Her fiancé was embarrassing/embarrassed by the awkward introduction to his future wife
3.They rode on carriages through the fascinating/fascinated gardens of the palace.
Marie Antoinette was amazing/amazed with the reception provided by the French.
5. The little girls handed her some flowers in a moving/moved attitude.
6.The guests were interesting/interested in observing every move she made.
7.The palace's overwhelming/overwhelmed beauty is magnificent
8.The chandelier is stunning/stunned.
The garden is a relaxing/relaxed view from the palace9.
10.She is totally touching/touched by the wealth of the palace
11.Her wedding is full of monitoring/monitored guests observing every single detail of the ceremony.
12.The straining/strained groom was sweating during the wedding.
Answers: charming /embarrassed/ Fascinating / amazed /moving/ interested / overwhelming /stunning/ relaxing / touched / monitoring.

OR:Elicitation of Participial Adjectives and write a story

2 Complete a network. Add words from this unit.
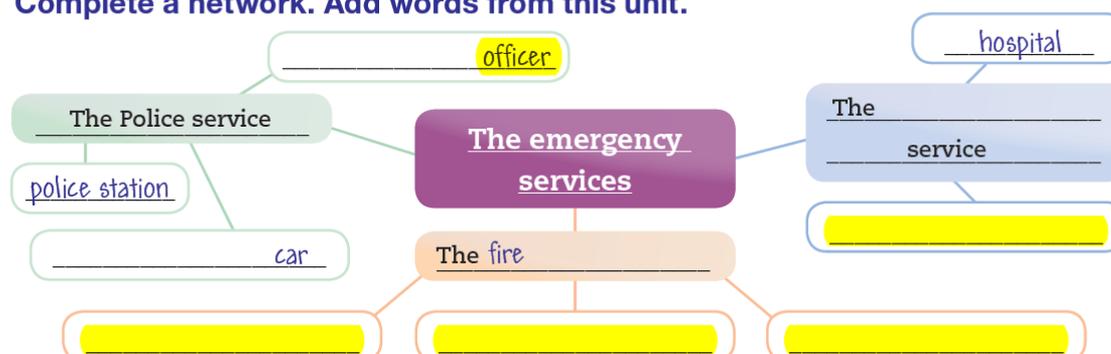
Now try collecting words in other networks, for example:

school > subjects > *maths / …* > equipment > *ruler / …* > sports > *basketball / …*

2.Activity Description

A word is a letter or collection of letters, surrounded by space, which in the target language is comprehensible and contributes to the development of the task. This definition, holds even when words are grammatically incorrect. Names of people do not count, place names and brand names from the target culture count as words; all other places (K-Mart) and brand names (Coke, Pepsi) are disregarded, Contractions are one word. salutations and closings in notes written in the target language are counted. (There is no penalty if students do not use salutations or closings). Commonly used abbreviations in target language are counted.

Word Count: Comprehensible and In target language
Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In good descriptive writing, strong word choice paints pictures in the reader's mind. In informational writing, strong word choice clarifies, explains, and expands ideas. In persuasive writing, strong word choice compels the reader to see things clearly and, sometimes to agree with the reader. Effective word choice is characterized not so much by exceptional vocabulary as by the ability to use everyday language naturally and in a fresh or unexpected way.

3.Objective:

By the end of the activity students are expected to achieve the following objective:

To construct networks with reference to a "focus question" that clearly specifies the issue about a core word.

4.Techniques:

Class work ⟶ group work ⟶ Individual work

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5.Time:

1.[……………….. minutes] for classwork

.2.[…………………. minutes] for group work

3.[………………………….. minutes] for individual work

6. Materials:

Board, copies discussion questions about the any core word {school} an example, stop watch.

7. Procedures:
The procedure of running the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.

2- A discussion will be held by the teacher and the students about the discussion questions provided gathers different ideas in the presented text.

-Teacher writes words and expression that related to the common core school on the board sum up the discussion.

3- Groups will have same questions and they are going to discuss them orally.

4-After class discussion, students work in groups to discuss orally their questions about a common core which is related to the network to enrich a large and deep their ideas [exchange ideas].

5- The teacher role′s is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the last group time will run-on on group discussion.

7- So, students individually start writing their own words about the topics discussed as a short paragraph about the core words {school }: *selecting a title*, connecting ideas using: words, structures to read the paragraph in a limited time[40 minutes]

8- Later, production will be collected, to be answered according to the criterion attached to the sheet.

Note: learners will practice answering these questions that are provided to collect words for develop a network for {school } common core words then individually he begin writing an essay about his/ her school as a story.

Discussion questions provided about the word core{ school }

Teacher will divide the questions for different types: school rules, uniform, subjects, …..

School Rules

- **Are you allowed to eat in the classrooms?**
- **Are you allowed to smoke in the classrooms?**
- **Do most of your teachers take attendance?**
- **Do some of your teachers let class out early?**
- **What do you think when the teacher lets the class out early?**
 Do you carry a dictionary to your English classes
- **Did you belong to any clubs in high school?**
- **Have you ever been late for class?**

Type of school

- **Did you go to a public high school or a private one?**
 What are the advantages of each type of school?
 Which type of school did you want to go to?

School Uniform

 Did you have to wear a uniform in high school?
 Did your high school have a band?
- **If so, did you play in it?**
- **What instrument would you like to play in a high school band? Why?**

School Subjects

 What's your favorite subject?
 How about your other classes?
 Do you enjoy studying English?
 Do you play on any of the school's sports teams?
 Do you still keep in touch with your best friend in elementary school?
 Have you ever failed a class? (Maybe this is not polite to ask.)
 How do you get to school?
 How long does it take you to get to school?
 How many times have you been absent from school this year?
 How much homework do you do every day?
 What classes do you not like? Why don't you like them?
 What do you like best about your school?
 Did you study art in high school?
 What do you like the least about your school?
 What do you think about your English class? Your gym class?
 What time does your first class begin on Tuesday?
 What was the name of your junior high school?
 What were some of the rules you had to follow at your school?
 Which rules did you think were unfair?
 Did you ever get caught breaking any school rules?
 Which subjects are you good at? (What are your strong subjects?)
 Which subjects are you poor at? (Which subjects are difficult for you?)
 Who is your favorite teacher?
 What are the major characteristics you think a teacher should have

Activity Three: Complete the dialogues with pairs of opposites. Make any changes needed.

Word	Opposite	Word	Opposite
Alive	Dead	Wide	Narrow
Empty	Full	Raise	Low
Arrive	Leave	Teach	Learn

1 *A* This road is too _____ for our fire engine.

B We'll have to go back and find one that's _____ enough.

2 *A* What time does our plane _____ London?

B At 9:00 am and it _____ in Paris 45 minutes later.

.3 *A* I need some oil, but this bottle is _____

B Right, well, there's a _____ one in the cupboard, so use that.

4 *A* I think this plant is _____. We'd better throw it away.

B But look, it's beginning to produce some flowers. It's _____ !

5 *A* People weren't buying our cakes, so we _____ the price.

B Yes, but our biscuits were too cheap, so we _____ their price.

6 *A* I've just _____ how to make a chocolate cake.

B Great! I'd like to be able to do that, too, so can you _____ me, please?

2.Activity Description

Very good; wide range Uses appropriate and new words and expressions Interesting response 4 Good, appropriate vocabulary Generally good response 3 Vocabulary is just adequate to respond No attempt to vary expressions Basic 2 Inadequate vocabulary or incorrect use of lexical items Communication difficult 1 Incomplete sentences or fragments Vocabulary repeated Inappropriate vocabulary 0 No attempt Totally irrelevant answer

Objective:

By the end of the activity students are expected to achieve the following aim:

To write the correct opposite words for constructing meaningful sentences in conversation

4.Techniques

Class work ➝ pair work ➝ Individual work

5.Time

1.[...................... minutes] for classwork

2.[........................ minutes] for group work.

3.[…………………. minutes] for individual work

6. Materials:

Board, copies for opposite pictures, worksheet, sheet papers.

:7-Procedures

The procedure of the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into

Pairs.

2- A discussion will be held by the teacher and the students about the opposite poster gathers different ideas in the presented text. T. writes the opposite words on the board sum up the discussion

3- Pairs will have same opposite pictures words and they are going to describe them orally.

4-After class discussion, students work in pairs to discuss orally their picture which is related to the poster and to the text (activity.3) to enrich a large and deep their ideas [exchange ideas

5- The teacher role   is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the ……group time will run on group discussion

7- So, students individually start writing their own compositions about the topics discussed as a conversation: selecting a title, connecting ideas using: words, structures to tell the conversation in a limited time [40 minutes]

8- Later, production will be collected, to be answered according to the criterion attached to the sheet.

Note:

Teacher brings different pictures and scrambled letters ask them to unscramble them to make a correct words and label the pictures with suitable opposites form the scrambled word table below: then asks them to choose pair opposite and write a dialogue or conversation using any two opposite words in specific time.

Llfu / pymet /   ddea ivel/   eavle rrivea /   ewid, ownrra/ aisre owerl

The Inspired pictures:
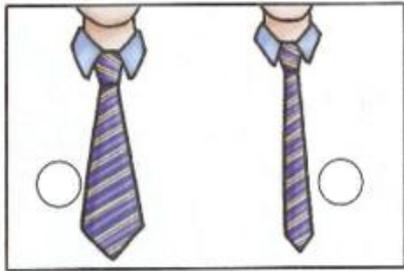
Work in pairs. Do the tasks to develop a story.

1 Number the pictures in order 1–6.

2 Make simple statements 1–6 from the picture captions. Use the past simple.

3 Add a–f to the correct statements 1–6. Use the past simple.

a) When the Bell family (be) on holiday in Jericho, …

b) When they (be) at the top an hour after that, …

c) But then the rock under him suddenly (collapse) and …

d) When Tim's dad (find) and (rescue) him, …

e) Help (arrive) 30 minutes later and …

f) When Tom (be) ready to leave hospital next day, …

4 Write the heading and then the story. Write a paragraph that starts like this.

An emergency in Jericho
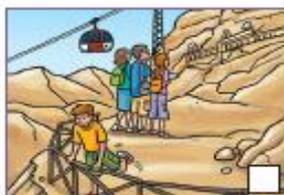
Tom quietly (climb) over the safety fence

the doctor (say), 'I don't think you're going to do any more climbing for a few weeks.'

he (fall) to a ledge below and (hurt) himself quite badly

the cable car workers (give) him first aid and (call) the ambulance

they (take) an exciting cable-car ride up to Deir Quruntel

the paramedics (put) him in an ambulance and (take) him to the hospital

2 Work in pairs. Do the tasks.

1 Think of an accident that happened to you, a friend, or someone in your family.

Choose a simple story that you can tell in about six sentences.

2 Make notes of key vocabulary.

3 Tell your story to your partner. Try to use time expressions like … 30 minutes later,

… Also try to include this structure: When + past simple, + past simple.

4 When you listen to your partner's story, ask questions if something is not clear.

3 Write your story in about six sentences.

English for Palestine, Pupil′s Book (10 A), New Edition

1.Activity One*:* Rewrite the story
Paraphrasing the story

2. Activity Description:

Coherent and cohesion, number of content words, mechanics of writing and sentence stricter.

The previous descriptions for this criterion were mentioned.

3-Objective:

By the end of the activity students are expected to achieve the following objective:
1-To write a coherent story by the students' own language using cohesive words and the mechanics of writing correctly and fluently.

4- Technique:

Class work ⟶ Group work ⟶ Individual work

5-Time

1.[……………… minutes] for classwork

2.[……………… minutes] for group work

3.[……………. minutes] for individual work

6-Materials:

Board, poster for the story worksheet, handmade cards for vocabulary needed, pens and pencils stop watch or a timer.

7-Procedures:

The procedure of the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.

2- A discussion will be held by the teacher and the students about the poster gathers different ideas in the presented text.

T. writes words, structures and expression about the provided story on the board sum up the discussion

3- Groups will have same pictures and they are going to describe them orally.

4-After class discussion, students work in groups to discuss orally their picture which is related to the poster to enrich a large and deep their ideas [exchange ideas].

5- The teacher role′s is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the ……group time will run on group discussion

7- So, students individually start writing their own essays about the topics discussed as a story: selecting a title, connecting ideas using: words, structures to tell the story in a limited time

8- Later, production will be collected, to be answered according to the criterion attached to the sheet. [40 minutes]

Activity two: Write a Story in about six sentences
Coherent, coherence and Mechanics of writing

Activity Description:

Coherent, cohesion, vocabulary, convention….describing all the writing rubrics.

:3.Objective

By the end of the activity students are expected to achieve the following aim:

1- To write a story by the students' own language using cohesive words correctly

4- Technique:

Class work ⟶ Group work ⟶ Individual work

5-Time

1.[10 minutes] for classwork

.2.[10 minutes] for group work

.3.[40 minutes] for individual work

6-Materials:

Board, poster { inspired pictures}   worksheet, words with cards, pens and pencils

.stop watch or a timer

Target Vocabulary with cards.

stove, on (to be on/off), catch fire, notice, smoke alarm, go off (alarm),

shocked, scared, grab, rush, dial, 111, operator, emergency, on fire, worried,

fire service, neighbor, put out (a fire)

7-Procedures:
The procedure of the activity:
1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.
2- A discussion will be held by the teacher and the students about the poster for Fire emergency gathers different ideas in the presented text.
T. writes words, structures and expression on the board sum up the discussion
3- Groups will have same pictures and they are going to describe them orally.
4-After class discussion, students work in groups to discuss orally their picture which is related to the poster to enrich a large and deep their ideas [exchange ideas].
5- The teacher role is to make the round between groups to encourage internal and external motivation, and helping students to use English.
6- With the ……group time will run on group discussion

7- So, students individually start writing their own essays about the topics discussed as a story: selecting a title, connecting ideas using: words, structures to tell the story in a limited time
[40 minutes]

8- Later, production will be collected, to be answered according to the criterion attached to the sheet.

In this activity, Teacher will bring a poster about fire emergency events and asks students to write a coherent and organized story promote from this poster using time expression like 30minutes later and when + past simple.

Writing:

Directions: Using some of the vocabulary, write about a personal emergency. It can be real or imaginary.

What happened?
When did it happen?
Where did it happen?
Who was involved?

Describes 4 steps to take.)
1. First, remain calm.
2. Call 9-1-1 or the police.
3. Tell the person on the phone (a) the victim's age, (b) what happened and (c) describe injuries if possible.
(Student must tell examiner at least 2 of above items)
4. Follow the instructions that the person gives you exactly, and return to wait with the victim until help arrives.

This part for the teacher

Question stories Teacher ask a series of questions relating to the sequence. Groups answers can guide them to retell and write the story of sequence but in limited period of time. They can practice ask and answer

-Groups make Jumbled pictures (speaking)

Cut the pictures up from the copy that they have and jumble them up. Groups look at them one by one, and discuss what is happening in each picture. When you have discussed each

picture put them in order and tell the story. This allows for good recycling of

vocabulary. In 5-7 minuts

3. Using stopwatch, give students 4-5 minutes to study their group's photo. Ask

them to focus on the pictures and think about the subject's emotions,

4. Tell them they will now write a story, using the person pictured in the photo

as inspiration. Allow them to be creative and write about whatever comes to mind

after studying the photo.

Tell them not to worry about spelling and grammar at this point; they should be continuously writing, not editing. Give them at least 10 minutes to free-write silently, but provide them

with as much time as your schedule allows.

When time is up, ask a few students to share what they have written. Teacher Emphasize that We are looking for creativity, not perfection.

The task:{ another suggested activities

1.Imagine the mother is telling her partner/husband what happened.

2.Imagine the conversation between the mother and the children before the fire

starts. Write short dialogues

Questions for "*Question stories*" (see page 2)

Pic 1: Who is in the picture?

Where are they?

What is the mother doing?

What is she listening to?

What are the children doing?

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2: What is the toddler doing? Why?
What is the mother doing? Why?
Is the stove still on?
Is the radio still on?
Pic 3: What is the mother doing?
Where is she?
What's happening at the stove?
Does the mother notice? Why/why not?
Pic 4: What can they hear?
Can they see the fire?
How do they feel?
Pic 5: What does the mother grab?
What does she say?
Where are they going? What is the mother doing?/ What is the mother doing?
Who is she speaking to?
Who is she speaking to?

Pic 6: What is the mother doing?
Where are they going?
Pic 7: Where are they?
What does the operator ask her?
How do the children feel?
Pic 8: Who is in the picture?
What does the woman ask Sara?
What is arriving?
What is going to happen next?

Descriptions for "*Jumbled sentences*" (see page 2)
Photocopy and cut up.
1.While Sara is cooking dinner, her youngest son hits his head on the dining table and starts crying.
2.Sara picks up her son and comforts him.
While she is talking to her children at the table, the pan catches fire.
3.Sara hears the smoke alarm. She turns around and notices the fire in the kitchen.

4.She grabs the phone and tells the children to get out of the house quickly.

5.They all rush out of the house and she closes the door.

6.When they are outside, Sara dials 111 on the phone. She asks for the fire service.

7.The fire service arrives. Sara's neighbor checks they are all ok and everyone is out of the house.

8- Later, production will be collected,to be answered according to the criterion attached to the sheet.

1 Find the words to complete the network.

chavalane   cnurihera   dolfo   dumsidel   morst   quartaheek   rondato   srmot egsru   welrifid
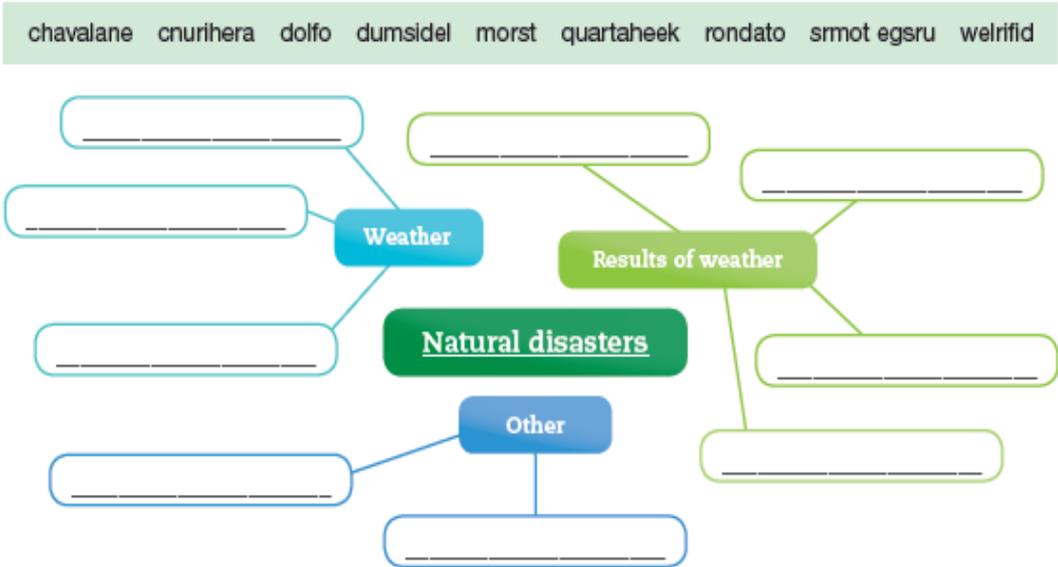
Now complete the sentences with words from the network.

1 The hot, dry winds soon started causing _____ in various parts of the forest.

2 After the snow, there was an _____ that came crashing down the mountain.

3 Wind speeds rose above 118 kph and the _____ became a _____.

2 Work in pairs. Work out the patterns to complete the table.

helpful _____	_____ _____	careful _____
help	hope	_____
_____ helplessly	_____ _____	_____ _____

3 Now complete the following. Use words from the table.
1 A This vase will break very easily, so please be _____ with it.
B I promise I'll look after it very, very _____ !
2 A Can I _____ you? You seem to be lost.
B Oh, thank you! That's very _____ of you. Could you tell me the way to the bus station, please?
3 A Things aren't going well, but I'm still _____ our team can win.

Activity One: <u>Write an essay</u> about one aspect of the natural disasters Organization in writing

2.Activity Description: Organization in writing:

Organization is the progression, relatedness, and completeness of ideas. The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete.

Logical order or sequence is maintained, paragraphs deal with one subject, logical transitions are made within sentences and between paragraphs and Introduction and conclusion are evident.

3.Objective:

By the end of the activity students are expected to achieve the following objective:

1- To write a coherent organized essay about one aspect of natural disaster after identifying them

4- Technique:

Class work ⟶ Group work ⟶ Individual work

5-Time

1.[…………….. minutes] for classwork

2.[…………………. minutes] for group work.

3.[……………… minutes] for individual work.

6-Materials:

Board, pictures for promoting the different aspect of Natural Disaster, worksheet, handmade, pens and pencils stop watch or a timer.

7-Procedures:

The procedure of the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.

2- A discussion will be held by the teacher and the students about the poster for Natural disasters gathers different ideas in the presented text.

T. writes words, structures and expression on the board about the aspects natural disaster sum up the discussion.

3- Groups will have same pictures and they are going to describe them orally.

4-After class discussion, students work in groups to discuss orally their natural disasters picture which is related to the poster to enrich a large and deep their ideas [exchange ideas].

5- The teacher role′s is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the ……group time will run on group discussion

7- So, students individually start writing their own essays about the topics discussed as a story: selecting a title, connecting ideas using: words, structures to tell the story in a limited time

[40 minutes]

8- Later, production will be collected, to be answered according to the criterion attached to the sheet.

<u>Teacher gives the topic sentence for the learners:</u>

Natural disasters usually cause great harm to people and damage the land……….

<u>Note</u>:

Teacher will ask learners to describe each picture and match between the pictures and the definition[Definition match worksheet].Then to choose one aspect of these natural disaster and to write an essay about it.

<u>Give the learners main ideas for writing</u>

Brainstorm: write "Natural Disasters" on the board. List on cards

How to prevent them:

What to do if you are outside and a flood comes

How do natural disaster affect people

Should we send aid to disaster victims in other countries?

What is our country′s responsibility?

What is the individual's responsibility?

How is money raised?

Have you or someone you know ever experienced a natural disaster?

Which natural disasters sometimes happen where you live? Tell us about it.

How do people prepare for them?

The inspired Pictures for Natural Disasters
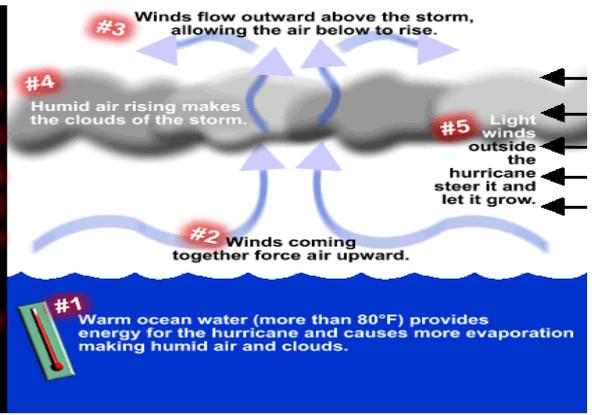
1)…………………………. **is the perceptible shaking of the surface of the Earth, which can be violent enough to destroy major buildings and kill thousands of people. The severity of the shaking can range from barely felt to violent enough to toss people around. Earthquakes have destroyed whole cities. They result from the sudden release of energy in the Earth's crust that creates seismic waves. The seismicity, seismism or seismic activity of an area refers to the frequency, type and size of earthquakes experienced over a period of time.**

2)…………..**is a powerful storm system with a large low pressure center that produces intense winds and heavy rainfall. They are form over a large mass of warm ocean water during the warmer months. Air from surrounding areas with higher air pressure pushes in to the low pressure area. Then that "new" air becomes warm and moist and rises, too. As the warm air continues to rise, the surrounding air swirls in to take its place. As the warmed, moist air rises and cools off, the water in the air forms clouds. The whole system of clouds and wind spins and grows, fed by the ocean's heat and water evaporating from the surface. Hurricanes can cause billions of dollars' worth of property damage ever year to man-made fixtures as well as to natural surroundings such as trees and shrubbery. These storms can also change an area's landscape; resulting in hills, roads and trails to wash away.**

3)…………….. **is the term applied to any unwanted, unplanned, damaging fire burning in forest, shrub or grass and is one of the most powerful natural forces known to people. While sometimes caused by lightning, nine out of ten wildfires are human-caused Past fire suppression policies which allowed for the accumulation of fuel in the form of fallen leaves, branches, and excessive plant overgrowth. Many factors are involved and include: in forest and wild land areas.**

Increasingly dry, hot weather. Changing weather patterns across the US. Increased residential development in the wild land/urban interface

4)……………………. is **the state of the atmosphere, to the degree that it is hot or cold, wet or dry, calm or stormy, clear or cloudy. Most weather phenomena occur in the troposphere, just below the stratosphere. Weather generally refers to day-to-day temperature and precipitation activity. It is driven by air pressure (temperature and moisture) differences between one place and another. These pressure and temperature differences can occur due to the sun angle at any particular spot, which varies by latitude from the tropics. The strong temperature contrast between polar and tropical air gives rise to the jet stream.**

5)…………..**is a land covered by water that is not usually covered by water. This means that any time river, lake, or other body of water overflows its banks, it's technically flooding. However, most people think of the more catastrophic types of floods, as those are the type that cause widespread damage and loss of life. Unless a**

flood causes some kind of financial damage or loss of life to humans or livestock, it's not considered a significant flood.

6)………….. is a rapid flow of snow down a sloping surface. they are typically triggered in a starting zone from a mechanical failure in the snowpack when the forces on the snow exceed its strength but sometimes only with gradually widening (loose snow avalanche). After initiation, avalanches usually accelerate rapidly and grow in mass and volume as they entrain more snow. If the it moves fast enough some of the snow may mix with the air forming a powder snow avalanche, which is a type of gravity current. Slides of rocks or debris, behaving in a similar way to snow, are also referred to as avalanches. The remainder of this article refers to snow avalanches.

7)…………………….are destructive columns of air that rotate and have contact between earth's surface and a cumulonimbus cloud. In unusual cases, tornadoes can make contact with earth's surface and cumulus clouds. Twisters, or cyclones are other names for what is formally known as a tornado. Tornadoes tend to come in many different shapes and sizes, but most of the time they look like a condensation funnel, with a narrow end that touches earth's surface and gets wider as it goes higher up. Containing mostly debris and dust, most tornadoes usually have a wind speed of 110 miles per hour or less and are about 250 feet in width, traveling usually a few miles before they deplete. The worst tornadoes can exceed wind speeds of 300 miles per hour and move for more than 100 kilometers before dissipating.

8)…………… are a natural disaster, something which is unfortunately unavoidable. Landslides can vary in size but usually they always involve a large ground movement. This can be things such as debris and rock failing. A landslide can occur on shore or off shore and usually at coastal lines but it is the gravity that forces the debris and rocks to fall and for a total landslide to occur.
If an area has some pre conditional factors, it could help to build up a lot of problems, sub surface problems and conditions from arising. The conditions could make the slope to continuously product landslides. It occurs when a large amount of water causes the rapid erosion of soil on a steep slope. Rapid snowmelt at the top of a mountain or a period of intense rainfall can trigger a mudslide, as the great volume of water mixes with soil and causes it to liquefy and move downhill. It can vary from very watery mud to thick mud with tons of debris, including large boulders, trees, and even cars or houses. Mudslides are responsible for many deaths and millions of dollars in property damage every year.

9)………………….. are an additional rise in sea level above the expected astronomical tide as a result of strong onshore winds and/or low atmospheric pressure systems. The severity of a storm surge depends on whether it coincides with a low or high tide. If a storm surge arrives during a high tide, coastal and low-lying areas may become vulnerable to inundation and exposed to strong wave action, creating dangerous conditions in our waterways as well as on our beaches.

Activity Two: Write A Story
Using the suffixes {ful} an {less} to indicate adjectives
Using the suffixes {fully} an {lessly} to indicate adverbs

2. Work in pairs. Work out the patterns to complete the table.

help	helpful	hope	hopeful	Care	Careful
	helpfully		hopefully		Carefully
	helplessly		hopeless		Careless
	Helpless		hopelessly		Carelessly

3 Now complete the following. Use words from the table.

1 A This vase will break very easily, so please be _____ with it.

B I promise I'll look after it very, very _____ !

2 A Can I _____ you? You seem to be lost.

B Oh, thank you! That's very _____ of you. Could you tell me the way to the bus

station, please?

3 A Things aren't going well, but I'm still _____ our team can win.

B No, they're losing 5–1. The situation is completely _____ !

Now work in pairs. Check your work and then practice

2.Activity Description:

Structure features descriptions.

3.Objective:

By the end of the activity students are expected to achieve the following objective
To write the correct form of adjectives and adverbs using full /fully and less / lessly suffixes.

-**The suffix -ful means "characterised by or given, able or tending to be something".**

- The suffix -less literal meaning is "without" or "lacking". Some meanings are more abstract. For example the suffix -less can mean "unable to act or be acted on in a specified way".

Fully: wholly /completely <u>**Leesley:**</u> **without / without doing or being affected by** *tirelessly.*

4.Techniques:

Class work ⟶ pair work ⟶ Individual work

5.Time

1.[………… minutes] for classwork

.2.[………………minutes] for group work

3.[…………………………….. minutes] for individual work

6. Materials:

Board, copies of pictures describing people, sheet papers

7-Procedures:

The procedure of the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.

2- A discussion will be held by the teacher and the students about the poster gathers different ideas in the presented text.

T. writes words, structures and expression on the board sum up the discussion

3- Groups will have same pictures and they are going to describe them orally.

4-After class discussion, students work in groups to discuss orally their picture which is related to the poster to enrich a large and deep their ideas [exchange ideas].

5- The teacher role is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the ……group time will run on group discussion

7- So, students individually start writing their own essays about the topics discussed as a story: selecting a title, connecting ideas using: words, structures to tell the story in a limited time

[40 minutes]

8- Later, production will be collected,to be answered according to the criterion attached to the sheet.

Note:

 teacher show the different pictures with different descriptions- say the difference between each two pictures, learners are going to describe in groups then they will start to write individually a story about pictures which indicate helpful, hopeful and careful persons. or the negative meanings.

Look at these pictures and write the difference between each pairs

Hope
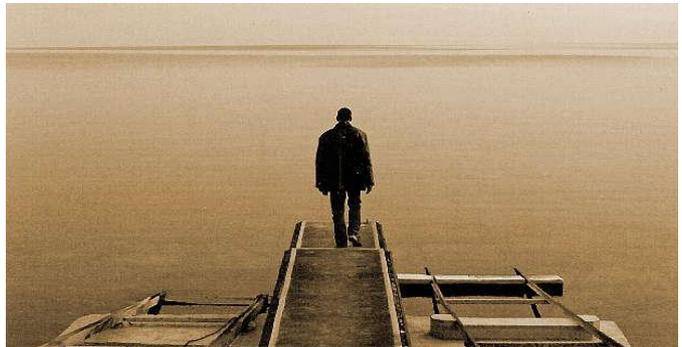
Activity One 1.Describe the climate of Palestine.

1 Work in groups. Look at the map and make statements like these.
Student A (Jenin) is a bit (drier) than (Nablus). It gets (550 millimetres) per year.
Student B Yes, (Nablus) is (wetter) than most other places. Rainfall there is …
Student C But it isn't as (wet) as (Jerusalem). (Jerusalem) is the (wettest) place in Palestine. It has
b. Complete the paragraph. Add the correct connectors. Add figures from the map.

Palestine lies to the east of the Mediterranean.

(1) _____ (However, / As a result,) it gets long, hot

summers (2) _____ (and / or) short, cool, rainy

winters. (3) _____ (However, / Moreover,) the
climate changes quite a lot between different regions.
(4) _____ (In other words, / For example,)
Jerusalem is usually colder than Gaza in the winter.
(5) _____ (Moreover, / In other words,)
rainfall

is different in different areas, too. In Gaza, Jabalya in the
north is wetter than Rafah in the south: at about

(6) _____ per year, rainfall there is quite a lot
lower. Again, the West Bank is wetter around Nablus in the
north than Jericho in the east. Rainfall in Nablus is about

(7) _____ per year (8) _____ (but / or) in
Jericho, it is just (9) _____. (10) _____
(For example, / In other words,) Nablus gets six times as
much rain per year as Jericho does.

2 Work in pairs. Prepare and present a weather forecast.

> **Unit task: Forecasting the weather.**

1 Remember and discuss details of the weather forecast for Palestine for tomorrow.
2 Make notes of details and useful words and expressions.
3 Prepare a large and clear weather map for tomorrow.
4 Help each other develop the forecast with weather conditions and temperatures.
5 Divide the forecast between you. For example, Student A can talk
about weather conditions and Student B can talk about temperatures.
6 Practice and present your weather forecast to the class. Use your weather map.
3 Write about the weather.
Reply to this line in your English pen friend's email:
It's so cold and wet here! Lucky you, with your hot, sunny weather all the time!
Start like this.
It isn't always hot and sunny here. For example, tomorrow's forecast says that

1.Activity One: Write a Report about the Cimite in Palestine Rain fall average

2.Activity description

-Quality of ideas and organization

Simple ideas are related to the personal, immediate world of the writer (concrete, predictable, familiar, personal and/or close to writer's experience). Complex ideas may involve generalization, abstraction and reflection on the wider world and groups of people.

Selection of ideas

The deliberate choice of relevant ideas or subject matter to engage and influence the reader.

Elaboration of ideas

Elaboration should be relevant and may be given by providing background information or factual detail, describing, explaining, providing evidence, analyzing, or evaluating.

3.objective:

By the end of the activity students are expected to achieve the following objective:

To write a report about the climate in Palestine temperature and rainfall average.

4.Techniques:

Class work ⟶ pair work ⟶ Individual work

5.Time:

1.[…………. minutes] for classwork

2.[……………… minutes] for group work.

3.[……………… minutes] for individual work

6. Materials:

Board, copies for climate map, worksheet, pen, pencil, card papers

7-Procedures:

The procedure of the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.

2- A discussion will be held by the teacher and the students about the climate map gathers different ideas in the presented text.

T. writes words, structures and expression on the board sum up the discussion

3- Groups will have same pictures and they are going to describe them orally.

4-After class discussion, students work in groups to discuss orally their maps which is related to the poster to enrich a large and deep their ideas [exchange ideas].

5- The teacher role is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the ……group time will run on group discussion

7- So, students individually start writing their own essays about the topics discussed as a story: selecting a title, connecting ideas using: words, structures to tell the story in a limited time

[40 minutes]

8- Later, production will be collected,to be answered according to the criterion attached to the sheet.

Note: teacher provides the steps of writing the reports ;

Steps in writing a report
1. Define the purpose of your report
2. Define the readers of your report
3. Define your sources of data
4. Gather and analyse your data
5. Decide on your recommendations
6. Decide on the key points to include in the report
7. Decide on the best order for your points
8. Decide on the best structure for the report
9. Select data to support your key points
10. Write a draft
11. Prepare tables and graphics
12. Edit and proof-read the report
13. Write an executive summary
14. Format the report professionally
15. Make a title page and table of contents

Note: teacher may add another climate map as a copy for the learner.

Average monthly rainfall and temperature
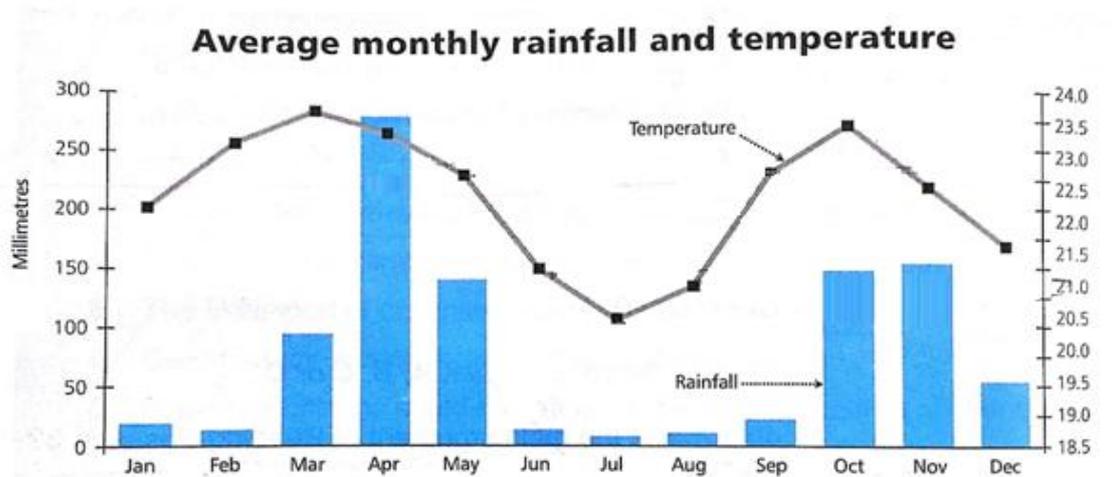
2.Activity two: Write an emails of forecasting weather

2.Activity description:
Describing all the previous writing rubrics

3.objective:
By the end of the activity students are expected to achieve the following aim:
To write a an email about of a weather forecast in Palestine.

4.Techniques

Class work ⟶ pair work ⟶ Individual work

5.Time
1.[…………. minutes] for classwork
.2.[……………. minutes] for group work
3.[……………. minutes] for individual work

6. Materials:
Board, copies weather forecast, worksheet, pen, pencil, card papers for the needed papers.

7-Procedures

The procedure of the activity:

1-Teacher initiates the activity by clarifying the aim of the activity, dividing the students into groups, assigning leaders for each group.

2- A discussion will be held by the teacher and the students about the weather forecast gathers different ideas in the presented text.

T. writes words, structures and expression on the board sum up the discussion

3- Groups will have same weather forecast and they are going to describe them orally.

4-After class discussion, students work in groups to discuss orally their weather forecast which is related to the forecast that they prepared to enrich a large and deep their ideas

[exchange ideas].

5- The teacher role is to make the round between groups to encourage internal and external motivation, and helping students to use English.

6- With the ……group time will run on group discussion

7- So, students individually start writing their own paragraphs about the forecast discussed as an emails: selecting a title, connecting ideas using: words, structures to tell the story in a limited time

8- Later, production will be collected, to be answered according to the criterion attached to the sheet. [40 minutes]

Note:

Teacher ask learner to prepare a forecast weather for 5-7 days to use the information in writing an emails to their friends in outside.

Teacher will give them the steps of writing emails:

 Use an informative subject line,
which says what the email is
about.

• Write the most important
information first.

• Use numbers and bullet points to
make the message clearer.

• Use simple grammar. Avoid things
like the passive. (As emails are a
fast means of communication, they
tend to be less wordy and complex
than formal letters.)

• Write short sentences.

• Use paragraphs to keep the email
clear and easy to und

Appendix { 5 }
List of Arbitration Committee

N.O	Arbitrator Name	The Work Place	Arbitrator Qualification	Arbitration Test	Arbitration Questionnaire	Evaluation of educational activities
1.	Dr. Mohsen Adds	AL- Quds University	Assistant Prof. of English	√	√	
2.	Dr. Aziz Khalil	Palestine AL- Ahliya University College	Assistant Prof. of English	√	√	√
3.	Dr. Mahmoud Itmazi	Palestine AL- Ahliya University College	Assistant Prof. of English	√	√	√
4.	Dr. Inas Nasser	AL- Quds University	Assistant Prof. of Teaching Methods		√	
5.	Dr. Ghassan Surhan	AL- Quds University	Assistant Prof. of English		√	
6.	Dr. Diyfe Allah Othman	AL- Quds Open University	Assistant Prof. of English	√	√	
7.	Dr. Omar Abu-AL Humus	AL- Quds University	Assistant Prof. of English		√	
8.	Dr. Alia Alassali	Al-Najah National University	Assistant Prof. of English	√	√	√
9.	Mr. Sami Al-hih	Palestine AL- Ahliya University College	Teacher	√	√	
10	Mr. Naiem Salah	Palestine AL- Ahliya University College	Teacher	√	√	
11	Mrs. Rolla Khalil	Ministry of Education	Supervisor	√		√
13	Mrs. Ilham EL- Hammed	Ministry of Education	Supervisor	√	√	√
14	Ammar AL- Whadi	UNARWA	Supervisor	√	√	

15	Mrs. A Beer Garage	Palestine AL-Ahliya University College	Teacher		√	
16	Eman Sobeh	AL-Awada Elementary Girls School	Teacher		√	√
17	Mohammad AL-Moghrabi	Bethlehem Secondary Boys School	Teacher		√	√
18	Eyed Aysh	Bethlehem Secondary Boys School	Teacher		√	√
19	Mr. Ashraf Awed	Palestine AL-Ahliya University College	Teacher	√	√	
20.	Raid Awad	Palestine AL-Ahliya University College	Teacher	√	√	
21	Khloud Ayaad	Ministry of Education	Teacher		√	

Appendix { 6 }
Motivation Questionnaire

The Effect of Using Expressional Fluency Activities on Students′ Achievement and Motivation in the Writing Skill of the 10th Graders in the Governmental Schools in Bethlehem District

Dear Dr./Mr./Mrs.:………………………………….

The researcher is conducting a quasi-experimental study entitled.The effect of Using Expressional Fluency on the Students' Achievement and Motivation in Writing Skill .for the 10th Graders in Governmental Schools in Bethlehem District

This thesis is conducting for achieving Masters' Degree in English Teaching Methods. The study will be applied in the first semester of the academic year 2015 / 2016.

The researcher referred to and reviewed many resources such as the motivation questionnaire developed by Ashley Payne (2012) and Academic Self-Regulation Questionnaire (SRQ-A), developed by Deci, Hodges, Pierson, &Tomassone, 1992) which is suitable for the current study purpose. Adapted questionnaire. Then it was translated into Arabic to be understood by the 10th graders

I would appreciate it if you would kindly examine this questionnaire and give your opinion.

Thank you very much for your cooperation in this important endeavor.

Personal information

1.Gender:	☐ Male	☐ Female
2. Section:	☐ A ☐B ☐C ☐D	

Nadia Mohammad AL-Deik

The questionnaire is designed to measure the learners' motivation toward writing skill

Part two

This part consists of the study items which consists of two domains: Internal and External Motivation. Each one of domain comprises (17) statements.

This is Not a test. There are no right or wrong responses to the statements that follow each response. It's only right if it reflects your personal reaction and the strength of your reaction as accurately as possible.

-Please put[√]in the box that indicates the level of your agreement with every statements under each domain.

Now please read through the statements and respond:

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Dis agree
Domain One: Internal Motivation					
1.I like the English writing Activities.					
2. I like to write down my thoughts in English.					
3.I think I use correct grammar in my writing.					
4.Writing helps me to do well academically					
5.I write good as other students do.					
6.I expend a lot of efforts into my writing.					
7.Writing enables me to express my ideas clearly.					
8. I easily focus on what I am writing					
9.Writing well helps me to succeed.					
10. I enjoy creative writing assignments.					
11. I like classes that require a lot of writing.					
12. Becoming a better writer is important to me.					
13.It's important to me that I get □A″ on writing assignment.					
14.The writing skill motivates me to express my thoughts, ideas and feelings.					
15. I enjoy free writing.					
16.I encourage myself by telling myself that I write well.					

17.I give myself a reward when I have finish a writing task.				
Domain Two: External Motivation				
1.The teacher encourages me to write assignments even if they are difficult.				
2.Compared to my classmates, I finish more than the minimum number of the writing assignments.				
3.I like to participate in online written discussions with others.				
4.I like to get feedback from the teacher on my writing.				
5.I like my writing to be graded by the teacher.				
6.The teacher gives us writing assignments that challenge me.				
7. I revise my writings before submitting them.				
8.The teacher asks us to use to punctuate, and capitalize.				
9.I like to write even if my writing will not be graded by the teacher.				
10.I like others to read what I have written.				
11.I enjoy writing in groups.				
12.I would like to have more opportunities to share writing activities with others.				
13.Being a good paragraph writer is important for me to get good grades.				
14.I appreciate my teacher's several comments on my writing tasks.				
15.I complete difficult challenging writing assignments to find out if I have done them right.				
16.Peer correction written assignments with classmates motivates me to write well.				
17. Revising my written assignments helps me to express my thoughts clearly.				

عزيزي الطالب / الطالبة

تقوم الباحثة بدراسة تهدف الى الكشف عن أثر استخدام مهارة الطلاقة التعبيرية على تحصيل الطلبة ودافعيتهم في مهارة الكتابة باللغة الإنجليزية.و لأغراض البحث العلمي البحتة تضع الباحثة بين أيديكم استبانة أعدت خصيصاً لقياس مدى الدافعية لديكم نحو مهارة الكتابة باللغة الإنجليزية ،علماً بأن هذه المعلومات التي ستشتمل عليها الاستبانة ستكون في غاية السرية ولأغراض البحث العلمي فقط. لذا أرجو من حضرتكم الإجابة عن كل فقرة بصراحة ودقة وموضوعية في التعبير عن وجهة نظركم.

تقسم هذه الاستبانة الى قسمين:

1- القسم الأول يتضمن معلومات شخصية عن الطالب:
2- القسم الثاني يتكون من فقرات الاستبانة التي تحتوي على مجالين:
أ- المجال الأول: ويتناول فقرات الدافعية الداخلية
ب- والمجال الثاني يتناول فقرات الدافعية الخارجية.

وكل مجال يحتوي على مجموعة من الفقرات التي تهدف الى التعرف على مدى دافعية الطلبة الداخلية أو الخارجية نحو مهارة الكتابة باللغة الإنجليزية وكذلك على عدد من الاستجابات المحتملة لكل فقرة في المجالين.

القسم الأول: معلومات شخصية

الجنس:	☐ ذكر	☐ أنثى		
الشعبة:	☐ أ	☐ ب	☐ ج	☐ د

الاستبانة:

أعارض بشدة	أعارض	محايد	أوافق	أوافق بشدة	الفقرة	الرقم
					المجال الأول: الدافعية الداخلية	
					أرغب في ممارسة الأنشطة الكتابية الإنجليزية.	1
					أحب أن أكتب أفكاري.	2
					أستخدم القواعد اللغوية الصحيحة في كتاباتي.	3
					أن أكون كاتبا جيدا فذلك يساعدني في أدائي الأكاديمي.	4
					أكتب جيداً كما يكتب الطلبة الآخرون.	5
					أستنفذ كثيرا من الجهد في الكتابة.	6
					تساعدني الكتابة على التعبير عن افكاري بوضوح	7
					أعي ما أكتب.	8
					من المحتمل أن أكون أكثر قربا من النجاح إذا امتلكت الكتابة	9

					الجيدة	
					أستمتع بكتابات الواجبات الإبداعية.	**10**
					أرغب في الحصص الدراسية التي تتطلب الكثير من الكتابة.	**11**
					من المهم لي أن أصبح كاتبا أفضل.	**12**
					أسعى للحصول على الترتيب الأول في الواجبات الكتابية.	**13**
					مهارة الكتابة تحفزني علي التعبير عن افكاري ومشاعري	**14**
					أ ستمتع بالكتابة الحرة.	**15**
					أشجع نفسي بأقناعها بأنني استطيع الكتابة جيدا.	**16**
					أمنح نفسي مكافأة عند إنهاء واجب الكتابة.	**17**

اعارض بشدة	اعارض	محايد	أوافق	اوافق بشدة	المجال الثاني: الدافعية الخارجية (الفقرة)	الرقم
					يشجعني المعلم على الواجبات الكتابية حتى وإن كانت صعبة.	**1**
					أكتب أكثر من الحد الأدنى في الواجبات الكتابية مقارنة بزملائي.	**2**
					أرغب في المشاركة في النقاشات الإلكترونية.	**3**
					أرغب في الحصول على التغذية الراجعة عن كتاباتي من المعلم.	**4**
					أحب أن تمنح كتاباتي علامات من قبل المعلم.	**5**
					يعطينا المعلم واجبات كتابية تعد بمثابة تحد لي.	**6**
					أقوم بمراجعة الكتابة قبل تسليم الواجب.	**7**
					يفرض علينا المعلم التنبه الى استخدام علامات الترقيم بطريقة سليمة.	**8**
					أرغب في الكتابة حتى وان لم يضع المعلم عليها علامات او لم يقبلها.	**9**
					أحب ان يقرأ الآخرون ما كتبت.	**10**
					استمتع بالكتابة الجماعية	**11**
					أود الحصول على مزيد من الفرص لمشاركة النشاطات الكتابة مع الآخرين.	**12**
					أن أكتب فقرات جيدة فذلك مهم لي في الحصول على درجات جيدة.	**13**
					أقدر التعليقات البناءة من معلمي على واجباتي الكتابية.	**14**
					أكمل أداء الواجبات الكتابية الصعبة حتى أكتشف هل كان الأداء صحيحا أم لا.	**15**
					تبادل الواجبات الكتابية مع زملاء الصف يحفزني على الكتابة بشكل جيد	**16**
					مراجعة واجباتي الكتابية يساعدني على التعبير عن أفكاري بوضوح.	**17**

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Appendix (7)
Writing Achievement Test

The Effect of Using Expressional Fluency Activities on Students′ Achievement and Motivation in the Writing Skill of the 10th Graders in the Governmental Schools in Bethlehem District

Dear Dr./Mr./Mrs. --

The researcher is doing a quasi- experimental research to identify the Effect of Using Expressional Fluency on the Student′s Achievement and Motivation in Writing Skill of 10th Graders in the in Bethlehem Governorate schools.

This thesis is done as a requirement for obtaining master s□ degree in English teaching methods. This study will be conducted in the first semester of the academic year 2015/2016.

The researcher referred and reviewed to many resources to develop this instrument and to make it suitable for the current study purposes.

I would appreciate it if you would kindly examine this Writing Skills Achievement Test and giving your opinion.
Thank you very much for your cooperation in this important endeavor.

Name:----------------------   **Gender: Male \ Female**

School:---------------------   **Section: 1. A - 2. B**

Total: 20 marks   **Time: (90 mi) - 2 classes**

Instructions

The following test is designed to measure student's ability in the writing sub skills:

-The exam contains one activity which requires each student to respond to individually.

-The activity is measured against four criteria according to the rubrics attached.

-Each criterion has "5" marks.

-Each criterion has instructions to be followed.

-The teacher reads the questions aloud, then students follow the instructions.

1-Objectives:

Upon the completion of the activity students are expected to:

1-Use expressional fluency activities in their writing skill as a technique affecting their performance and motivation positively.

2-Enable students to work individually using expressional fluency activities in writing skill.

2-Techniques:

Classwork ⟶ Group work ⟶ Individual work

3-Time:

Time is divided into 3 slots as follows:

Part 1: (20) minutes. Discussion between the teacher and the students about a picture where the idea is taken from the text book introducing a topic as a warm-up activity.

Part 2: (20) minutes. Discussion takes place among each group using the skill of questions and answers under the control of the group leader.

Part 3: (50) minutes.

Each student production writes a story about the discussed picture in part 1.

Later, the production will be evaluated by the teacher according to the rubrics attached.

4-Evaluation:

Evaluation is going to be according to individual final written product. The teacher evaluates the individual work of the students according to the rubrics for each part.

5-Materials:

One Picture about Emergency in Jericho / Cards / sheet papers / Pupils book/ Timer or Stop watch / sheet of papers.

6-Procedures:

Procedure of conducting the activity:

1-Teacher initiates the activity by clarifying the objective of the activity.

2-Learners with the teacher initiate a discussion orally, discussing events, characters and vocabulary. The purpose of doing this is to warm up the class for writing a story about an Emergency that had happened using the expressional fluency technique.

3-Later, the teacher splits the class into 5 groups to make a discussion about the topic through providing them with cards, assigning a leader for each group.

4-Groups take the same picture to practice for the time allotted (15) minutes maximum.

5-The story writing is based on the expressional fluency discussion about the Emergency events.

6-The teacher's role is to support and to facilitate the group and the individual work urging members of every groups to participate in writing a story.

7-Then after finishing individual work production, students individually write their stories.

8-The teacher assesses the individual writings according to the rubrics attached with the exam.

__Writing a story__ is based on the discussion conducted at the beginning of the activity. Learners practice their expressional fluency in writing the story suggesting titles according to their stories.

This activity is built on activity(Number. 2)Telling a true story, page (57).Unit:Four "Emergency". Which talks about the "Emergency ", "English for Palestine"

Expressional Fluency Activities in the Writing Skill

```
┌─────────────────────────────────┐         ┌──────────┐         ┌──────────────┐
│ Class work / Discussion         │  ──────▶ │  Groups  │ ──────▶ │ Leader or    │
│ Questions & Answers             │          │          │         │ Secretary    │
└─────────────────────────────────┘          └──────────┘         └──────────────┘
```

Class work / Discussion Questions & Answers

Groups

Leader or Secretary

Creativity in Writing Using Expressional Fluency Activities in the Writing Skill

Individual work

Imagine emergency case involving, persons and places

It is based on discussion questions raised by the leader and his group using expressional fluency activities to write individual stories.

Expressional Fluency Activities in the Writing Skill

The activity: Groups was given the same picture representing a topic in the student's text book.

FIRST AID KIT
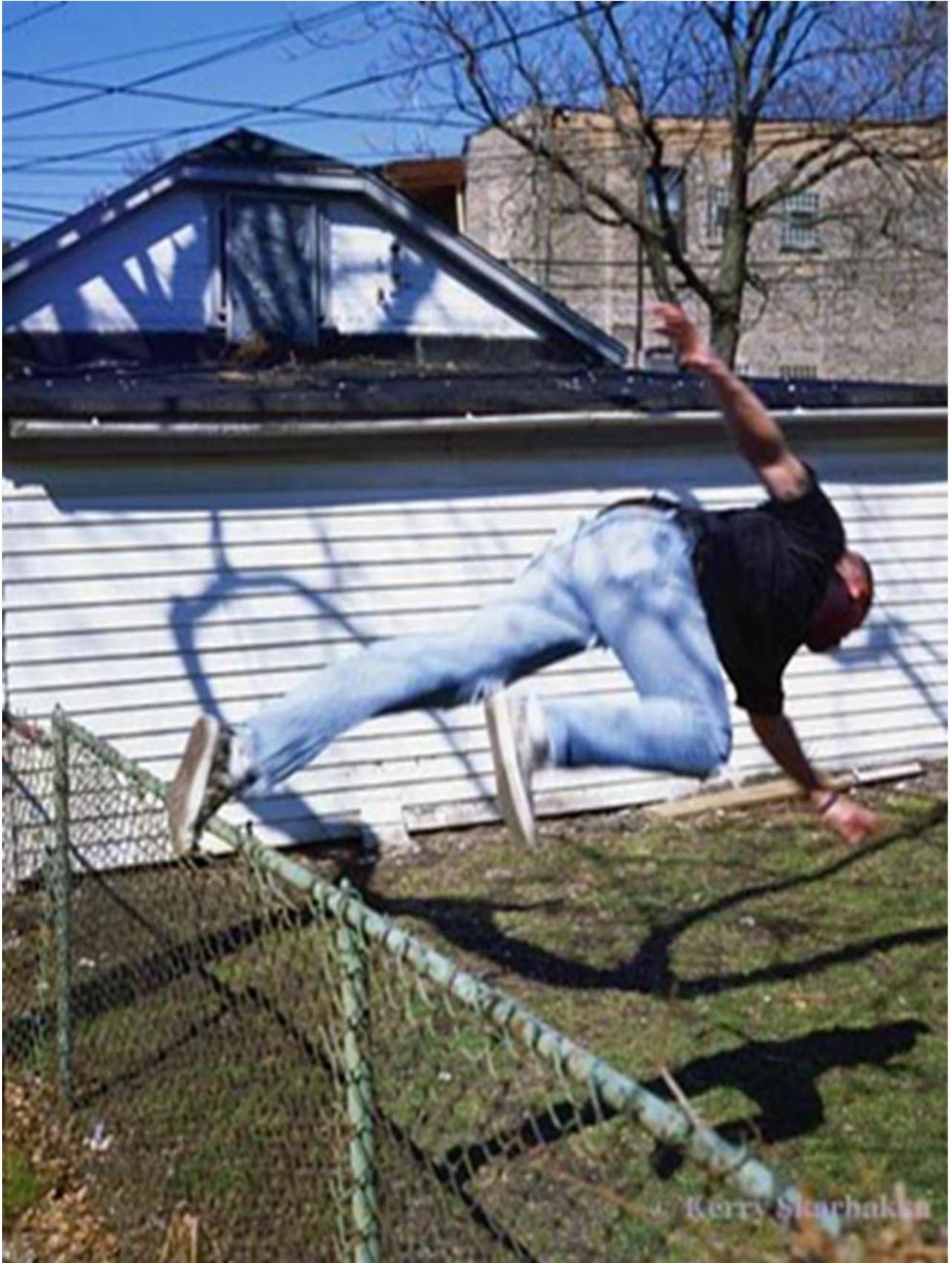
Note:

This activity is built on activity (Number. 2) Telling a true story, page (57).Unit: Four "Emergency". Which talks about the "Emergency ", "English for Palestine".

These vocabularies, grammar point and questions were provided for the learners as they written on cards and distrusted for them for helping them in their discussion at first, then for writing individually at the end.

Provided vocabulary:

Fence, hurt, fall off, climb,   broken leg, first aid, call 911, take, put, climb, the paramedics, the doctor, police, when, Ambulance, hospital, accident, emergency services, unconscious and first aid kits.

Grammar point:

-Use time expression like: 30minutes later.
-Use this structure: when + past simple + past perfect.(Events in sequence
-Use the Simple Past to express the idea that an action started and finished at a specific time in the past.

Warm Up Questions:

What can you see in the first picture ? express your thoughts.

What happened on the second picture?

When did it happen?

Where did it happen?

Who was involved?

How can we help the injured person ?

   When should a person call 911?

Have you ever needed to call 911? Describe the experience.

What is happing to the person at the end do you think? Let every individual learners write his / her imagination in the end.

*Emergency Telephone Numbers
- Police   911
- Fire   911
- Ambulance   911
- Hospital   911

Appendix (8)

E-as TTle Writing Marking Rubric.

Category	Rubric.1	Rubric.2	Rubric.3	Rubric.4	Rubric.5	Rubric.6
Ideas	Ideas are unrelated to the topic OR One brief, simple idea related to the topic	Text has a few simple, unelaborated ideas related to the topic	Text has many simple, unelaborated ideas related to the topic OR An idea is related to the topic and has some basic elaboration	Ideas are relevant and begin to show some complexity AND Text has one elaborated idea OR Text has several ideas that have some elaboration	Ideas are complex and elaborated	Ideas show insight, originality and some authority and/or reflection on the wider world Ideas are deliberately selected, effective and elaborated
Structure and Language	Structural features and language features are inappropriate for purpose or absent	Some structural features are appropriate to purpose AND/OR Some language features are appropriate to purpose	Some structural features are appropriate to purpose AND Language features are mostly appropriate to purpose	Structural features are appropriate to purpose and some show development (may be one well-developed element with others less developed) AND Language features are appropriate to purpose	Structural features are appropriate to purpose and are developed and mostly controlled AND Language features are appropriate to purpose and mostly controlled	Structural features and language features are appropriate to purpose, controlled and effective

Organization	Ideas are disconnected and/or random OR Text lacks coherence	Text attempts to group and sequence ideas Text has some coherence	Ideas are grouped and sequenced, and text generally flows Text may be brief but coherent	Text shows control over grouping and sequencing of ideas but paragraphs are not used or are indicated incorrectly Text is coherent	Ideas are organized into basic paragraphs	Paragraphs support the development of the text
Vocabulary	Uses a small range of simple, everyday words and phrases from personal vocabulary	Uses a range of simple, everyday words and phrases from personal vocabulary	Uses a range of everyday words and phrases, with a small number of precise words to add detail	Uses a variety of precise words and phrases to add information and/or interest	Selects words and phrases to enhance meaning and/or mood	Precise language choices consistently enhance meaning and/or mood
Sentence Structure	Few correct sentences	Correct sentences are short and may have minimal extension	Correct sentences begin to show variety in structure and type	Most sentences are correct sentences show variety in structure, length and type and have extending phrases and/or clauses OR All sentences are correct but repetitive	Sentences are controlled and show variety in structure, length and type and have extending phrases and/or clauses	Sentences are deliberately crafted to impact and engage
Punctuation	Little, no or random punctuation	Experimentation with sentence punctuation	Some correct use of sentence punctuation	Correct punctuation of most sentences – beginning and end –AND some correct use of other punctuation OR Correct punctuation of ALL sentences – beginning and end –with no other punctuation used	Correct sentence punctuation AND correct use of other punctuation (contractions, commas in lists) with experimentation in complex punctuation (e.g., direct speech, commas for phrases and clauses)	Punctuation assists meaning Sentence punctuation is correct AND a wider range of other punctuation is used correctly, including capital letters

Spelling	Uses some letters to represent meaning Single letters or strings of letters that do not support meaning	Spells a few personal and high-frequency words correctly (e.g., my, it, if) Attempts words using phoneme–grapheme relationships	Spells a range of personal and high-frequency words correctly (e.g., school, where, friend, outside, playing) Attempts a wider range of words using phoneme–grapheme relationships and word chunks	Spells a wide range of high-frequency words correctly Attempts difficult word/s using phoneme–grapheme relationships and developing knowledge of spelling rules and morphemes	Spells high-frequency and some difficult words correctly Attempts difficult words using diverse phoneme–grapheme relationships, and knowledge of spelling rules and morphemes	Spells high-frequency and a range of difficult words with few or no errors

Appendix (9)

The Description of Writing Skill Rubrics

Criterion One: Conventions of Writing { punctuation }

:Description

Mechanics are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphing. Because they do not exist in oral language, students have to consciously learn how mechanics function in written language. The writing is free of misspellings, and words are capitalized correctly, sentences are punctuated correctly, and the piece is free of fragments and run-ons, standard English usage is employed, the paper is neat, legible, and presented in an appropriate format. Using correct capitalization, punctuation and Spelling words correctly.

Criterion Two: { Number of the Content Words }

Description

The words used in a student's composition can be evaluated according to the uniqueness or maturity of the words used in the composition. Both quantitative and qualitative methods can be used to evaluate vocabulary. Quantitative methods include calculating the use of unrepeated words in relation to the total number of words, such as Morris and Crump's (1982) corrected type-token ratio. A simpler classroom-based method of looking at vocabulary is to simply make note of words used repetitiously (over-used words) as well as new and mature words the student uses.

Vocabulary refers to the types of words used by the student in his or her writing. Vocabulary may be assessed by counting specific types of words (e.g., the number of different words or the inclusion of content-specific words), or by examining the complexity of words (e.g., number of syllables).Using correct word forms that convey the meaning clearly 6) Using a suitable range of vocabulary.

Criterion Three: Ideas

Skill focus: the relevance, quantity, quality, selection and elaboration of ideas for the topic:

Quality of ideas: Simple ideas are related to the personal, immediate world of the writer (concrete, predictable, familiar, personal and/or close to writer's experience). Complex ideas may involve generalization, abstraction and reflection on the wider world and groups of people.

Selection of ideas: The deliberate choice of relevant ideas or subject matter to engage and influence the reader.

Elaboration of ideas

Elaboration should be relevant and may be given by providing background information or factual detail, describing, explaining, providing evidence, analyzing, or evaluating

Criterion Four: Grammar: {Subject-Verb Agreement}

Applying grammatical rules correctly such as subject/verb agreement, word order within a sentence, the correct use of tenses, using types of sentences correctly. 4) Using a reasonable range of structure.

Subject-Verb Agreement: A verb and its subject must match in number. If the verb is plural, the subject must be plural. If the verb is singular, then the subject must be singular.
The correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural).
The principle of subject-verb agreement applies to finite verbs in the present tense and, in a limited way, to the past forms of the verb *to be* (*was* and *were*).

Skill focus: the quality, effectiveness and correctness of sentences

Definition When judging the correctness of each sentence, consider the following (note: the focus is on the use of correct forms within a sentence, rather than between sentences or paragraphs

Appendix (10)
Writing Skill Evaluation Sheets
Evaluation Sheet for Punctuations

Category	The First Criterion: Conventions of Writing: Punctuations				
	Poor	Acceptable	Average	Very Good	Excellent
	1 mark	2 marks	3 marks	4 marks	5 marks
Description	Little, no or random punctuation	Some correct use of sentence punctuation	Correct punctuation of most sentences beginning and end –AND some correct use of other punctuation OR Correct punctuation of ALL sentences beginning and end with no other punctuation used	Correct sentence punctuation AND correct use of other punctuation (contractions, commas in lists) with experimentation in complex punctuation (e.g., direct speech, commas for phrases and clauses)	Punctuation assists meaning Sentence punctuation is correct AND a wider range of other punctuation is used correctly, including capital letters
Notes	FULL STOPS May be one full stop at end of writing	FULL STOPS Some sentences may be joined by commas	FULL STOPS Sentence endings are marked by full stops, exclamation marks or question marks	FULL STOPS and CAPITAL LETTERS May have some minimal incorrect use	FULL STOPS and CAPITAL LETTERS May be some minor error in sentence punctuation
	CAPITAL LETTERS Letter formation may make it hard to distinguish whether capitals are intended for sentence beginnings or proper nouns	CAPITAL LETTERS Letter formation may make it hard to distinguish whether capitals are intended for sentence beginnings or proper nouns	CAPITAL LETTERS Used to begin sentences May be used randomly (incorrect use, where handwriting style overrides function)		
Student(1					
Student(2					
Student(3					
Student(4					
Student(5)					
Student(6)					
Student(7)					
Student(8)					

Evaluation Sheet for the Numbers of Content words

Category	The Second Criterion: The Numbers of Content words				
	Poor	**Acceptable**	**Average**	**Very Good**	**Excellent**
	1 mark	**2 marks**	**3 marks**	**4 marks**	**5 marks**
Description	There is a lack of vocabulary and / or most words student uses are incorrect, and inappropriate to the topic of the paragraph. -Errors often interfere with the message and the meaning is confusing	There is a limited range of vocabulary and/or several words student uses are incorrect, and inappropriate to the topic of the paragraph. The meaning is still confusing.	Student uses adequate range of vocabulary but could use more new words. Some words are incorrect or inappropriate. but the overall meaning is somewhat clear.	Student demonstrates good use of vocabulary appropriate to the topic. Few words are still incorrect but the overall meaning is clear.	There are attempts to use a reasonable range of vocabulary. Words the student uses are correct and appropriate to the topic and convey the meaning clearly.
Student (1)					
Student(2)					
Student(3)					
Student(4)					
Student(5)					
Student(6)					
Student(7)					
Student(8)					
Student(9)					
Student(10)					
Student(11)					
Student(12)					
Student(13)					
Student(14)					
Student(15)					
Student(16)					
Student(17)					
Student(18)					
Student(19)					
Student(20)					

Evaluation Sheet for Subject – Verb Agreement

Category	The Third Criterion: Grammar { Subject – Verb Agreement}				
	Poor	**Acceptable**	**Average**	**Very Good**	**Excellent**
	1 mark	**2 marks**	**3 marks**	**4 marks**	**5 marks**
Description	Few correct sentences	Correct sentences are short and may have minimal extension	Correct sentences begin to show variety in structure and type	Most sentences are correct sentences show variety in structure, length and type and have extending phrases and/or clauses OR All sentences are correct but repetitive	Sentences are controlled and show variety in structure,length and type and have extending phrases and/or clauses
Student(1)					
Student(2)					
Student(3)					
Student(4)					
Student(5)					
Student(6)					
Student(7)					
Student(8)					
Student(9)					
Student(10)					
Student(11)					
Student(12)					
Student(13)					
Student(14)					
Student(15)					
Student(16)					
Student(17)					
Student(18)					
Student(19)					
Student(20)					

Evaluation Sheet for Ideas

Category	The Fourth criterion: Ideas / 5 marks				
	Poor	**Acceptable**	**Average**	**Very Good**	**Excellent**
	1 mark	**2 marks**	**3 marks**	**4 marks**	**5 marks**
Description	**Ideas are unrelated to the topic** **OR** **One brief, simple idea related to the topic**	**Text has a few simple, unelaborated ideas related to the topic**	**Text has many simple, unelaborated ideas related to the topic** **OR** **An idea is related to the topic and has some basic elaboration**	**Ideas are relevant and begin to show some complexity** **AND** **Text has one elaborated idea**	**Ideas are complex and elaborated**
Student(1)					
Student(2)					
Student(3)					
Student(4)					
Student(5)					
Student(6)					
Student(7)					
Student(8)					
Student(9)					
Student(10)					
Student(11)					
Student(12)					
Student(13)					
Student(14)					
Student(15)					
Student(16)					
Student(17)					
Student(18)					
Student(19)					
Student(20)					

Appendix (11)

Facilitate books

<div dir="rtl">

بسم الله الرحمن الرحيم

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs

جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

الرقم : ب د ع(46/140/02/15
التاريخ : 2015/9/8

حضرة السادة/   المحترمين ،

الموضوع : تسهيل مهمة

تحية طيبة وبعد،

تقوم الطالبة :   نادية محمد دار الديك ورقمها الجامعي (21310026)، باجراء دراسة

بعنوان :

The effects of using Expressional fluency on the students Achievement
and motivation in the writing skills in the high basic schools of
Bethlehem district "

يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة والتعاون معها باعطائها البيانات اللازمة لتطبيق
الدراسة.

شاكرين لكم حسن تعاونكم

22-10-2015
39.02

د.ايناس ناصر
منسقة برنامج اساليب التدريس

</div>

Tel. 02-2799753 Fax 02-2796960 Jerusalem P.O. Box 20002   القدس 2799753-02 فاكس 2796960-02 القدس ص ب 20002

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Appendix (11)

بسم الله الرحمن الرحيم

State of Palestine

Ministry of Education & Higher Education

Directorate of Education \ Bethlehem

دولة فلسطين

وزارة التربية والتعليم العالي

مديرية التربية والتعليم/بيت لحم

الرقم: ت م/ 3674/1/3

التاريخ: 2015/10/22

الموافق: 9 محرم 1437

مدير مدرسة ذكور بيت لحم الثانوية المحترم

تحية طيبة وبعد،،،

<u>الموضوع: تسهيل مهمة</u>

لا مانع من تسهيل مهمة الطالبة ثنادية محمد دار الديك والسماح لها بإجراء دراستها بعنوان "The effects of using expressional fluency on the students achievement and motivation in the writing skills in the high basic schools of Bethlehem district"، علما بأن هذه البيانات لن تستخدم إلا لأغراض البحث العلمي.

مع الاحترام

أ. نسرين ياسر عمرو

مديرة التربية و التعليم

Bethlehem P.O.Box (168) | هاتف لحم ب: | - Fax (02-2744392) | فاكس | - Tel (02-2741271/2) | هاتف

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Appendix (11)

بسم الله الرحمن الرحيم

State of Palestine

Ministry of Education & Higher Education

Directorate of Education \ Bethlehem

دولة فلسطين

وزارة التربية والتعليم العالي

مديرية التربية والتعليم/بيت لحم

الرقم: ٥/ب/٣/١/ 2674

التاريخ: 2015/10/22

الموافق: 9 محرم 1437

مديرة مدرسة بنات العودة الاساسية المحترمة

تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

لا مانع من تسهيل مهمة الطالبة ثانية محمد دار الديك والسماح لها باجراء دراستها بعنوان" The effects of using expressional fluency on the students achievement and motivation in the writing skills in the high basic schools of Bethlehem district". علما بأن هذه البيانات لن تستخدم إلا لأغراض البحث العلمي.

مع الاحترام

أ. نسرين ياسر عمرو

مديرة التربية و التعليم

Bethlehem: P.O.Box (168) = بيت لحم ص ب: ( )   =   Fax (02-2744392) فاكس   -   Tel (02-2741271/2) هاتف ( )

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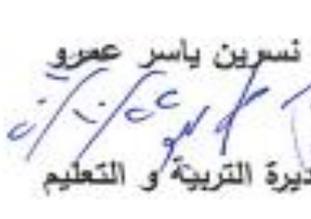
الملحق (12)

اثر استخدام انشطة الطلاقة التعبيرية في التحصيل والدافعية لدى طلبة الصف العاشر في تنمية مهارة الكتابة في المدارس الحكومية بمحافظة بيت لحم

اعداد الطالبة: نادية محمد الديك

اشراف: الدكتورة سعاد العبد

الملخص

هدفت الدراسة الحالية الى الكشف عن اثر استخدام أنشطة الطلاقة التعبيرية على تحصيل ودافعية طلبة الصف العاشر في تنمية مهارة الكتابة في المدارس الحكومية بمحافظة بيت لحم خلال العام الدراسي 2015 / 2016.

لقد تبنت هذه الدراسة التصميم الشبه تجريبي ، وتم اختيار العينة بشكل قصدي من طلبة الصف العاشر من المدراس الحكومية حيث اشتملت العينة على(128) طالباً وطالبةً (59 طالبا و 69 طالبة) من مدرسة ذكور بيت لحم الثانوية ومدرسة بنات العودة الاساسية.وتم تقسيم الطلبة (عينة الدراسة) الى اربع مجموعات منهما اثنتان ضابطة واثنتان تجريبية وتم تدريس المجموعة الضابطة بالطريقة التقليدية أما التجريبية باستخدام أنشطة الطلاقة التعبيرية. وتم اختيار كلتاهما عشوائيا بالقرعة.

قامت الباحثة بأعداد الأدوات: الاختبار لقياس تحصيل طلبة الصف العاشر في مهارة الكتابة واستبانة لقياس دافعية الطلبة نحو مهارة الكتابة.وتم التأكد من صدق وثبات الادوات بعدة طرق. وبلغت قيمة الثبات للاستبانة (0.95) وللاختبار (0.86) وتم تطبيق اختبار تحصيلي (قبلي وبعدي) لقياس مستوى تحصيل الطلبة ووزعت الاستبانات القلبة والبعدية لمعرفة مدى دافعية الطلبة نحو مهارة الكتابة. و تم جمع البيانات ومعالجتها احصائيا باستخدام برنامج للمجموعات التجريبية تبعا لاستخدام مهارة الطلاقة التعبيرية.وتم استخدام المتوسطات الحسابية والانحرافات المعيارية وتحليل التباين الثنائي لقياس الفروق الاحصائية بين (SPPSS) وفيما بعد،

خرجت الدراسة بجملة من النتائج المتعلقة بمتغير التحصيل أهمها:

وجود فروق دالة إحصائياً في مدى فاعلية استخدام أنشطة الطلاقة التعبيرية على تحصيل طلبة الصف العاشر الأساسي في مهارة الكتابة في محافظة بيت لحم يعزى لطريقة التدريس ولصالح المجموعة التجريبية. وعدم وجود فروق دالة إحصائياً في مدى فاعلية استخدام أنشطة الطلاقة التعبيرية على تحصيل طلبة الصف العاشر الأساسي في محافظة بيت لحم تعزى لمتغير الجنس. وكذلك الى عدم وجود فروق دالة إحصائياً في مدى فاعلية استخدام أنشطة الطلاقة التعبيرية على تحصيل ودافعية الطلبة في مهارة الكتابة باللغة الإنجليزية لدى طلبة الصف العاشر الأساسي في محافظة بيت لحم يعزى للتفاعل بين كل من متغيرات طريقة التدريس والجنس.

أما بالنسبة للنتائج المتعلقة بمتغير الدافعية فكانت كالتالي: توجد فروق دالة إحصائياً في مدى فاعلية استخدام أنشطة الطلاقة التعبيرية على الدافعية في مهارة الكتابة باللغة الإنجليزية لدى طلبة الصف العاشر الأساسي في محافظة بيت لحم يعزى لطريقة التدريس. والى وجود فروق دالة إحصائياً في مدى فاعلية استخدام أنشطة الطلاقة التعبيرية على دافعيتهم في مهارة الكتابة باللغة الإنجليزية لدى طلبة الصف العاشر الأساسي في محافظة بيت لحم تعزى لمتغير الجنس. والى وجود فروق دالة إحصائياً في مدى فاعلية استخدام أنشطة الطلاقة التعبيرية على دافعيتهم في مهارة الكتابة باللغة الإنجليزية لدى طلبة الصف العاشر الأساسي في محافظة بيت لحم تعزى للتفاعل بين كل من طريقة التدريس والجنس لصالح المجموعة التجريبية لصالح الطلبة الذكور.

و بناءً على هذه النتائج فقد اوصت الدراسة الى ضرورة ايجاد وسائل وطرق حديثة من اجل تحسين تحصـــيل اداء الطلبة في مهارة الكتابة، وكذلك استخدام برامج تدريبية لتريب كلا من المعلمين والطلبة على استخدام مهارة الطلاقة التعبيرية. بالإضافة لذلك الى ضرورة ايجاد دراسات جديدة تتبنى استخدام مهارة الطلاقة التعبيرية كإحدى مهارات التفكير الابداعي في الكتابة.