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**The Effectiveness of the Student-Centered Learning
(SCL) Approach in Developing Some Writing Skills
in English for the Secondary Stage Students**

A Thesis

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Obtaining the MA Degree in Education
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Abstract

Title: The Effectiveness of the Student-Centered Learning (SCL) Approach in Developing Some Writing Skills in English for the Secondary Stage Students

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Abstract: The present study was designed to investigate the effectiveness of using the Student-Centered Learning (SCL) Approach in Developing Some Writing Skills in English for the Secondary Stage Students. Writing a paragraph was the main concern of the study. It used a quasi-experimental method in design. The sample included (47) second year secondary students in Beni-Suef Secondary School for Girls. In the light of working as an EFL secondary stage teacher and the literature reviewed, students in the secondary stage encounter some hardships on writing. The researcher used some of the SCL approach strategies to help students develop some writing skills. The current study used a pre-post writing test, a survey of students' writing attitudes and a programme designed by the researcher to attain the goals of the study. The one group design was used. After conducting the pre-posttest, the statistical analysis of the raw score results showed that the SCL approach showed high gains and better results on the posttest and post survey. It also had a good effect on the students' attitudes and motivation towards writing. The study recommended using the SCL approach to teach other language skills, in all stages of education and to teach other subjects.

Key Words: student-centered learning approach – writing skill – presentation - organising – generating ideas – a topic sentence – a concluding sentence – supporting sentences – language rich environment – writing attitudes

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Chapter I

The Problem and its Significance

1.0 Introduction

It is naturally taken for granted that writing skill is of great significance to express the inner thoughts of the writer. It is the eternal record of culture and civilization. Writing skill is of paramount importance for the learners to be able to use the English language adeptly. Writing is a significant skill to learn and use in any language as it participates in forming and developing one's character. However, it is not an easy task to learn as it requires strenuous efforts. The writer is supposed to provide everything that can make his/ her writing clear such as picking out relevant vocabulary, ideas, information and answering any questions that may arise in the reader's mind. Hence, this who writes is to be patient and industrious to learn, accept criticism as weak performance is so obvious on writing. The writer also ought to be brave on presenting his/ her ideas, think before writing, write clearly what he/ she thinks, clarify what he/ she means and present his/ her writing coherently and appropriately to make communication easier.

Clark (2008: 3) argues that writing is not a slow torture. Writing is an easy process. All student writers do is to sit down, hold a pen and open a vein for ideas and vocabulary. Students are to read well so as to write well. Reading is a democratic craft. Writing is considered a fine art. Students need tools not rules to write well. These tools are not applied all at once but rather they become handy over time. Students already use many of these tools without knowing it. These tools include nuts and bolts of writing a good sentence, special effects of clarity, originality and persuasion, blueprints of organisation and useful routine writing habits for living a life of productive writing.

Writing skill is not given the due care because almost every one concentrates on acquiring speaking skills. Moreover, advertisements about speaking courses are usually seen everywhere but hardly about writing skills. Writing is belittled as Willis (1982:12) says, "When we talk about teaching the four language skills (listening, speaking reading, writing), writing usually comes last".

On the other hand, writing skill is more difficult than speaking. Speaking, as a productive skill, is learnt at a very early age. In addition, some uttered words can be conceived even if they are not grammatically correct since the body language, facial expressions and other non-verbal communication signs help clarify the speaker's message. All these vanish in written language. Hence, writing skill needs effort and accuracy to be taught and learnt. Raimes (1983: 4-5) argues that learning to write is not just a "natural" extension of learning to speak a language. Learning to speak is done autopilot at home without systematic instructions, whereas almost everyone had to be taught in school how to write that same language. Many adult native speakers of a language find writing difficult. Thus, students are to be taught how to write well and correctly in English as writing is an integral part of participating fully in a new cultural setting when the other person (the reader) is not right there in front of the writer. Writing also helps students to learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that are taught to students. Second, when students write, they also have a chance to be adventurous with language, to go beyond what they have just learned to say, to take risks and have the nerve to express themselves freely. Third, when they write they necessarily become very involved with the new language exerting efforts to express their ideas with the constant use of eye, hand, and brain which is a unique way to reinforce language. Holding a pen on a piece of paper is the first step to generate ideas. As

writers struggle with what to put it down on paper, they often discover something new to write or a new way of expressing their ideas. They discover a real need for finding the right word and the right sentence. The close relationship between writing and thinking makes writing a valuable part of any language course as it is usually done on second thought.

Yet speaking and writing are integrated and do give a somehow clear picture of a learner's acquisition of language. All writing skills are to be given due care as they are interdependent. Communication is a general umbrella under which stands all language skills exist as Kaplan (1987) argues that speaking and writing are complementary communication activities.

Bardos and Maybury (2013: 3-14) try to clarify something related to writing difficulties saying that Children with written expression difficulties are often seen as untidy, messy, slow and/ or reluctant writers. Homework can be a real challenge and school projects or story writing can be a nightmare. Writing problems can have a significant impact on any student and the majority of examinations depend on the ability to reproduce thoughts on paper. Presentation and handwriting in examinations, projects and schoolbooks can also influence the final mark. Students usually have difficulty with written expression as writing is a complicated process that involves the interaction and the co-coordinated use of both motor and language skills. It relies on good fine motor functioning, visual-motor planning, attention, sequencing, thinking, memory, and knowledge of grammar, sentence structure, relevant vocabulary and the purpose of writing. Difficulties in one or more of these areas can inhibit written expression. Students who experience problems with writing or find writing an effort often try to avoid the task and their self-efficacy may suffer. Oral language is large part of everyday life communication that usually involves two or more participants to

exchange information, interact, give and follow instructions, tell news, etc. This means that there is a shared context between participants and gives them an opportunity to ask questions, ask for further explanation, etc. The speaker gets direct feedback from the listener such as a questioning look or a clarifying question. Whereas in literate or written language there is less or no shared context and the writer needs to pay more attention to how information is conveyed, particularly making things clear by supplying the necessary background information to the reader and explaining the context.

The researcher thinks that this can be a big say as speaking does not necessarily mean that one can write. Some children need to be specifically taught about writing structures to improve their skills and make the process attractive and easy for them. Bright children can have difficulties in writing even though they are verbally competent and apt to express themselves orally. Despite the fact that exams in Egypt are taken in writing, some students find writing, particularly writing a paragraph in English, as a foreign language (EFL) hard and even a boring task that requires strenuous efforts. They regard the whole process as a heavy task.

Students learn to write a paragraph, a friendly letter, a reply to a friendly letter and an e-mail in the preparatory stage. The exam paper asks them to write a paragraph of four sentences about a certain topic about which ideas and some helping words are provided in the exam paper. After joining the secondary stage, and during the first year, students go a bit further by being taught and then assessed by writing a paragraph of seven sentences about a certain topic but no ideas or helping vocabulary are provided. In the second year, some students still feel inadequate at writing especially they are asked to write a paragraph of about one hundred words about a certain topic with no ideas or

vocabulary provided about that topic. Hence, students feel that there is a giant leap that they have to deal with and adapt to quickly and adequately.

1.1 Context of the Problem:

Through working as a teacher in the secondary stage, discussions with other colleagues and with the students themselves as well as reviewing some pertinent literature, there are some setbacks that snarl the writing process for students:-

- Writing a paragraph in English is often set as homework where students usually get little support, so students are aloof from doing writing a paragraph exercises and avoid getting involved in it. They may feel that writing a paragraph in English is time-consuming, so they spend most of their time learning about grammar and keeping vocabulary by rote regardless of how to use them correctly in doing writing.
- In addition, time allotted for the writing exercise in the set book and work book is not enough as there are usually other exercises to be done as well as the writing one.
- There is no regular or carefully planned teaching of writing in schools and students may do little writing. Students usually memorize stereotyped sentences for advantageous and disadvantageous, etc. paragraphs to be penned or stamped automatically in the exam paper. Hence, they feel that they needn't 'waste' time practising writing. Students tend to use literal translation from Arabic into English not realizing that every language has some distinct characteristics.
- Students usually lack an adequate 'working vocabulary' (vocabulary which the average student can make use of when writing about familiar topics, current events and questions of interest). Even if they memorize vocabulary about various topics to be used to answer translation, writing, comprehension, etc. some of them still feel unable

to make use of most of this vocabulary properly to write correct and meaningful sentences. Spelling and punctuation are not given due care. There is untidiness like uneven writing, poor paragraphing and lack of arrangement in writing.

- Students may not feel confident about having something to write about the topic assigned as homework. They may also feel uninterested and bored and lack enthusiasm. Students may regard writing as a hard nut to crack, so their self-efficacy concerning writing may go down.
- It is laborious for teachers to teach every student personally and they are pressed for time to mark every pupil's written work; and
- Marking the exam paper is done so quickly that those who mark the writing question, although they are two, cannot read all that is written. It is often done by impression and pupils have an idea about this, so they are not motivated to develop their writing skills.

As writing is probably the most complex and undertaken task, it needs to be ranked appropriately. For students to be successful writers, they are supposed to have and know what to write, know who they are writing for, how to generate ideas, know about spelling and punctuation to make their message clear. Simply, they are to know how to do it! The speaker is always there to rephrase or reword his or her message to clarify their message but the writer cannot do that. Thus, what is written is to be self-explanatory. Students need to realize that they are writing for someone else.

Raines (1991:3-5) argues that the teaching of writing must be undertaken with recognition of the complexity of composing as writing is not an easy task. Individual differences and student diversity are of great importance to include every student as everyone matters. Teaching writing requires integration of the learners' processes and efforts,

pedagogy and the value of practice as it goes with the good saying 'Practice Makes Perfect'.

Hirano (2005: 30-32) mentions that teaching writing process has not been actively or effectively engaged in English education because of the common belief of the primacy of speaking and limiting communication to oral activity, and having no consensus on a writing teaching methodology. How to teach writing is not an easy or autopilot process. It needs to be done effectively, interestingly and progressively. Institutions, researchers and teachers must work in harmony to provide students with appropriate opportunities to learn writing as part of a holistic learning experience to take it easy and express themselves clearly and freely.

Teaching writing for large number classes is a very difficult task for the teacher and demotivating for the students unless they are taught how to be independent writers. Kawashigi (2007) suggests that writing could be the most difficult skill to teach among the four activities (listening, speaking, reading and writing) because writing produces tangible revisions and consists of both technical accuracy and artistic fluency. Writing can also be the most time-consuming activity to teach. Institutions must recognize a holistic system in order to create an encouraging environment across disciplines because learning writing is a never ending recurrent process and because it should not be narrowly undertaken in regular class time, i.e. it should be a daily life activity.

Hence, the researcher adopts the principle of providing a motivating and encouraging class environment to develop some of the students' writing skills and motivate them to change their attitudes and viewpoints towards writing. The researcher combines both the practical and procedural side of the student-centered learning approach (SCL) besides the affective domain and empathic atmosphere inside the classroom

which could help the students to express themselves freely in a non-threatening environment.

According to Barnes (2008: 3), the SCL is a rebel against traditional methods. It taps into intrinsic motivation. It moves from grades to feedback: say it, write it and listen to it. Evaluation is done during evolving. There is a constant reviewing of performance done by the teacher and the students themselves. The role is revised and students take control of their own learning and their own assessment. Change can be frightening. At the same time, it can also be exhilarating or even life-altering. A simple change can touch a single person, or it can affect thousands -even millions- of people.

Hall (2006) of ESL School wrote on the nature of "Student-Centered Learning" (SCL) that it is about helping students to discover their own learning styles, to understand their motivation and to acquire effective study skills that will be valuable throughout their lives. To put this approach into practice, teachers need to help students set achievable goals; encourage students to assess themselves and their peers; help them to work co-operatively in groups and ensure that they know how to exploit all the available resources for learning. Learning is thus more a form of personal development than a linear progression that the teacher achieves by rewards and sanctions. Errors are seen as a constructive part of the learning process and need not be a source of embarrassment. The main principles of student-centered learning are:

- The learner has full responsibility for her/his learning
- Involvement and participation are necessary for learning
- The relationship between learners is more equal, promoting growth and development
- The teacher becomes a facilitator and resource person
- The learner experiences confluence in his education

- The learner sees himself/ herself differently as a result of the learning experience.

Harmer (2004: 11-19) asserts the importance of creating an empathic and non-threatening environment for students just as fostering their cognitive development is required to help them enjoy learning. Students are to be motivated and feel that they matter. Their self-esteem is to be concerned about. Teachers are to act as moral guides and quasi-therapist as well as being teachers of language by being role models themselves and this is intimately bound up with understanding the role of teachers. One powerful reason for encouraging language learners to discover things for themselves is the complex nature of language itself as language is a much intergraded human activity. He also argues that while students are writing, they are tapping into their own experiences. This provides powerful motivation to find the right words to express such experience. Writing also provokes the kind of input-output relationships. In order to bolster the 'product pride' that students may feel when they have written, there is a need to provide an appropriate reader audience. Apart from teachers, the whole class can also be such an audience. There is always a danger that students may find writing difficult. Having 'nothing' to say, they may find writing a painful and de-motivating experience, associated in their minds with a sense of frustration and failure.

Ramet (2011: 132) argues that students are to be empowered to create imaginative and original pieces of writing using their own information and personal experiences satisfying themselves and their readers. Students need to make time for writing as the first rule is that writers write to be able to build up the discipline and commitment required to ensure that they can produce a complete piece of writing. Students are not to be put off by outside pressures and be assured that their writing is more important than any other demotivating words or activities.

The current study traces the assumption that a lot depends upon how students are encouraged. It is also important not to expect whole composition from the very beginning. Providing a language-rich environment is essential for positive outcomes in writing achievement. Learning writing needs to be built up bit by bit, starting with vocabulary, phrases and sentences before expecting whole compositions. Discussions, writing in groups, cooperative writing, motivating students, peer evaluation; group work, generating ideas, critical thinking, reading experiences and positive feedback can be greatly motivating for students and help generate more ideas and write well.

1.2 Statement of the problem

Based on the on hand experience, recommendations of some other pertinent studies and consultations with other colleagues and the students themselves, writing in English skill is marginalized in classes. It is not an attractive task for both the teacher to teach and for the students to learn. Teachers' efforts to develop the students' writing skills are bounded by the students' lack of motivation and passive attitudes. Students regard it as boring, time consuming and a question with guaranteed marks in the exam paper without exerting much effort.

Consequently, the problem of the study can be summed up as follows:
What is the effectiveness of the student-centered learning approach (SCL) in developing some writing skills?

There are some questions emanating from the above mentioned:

- (1) what is the effectiveness of the student-centered learning approach (SCL) on developing planning for writing?
- (2) what is the effectiveness of the student-centered learning approach (SCL) on generating relevant ideas for writing?

- (3) what is the effectiveness of the student-centered learning approach (SCL) on using relevant vocabulary and ideas appropriately for writing?
- (4) what is the effectiveness of the student-centered learning approach (SCL) on developing knowing about and using grammar and structure and consequently improving some of the writing skills?
- (5) what is the effectiveness of this SCL-based teaching design model on the students' attitudes towards writing?

1.3 Objectives of the study

It is eagerly hoped that this study has achieved the following objectives:

- (1) investigating the effectiveness of implementing the Student-centered Learning (the SCL) approach in developing some writing skills (like planning for writing, structure and organization, generating ideas for writing, presentation and the mechanics of writing such as spelling and punctuation) on the students of the second year secondary compared to the traditional delivery medium in the classroom;
- (2) clarifying the effectiveness of a language-rich environment on students' attitudes towards learning writing;
- (3) recognizing the effectiveness of a language-rich environment on the teacher-student relationship in the classroom;
- (4) providing a model for teachers to make teaching writing (particularly writing a paragraph in English) meaningful, motivating and interesting for them and their students;
- (5) focusing on making the students independent learners as much as possible; and
- (6) Changing the students' attitudes towards writing for the better and helping them build some good writing habits.

1.4 Hypotheses of the study

The researcher formulated the following hypotheses:

- (A) There is a statistically significant difference between the scores of the students on the pretest and those obtained on the posttest on the development of planning for, organising and presenting writing skill at the level of ($P. < 0.05$) in favour of the posttest.
- (B) There is a statistically significant difference between the scores of the students on the pretest and those obtained on the posttest on the development of generating relevant ideas skill at the level of ($P. < 0.05$) in favour of the posttest.
- (C) There is a statistically significant difference between the scores of the students on the pretest and those obtained on the posttest on the development of students' using grammar, structures and making correct meaningful sentences skill at the level of ($P. < 0.05$) in favour of the posttest.
- (D) There is a statistically significant difference between the scores of the students on the pretest and those obtained on the posttest on the development of students' using some writing mechanics (such as spelling, punctuation, paragraphing, apostrophe, capitalisation, indentation, ...) at the level of ($P. < 0.05$) in favour of the posttest.
- (E) There is a statistically significant difference between the scores of the students on the pretest and those obtained on the posttest on the development of writing skill at the level of ($P. < 0.05$) in favour of the posttest.
- (F) There is a statistically significant difference between the scores of the students on the students' writing attitudes survey scale between the students' scores on the pre-survey and those obtained on post scale at the level of ($P. < 0.05$) for the post-survey.

1.5 Variables of the study

This study involves two variables;

- The independent variable: the student-centered learning (SCL) approach
- The dependent variable: improving some writing skills

1.6 Methodology

The current study depends mainly on the quasi-experimental approach in administering the experiment of the study on some of the second year students, secondary stage, through conducting the pre-posttest on one experimental group.

1.7 Tools of the study

- (1) A pre-posttest on writing a paragraph designed the researcher;
- (2) A survey of students' attitudes towards writing designed the researcher;
- (3) A programme designed the researcher to handle and enhance some writing skills for students;

1.8 Study Materials

- (1) The students' book in the designed units;
- (2) A programme designed by the researcher and divided into units and lessons (sessions) to handle and develop some writing skills for students;
- (3) The teacher's guide on the units designed and prepared by the researcher according to the strategies selected;
- (4) A pre-posttest designed by the researcher
- (5) A survey of students' attitudes towards writing designed by the researcher

1.9 Procedures of the study

To clarify the objectives of the current study, the following procedures were taken:-

- (a) Reviewing some previous literature relevant to this topic and supporting it;
- (b) Preparing and giving a pretest on some writing skill, particularly paragraph writing, for the chosen sample;
- (c) Piloting the pre-post achievement test and the writing attitudes survey to measure the suitability and the time required to implement them;
- (d) Giving the pre-post achievement test and the writing attitudes survey to the chosen sample;
- (e) Teaching the lessons of the programme suggested and designed by the researcher according to the (SCL) approach to promote some writing skills in sessions;
- (f) Post testing the students;
- (g) Redoing the writing attitudes survey on students' attitudes towards writing for the chosen sample;
- (h) Comparing the results of the pre- and posttests statistically to interpret and know the effectiveness of the designed programme on developing some writing skills;
- (i) Comparing the results of the writing attitudes survey on students' attitudes towards writing for the chosen sample to interpret and know the effectiveness of the designed programme on improving students' writing attitudes; and
- (j) Introducing recommendations and suggested topics for further research according to the results.

1.10 Delimitations of the study

- The study is limited by teaching writing throughout some lessons of the units in sessions by using some of the (SCL) approach strategies:
- This study focuses only on developing some writing skills such as presenting a piece of writing, writing a topic sentence, writing a concluding sentence, writing supporting sentences, using transitional words to achieve unity and coherence, generating relevant ideas, using punctuation, using some grammar rules that help students to write correctly, building some good writing habits, etc. in English as (EFL) for the second year secondary students- in Beni-Suef Secondary School for Girls, in 2014- 2015 scholastic year.
- The chosen sample included (47) students whose performance and grades in the pretest in writing were below average and who showed great interest in the programme and willingness to share and learn.

1.11 Significance of the study

The significance of this study is derived from feeling that writing is belittled and marginalized by some of the second year secondary stage students despite the fact that they take their exams in writing. The current study is important

1.11.1 For the students to

- raise students' motivation as some students are less motivated and usually show passive attitudes towards writing tasks and regard it as a time-consuming and effort-wasting task;
- create a language-rich environment to motivate and entice students to change their attitudes, acquire and develop some writing skills like planning for writing, structure skills, presenting, and organization and sub skills;

- cast light on the dire need for using writing as a means of communication;
- enable students to enjoy the process of writing through class discussion, learning about structure, translation to promote using relevant vocabulary, using reading for writing, brainstorming, pair work, group work, critical thinking, peer assessment, etc.;
- Help students to express themselves and generate ideas;
- Promote the etiquette of dialogue through exchanging ideas, peer correction, constructive criticism, pair and group work;
- Get students acquainted with forming correct and meaningful English sentences easily through modeling and sentence patterns;
- make students share actively and positively in the learning process; and
- raise students' self-esteem through positive feedback for what they achieve.

1.11.2 For the teachers to

- stress the role of a teacher as a facilitator;
- minimize instructional tasks to a reasonable extent;
- enhance and promote new trends or ways for teaching and learning writing for EFL;
- create an environment of empathy and rapport inside the classroom;
- enhance the importance of using reading and structures to promote writing skills; and
- clarify the teacher's positive role in creating a language-rich environment inside the classroom.

1.11.3 For course designers

- This study may be a basis to design a new curriculum that entices students to make the utmost of their student's book through discussion, self-evaluation, peer correction, pair and group work.

- Each unit should include some hints about writing skills and how to develop them.
- Six periods a week is inevitable to assign writing as an independent period to be highly regarded.
- Writing mechanics are to be included in the secondary stage curricula and gradually handled in the writing lesson of each unit.

1.12 Terminology

1.12.1 The Student-centered Learning (SCL) Approach:

It was defined by the European Higher Education Area, Bologna Process (2010) as follows:

Student-centered learning (SCL) is an approach to education which aims at overcoming some of the problems inherent to more traditional forms of education by focusing on the learners and their needs, rather than being centered around the teacher's input. This approach has many implications for the design and flexibility of curriculum and interactivity of the learning process and is being increasingly used at universities across Europe.

Collins and O'Brian (2003) cited the following definition of the SCL approach: "Student-centered learning (SCL) is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the learner in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively."

This definition asserts the important role of the student as well as the role of the teacher and the techniques used to in the SCL. This means that students are greatly involved in and responsible for their learning. It uses activities based mostly on the students participation such as cooperative or team-based and role play activities. The students participation and inclusion raise their motivation. The SCL casts light on the healthy environment inside the classroom.

According to the National Centre for Research on Teacher Learning (2000), "Student-centered learning (SCL), or learner-centeredness, is a learning model that places the student in the centre of the learning process. In student-centered learning, students are active participants in their learning; they learn at their own pace and use their own strategies. Student-centered learning develops learning-how-to-learn skills such as problem solving, critical thinking, and reflective thinking. Student-centered learning is distinguished from teacher-centered learning, which is characterized by the transmission of information from a knowledge expert (teacher) to a relatively passive recipient (student/learner) or consumer."

The current study defines the student-centered learning (SCL) approach as follows:

It is an active and interactive way of learning that aims to make the student share independently in the learning process. Students analyse information, hold discussions together, and assess each other's work which in turn strengthens good relations between them through expressing and accepting constructive criticism. It builds up a good teacher-student relationship. Students share positively instead of just being passive recipients of knowledge and this creates good attitudes towards learning. The SCL approach lessens the burden laid on the teacher's shoulder by asserting his/ her role as a facilitator and organiser in the learning process not just a mere source of information. The teacher seems to be maestro-like conducting an orchestra.

1.12.2 Writing

According to Omniglot educational and language website (2015), "Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

It is a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system."

Nordquist (2013) states that writing skills are what makes writing good and contain no bad mistakes- that is, no errors of grammar, punctuation, or spelling, and makes writing respond to the interests and needs of our readers.

According to Michigan State University, "Writing is a form of communication that allows students to put their feelings and ideas on paper to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year."

The current study defines writing as follows:

Writing is a journey inside the mind to explore ideas and feelings where the writer uses letters and words to reflect what is inside him/ her. A writer thinks before writing, writes what is apprehensible. To be understood, a piece of writing is to be written well and appropriately in form and content by using proper words, structures and ideas in addition to good presentation. It is a process that makes one able to produce ideas, express oneself freely and in an imaginative way on a piece of paper rather than orally. Writing mechanics are the gears of a correct sentence. This requires practice, patience and persistence to learn and develop writing using relevant ideas and vocabulary appropriately and coherence of ideas without divergence by avoiding off points.

Chapter II

Review of Literature and Related Studies

2.0 Introduction

This chapter is divided into two main parts: the first part is about writing skill, writing a paragraph and some related studies are embedded to support it. The other part handles the student-centered learning (SCL) approach and also related studies are embedded to support the approach.

2.1 The Writing Skill

First, writing skill is a complete application of other language skills. It provides the writer with knowledge about things around and gives him/her the chance to fathom his/ her own ideas and to understand himself/herself better. In addition, writing mirrors the writer's personality to the others. Since it is a complicated technological age, writing can privilege the writer with the power of collecting useful information and then sorting it in a good order to show its significance to the others in an influential way. Hence, writing is not an end in itself, rather it is a means to an end. It helps students understand a certain topic well when they write about it. Students may take time thinking about a topic while writing about that topic usually takes longer time. This in turn helps students grasp their topic better. McMillan & Weyers (2007: 3-4) say that, "Writing is a challenging and fulfilling activity. It brings about all your relevant knowledge and understanding of a topic in response to a particular task." Writing tasks will, on the long run, enable the students to gain skillfulness to use language and have better effective communication skills. Writing is not something that is to be confined to school or university days. It is a continuous process. To express their ideas in writing, students must have the right skills to write and locate relevant material, research information, check what they have written, and

organize and structure their ideas and information to meet the requirements of the writing task. Writing shows knowledge and critical thinking and helps the writer to adopt a certain view.

Roybal (2012) manifests the role of writing demonstrating that a key component of good writing is the use of critical thinking skills. Without deeper levels of reflection and thinking, writing becomes superficial, less interesting, and harder to follow. Roybal's research examines the effects of critical thinking on improving writing skills. The sample consists of two classes of eighth grade students' written response to literature essays. The study evaluates strengths and weaknesses of the different strategies of writing insofar as how they create better reflective thinkers. The research sought to determine how well students were able to create a piece of writing, and if they could create three supporting sentences that support their writing. Results indicated that students need more practice in writing and more instruction in using critical thinking skills.

This research supports the current study which aims to teach students how to write a good topic sentence, a concluding one as well as relevant supporting sentences to help students think critically and write relevant ideas, put them in order to write well. Writing skill is of paramount importance to everyone regardless of their level. It is difficult for teachers to teach writing skills to students when they have no desire to become better writers. However difficult writing may appear, students must exert efforts to learn it and teachers must help them be better writers. The SCL leaning approach is used in the current study to help students be independent learners. This approach aims at including everyone in the learning process by making students feel responsible for their own learning and not leaving anyone lag behind. Everyone is included- no one is counted out as much as possible. Donavan (2014) wrote that writing is a way of communication that develops ideas and information. The best

writers make it easy for the reader to grasp their message. Students are taught to write well to create fresh ideas and share emotional connections as writing ideas almost always have to do with conceptions and matters of mind.

Good writing skills help the learner to be clear, independent, comprehensible, fluent, and have imaginative ideas to write about. If learners have mastered these skills, they will be able to write so that not only they themselves can read what they have written, but other speakers of that language can read and understand it. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Trenga (2006) argues that most people think that good grammar leads to good writing. But the truth is that while good writing may be technically correct, it is also strong, concise and specific. How to write well may seem like a mystery to students. It is using a clear subject, active verbs and concise phrases to be semantically good writing. Wordy sentences. Pompous and vague words make sentences dry and confusing even if they are grammatically correct.

According to Hampton (1989), writers are independent when they are able to write without much assistance. Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others. Writers are fluent when they are able to write smoothly and easily as well as understandably. Writers gain creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood. There are Comprehensibility skills for writing that include understanding that writing is communicating messages or information, fluency skills for writing include recognizing the linear sequence of sounds mastering writing motions and letter shapes, and creativity skills for writing include the ability to write freely anything the learner wants to write.

This enhances the current study which emphasizes the importance of involving students in the learning process as much as possible. More emphasis is laid on teaching writing through the strategies of the SCL approach.

Students are supposed to write well to be understood by their audience but more important still is that they write to understand. The writing skill seems to be a fathomless sea with new ideas about teaching it every now and then. The best thing about writing skill, and every other thing, is to do it. Practice makes perfect. Teachers are to help students to write well. As said there is always the first time, it is teachers' role to encourage their students to begin writing and not to worry, at first, about how much they have written or how good their performance is – just continue the process of learning how to write. Students learn to move from writing their own ideas for themselves to writing for others. Students learn that they need to spend time on planning, prewriting, and rehearsal activities to improve their writing. Students are to be encouraged that they can review their own pieces of writing and also their peers'. Teachers are to motivate their students and get them involved, help them write and be always there to give a hand on necessary. Strunk (2006: 5) stated that it is an old observation that the best writers disregard the rules. When they do so, the reader will usually find some compensating merit attained at the cost of that rules violation or best to follow the rules. This is not the case for students writers especially EFL students who are to be taught rules simultaneously with generating ideas to make form and content go side by side.

Writing is included as part of a learning-language syllabus as it helps students to learn. Raimes (1983: 3-5) stated that writing helps students to learn through reinforcing the grammatical structures, idioms and vocabulary taught. In addition, when students write, they are adventurous

to go with language beyond what they have just learned. Moreover, on writing, students exert efforts to express ideas by using their senses to get involved with the language they learn. On writing, students discover something new to add to a topic. Writing and thinking are integrated and help students to learn better. Writing is a good chance to have a way out of the pressure of face-to-face communication.

Therefore, writing is a way of building up better understanding, learning, thinking, and knowledge. Writing is a key element to help students memorize and remember their learning, keep the details of anything important and make sense of what is inside their heads and what is around them. Writing, simply, helps students discover themselves and the world. They are just to think of the purpose they can use writing for.

Blau, Elbow and Killgallon (1995: 3-17) mentioned that students can learn and grow as much from how they write as from what they write. Whenever students finish a piece of writing, they are to reflect on what they are writing as well as their final product. Some students write only when asked. This is not encouraging as writing is not just a way of showing teachers what students know. Writing is also an amazing tool that can help students in all kinds of everyday experiences. Students are supposed to ask themselves some questions to help them better their writing process:

- Did I become involved in my topic and learn something important about it?
- Which stages of the writing process were easiest for me? Which were most difficult?
- How can I use this experience to improve my writing process next time as one learns through one's mistakes?
- When I compare this piece of writing with my previous ones, are there any changes in my writing style to see how much I did better?

- What features of my peers' work would I like to experiment with in my own writing?
- How can I apply the skills I have learned?

Answering these questions on finishing a piece of writing can help students become more aware of their progress and goals as writers and how to attain them.

Students discover what they think and feel when they write. Writing about problems can lead to finding an answer. It can help students to make sense of the daily experiences they have. Writing is a key to remember what and those whom we do not want to forget. It is tantamount to a record for all memories. Writing makes students create their own world. When a student write, he/ she can go anywhere and do anything he/ she wants or can imagine. Students can predict future, change the past, invent a special gadget, etc.

Jotting down ideas on paper helps student plan what they will do next and organize thoughts. Taking notes of what students are reading, hearing and watching can help them fix information in their minds and make better sense of it. It is advisable to keep a pen and some paper handy to write down whatever strikes minds. The best thing to learn writing is to do it whether a student does it on his/ her own or with others. Free writing is a good way of exploring feelings and ideas. On the other hand, writing and sharing writing with others can be very enjoyable, helpful, and encouraging. Students can help each other by

- brainstorming together to find topics;
- listening to one another's ideas;
- sharing ways of solving writing problems; and
- responding to one another's work.

Some students regard writing a paragraph as a time-wasting process thinking that, on marking the answer exam sheets, almost no one reads

well, and marking is done by impression. So, why learning writing! On writing, students are to be concerned with generating relevant vocabulary and ideas, organizing them paragraphing, presenting as well as the mechanics of writing. Hillocks (1984: 251) asserted the importance of allocating time for writing as a good way to learn it. However, doing a lot of writing is a good way to learn it.

Harmer (2004: 15-25) clarified that for as long as languages have been taught, teachers have asked students to write things in their notebooks and exercise books but writing has been seen as only a support system for learning grammar and vocabulary rather than a skill in its own. However, methodologists and trainers have looked at writing in the EFL and put forward ways of teaching this skill and books acknowledging and emphasizing its importance have been written. The ability to write it has to be consciously learned. Hence, literacy and numeracy are of paramount importance for individuals and societies alike. Speaking is often transient, whereas writing tends to be more permanent. Speakers may and do mispronounce and use deviant grammar but these and others are harshly judged in writing. However, both skills have to take care of the words chosen, the audience, getting ready for what to say, e.g. in debates, or write according to what the co-participants say or write. Internet users write to each other and it is called chat. Hence, speaking and writing are related to each other particularly in the changing world of communications.

The researcher concludes that all the four language skills constitute a whole building. If one part were lost or belittled, the whole building would be deformed. There is something of interconnection between all language skills. Hence, they are all integrated. Writing can be used as an integral part of a larger activity. Students complete short dialogues and mini-dialogues which they will then act out. This serves a particular

language function such as suggesting, inviting, accepting, declining, etc. but not all writing activities will necessarily help students to write more effectively or, if they do, that is a by-product of the activity rather than its main purpose. On writing, one does not feel alone or isolated. Writing grants us a chance to express our feelings and inner thoughts. During the writing process, students frequently have more time to think and learn than they do in oral activities. Writing encourages students to focus on accurate language usage because they think as they write.

2.2.1 Writing Activities

Every time students write, the experience and outcome are not the same as before. Sometimes, ideas might come out in a rush. Another time, a student might need more help like discussing ideas with others to get started. Most times, a student writes, he/ she does some or all of these activities: prewriting, planning, drafting, revising, proofreading, publishing, presenting and reflecting. Michael, Edward and Douglas (2007: 6-9) clarify these activities as follows:

Prewriting is whatever students do to figure out what they care about, think, know, and what they need to find out. They might talk with friends, read, daydream or even go for a walk.

Planning the information to be included often includes brainstorming and other ways to represent and begin to organize ideas, let ideas flow from the pen onto a sheet of paper without stopping to judge them.

Drafting involves putting ideas down on paper. It is time for experimenting and trying out ideas. Later, sift these ideas and vocabulary to see which is which. Hence, it is an assumption to be amended later. Sharing and discussing ideas with peers is of great help for everyone whether pair or group work. It helps students enjoy their writing and understand it better and decide on what is working and what needs changing.

Editing/ Revising means improving what has been written, when the students take a fresh look at their writing besides peer comments on it can be of great help. Students might add information, rearrange sentences, make an idea clearer, add new relevant ideas and vocabulary, etc.

Proofreading is a complementary stage to the revising step as it means carefully checking your writing and correcting any errors in grammar, usage, spelling, punctuation, and other writing mechanics.

Peer feedback can greatly influence the stage of revising a piece of writing. Peer correction whether face to face, on the spot or online, helps students to take care of their writing and pay attention to both the form and the content as much as possible. The current study focuses on using feedback strategy. It uses teacher's feedback, peer correction and peer feedback which in turn helps students build good writing habits and have positive attitudes towards writing skill and classroom environment.

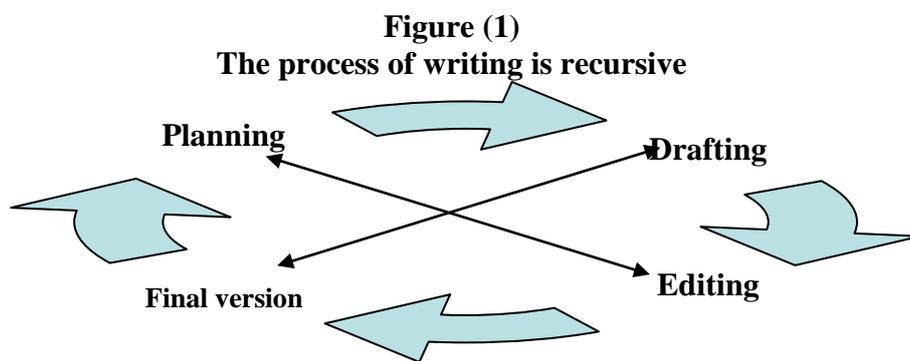
Publishing and presenting involve formally sharing the student writer's finished piece of writing with an audience.

Reflecting on a piece of writing -here a paragraph- after finishing it is helpful to think about what has been written, what has been learned, as a learner writer, about that topic. This kind of reflection may involve asking oneself some questions like: how have feelings about this topic changed? Has my writing style changed? How? Why? What helped me to do a good job? What was a stumbling block? And what do I need to improve more? These stages may be represented as follows:

planning → drafting → editing → final draft

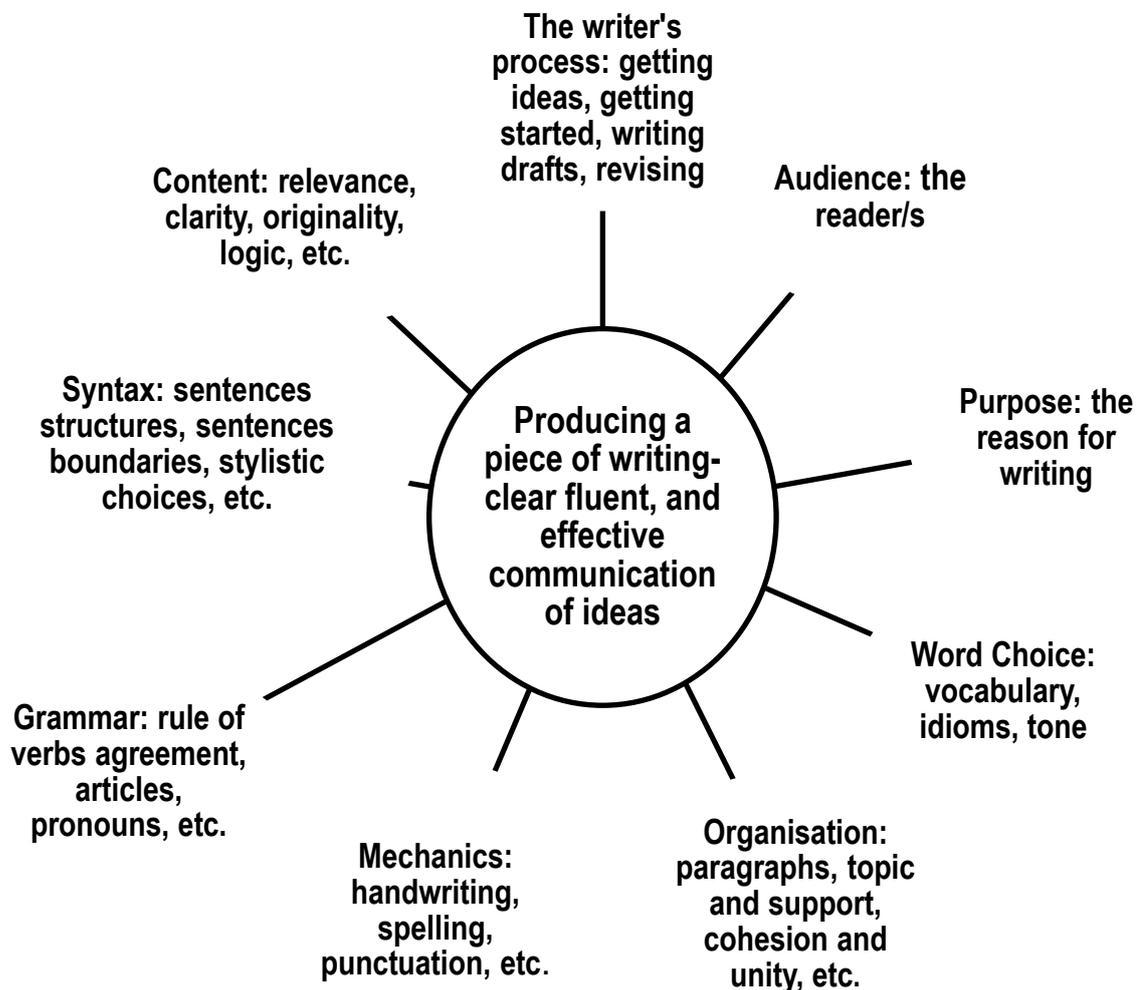
On the other hand, Harmer (2004: 1-15) demonstrates that this diagram is not entirely satisfactory since it tells us little about how much weight is given to each stage. Furthermore, by suggesting that the process of writing is linear, it misrepresents the way in which the majority of writers produce a written text. The process of writing is not linear, as

indicated above, but rather recursive. He rather called it the process wheel which shows that writers can take many directions, backwards, and forwards, up and down the wheel's spokes until they reach their final version. Writers can even change their minds even after reaching their final draft. However, the degree to which, writers draft and edit their work into a final product depends on the kind of writing they are doing, the content and length of the piece, who they are doing it for and the medium they are using.



When students write, they are to be aware of the form and content of their writing. They have to take care of punctuation, indentation, capitalisation, spelling mistakes and their hand writing. Taking care of ideas helps them to write well-structured sentences. The topic and concluding sentences are the main keys to get to grips with the message of a piece of writing. When a student starts to write, he/ she should be fully aware of the purpose of his/ her writing. Coherence, unity, organising their piece of writing and presenting it well are so important for the student writer's and the audience's train of thoughts. Having good writing habits helps students to know how to generate relevant ideas that support their topic. The following self-explanatory diagram shows what writers have to deal with as they produce a piece of writing:

Figure (2)
What writers have to deal with on writing



2.2.2 Some Writing Approaches

Thinking of how "writing skill" is taught, a variety of approaches, all sprang out of that diagram, to the teaching of writing has been developed as follows:

The controlled-to free writing Approach is sequential; students are first given sentence exercises then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, singular to plural. They might also change words or clauses or combine sentences. They work on given material and perform strictly

prescribed operations on it. With these controlled compositions, it is relatively easy for students to write a great deal yet avoid errors. So, the teachers' task of marking papers is easy and quick. Only after reaching a high intermediate or advanced level of proficiency are students allowed to try some free compositions. This approach stresses three features of the diagram above: grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

In a relevant study by El-ashri (2013), the researcher aimed at developing some writing skills for second year secondary stage students and their attitudes towards writing through using the genre based approach which includes familiarization, controlled writing, guided writing and then free writing. They need to be trained in the skill of writing and there is a dire need to use a genre-based approach to writing content. The study adopted the experimental design, i.e., it used an experimental group and a control group. The experimental group received genre-based instruction while the control group received traditional writing instruction. The genre-based instruction was provided to the experimental group at Satamoon Al-Azhar Secondary Institute for Girls at Satamoon whereas the traditional writing instruction was provided to the control group at Roda Al-Azhar Secondary Institute for Girls at Roda; in Dakahlia Governorate. The instruction lasted for nine weeks in the second term of the academic year 2010/2011. The study provided evidence for the effectiveness of using genre-based Approach in developing students' writing performance and attitudes towards writing.

This promotes what the current study tries and aims to prove as helping students change their passive attitudes towards writing will help them enjoy learning and what they do in general.

The Free-writing Approach emphasizes that students should put content and fluency first and not worry about form. Once ideas are put down on

the page, grammatical accuracy, organisation and the rest will gradually grow. Teachers ask students to write freely for five or ten minutes on any topic without worrying about grammar or spelling. At first, students find this very difficult but in time, the more they do it, the easier it turns out to be. Teachers read and comment on the ideas expressed. Alternatively, some students might volunteer to read their own pieces of writing aloud to the class (or teacher might choose). Concern for "audience" and "content" are seen important in this approach.

The Paragraph-pattern Approach stresses organisation. Students copy and analyse the form of model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, identify general and specific statements, choose or invent an appropriate topic sentence, and they insert or delete sentences. This approach is based on the principle that in different cultures, peoples construct and organize their communication with each other in different ways. So, even if students organize their ideas well, they still need to see, analyse, and practise the particular "English" features of a piece of writing.

The Grammar-syntax-organisation Approach links the purpose of a piece of writing to the forms that are needed to convey the message. Writing cannot be seen as composed of separate skills which are learned one by one. Students are to pay attention to organisation while they also work on the necessary grammar and syntax. In (2014) study, Abdel Rahim emphasized the importance and effectiveness of teaching grammar implicitly and students' acquiring and using grammatical structures within meaningful contexts without awareness to help students learn about and use grammar effectively in developing their writing skills.

The communicative Approach stresses the purpose of a piece of writing and the audience for it. Student writers are encouraged to write and ask themselves the crucial questions about the purpose and the audience:

- Why am I writing this?
- Who will read it?

"the audience" is extended to include the teacher and peer students in the class. Other students may also do something with this piece of writing like summarising it, rewriting it in another form, making comments- but not correcting.

The Process Approach concentrates on the process of writing more than the final product. Students ask themselves not only questions about the purpose and audience, but also the crucial questions:

- How do I write this?
- How do I get started?

Bayat (2014) explains that the process writing approach treats writing not as a completed product but as a process. Writing studies are carried out as a part of the process before the written text is completed. This approach focuses on the student in writing lessons, and the teacher only acts as a guide. The process writing approach involves activities occurring during the production of a written text. The total number of participants was 74 first year secondary for ten weeks. Out of these participants, 38 (24 female, 14 male) formed the experimental group while 36 students (25 female, 11 male) formed the control group. This study investigated the effect of the process writing approach on writing success and anxiety. A pretest posttest control group quasi-experimental design was employed. The study found that the process writing approach had a significant effect on writing success and anxiety. Based on this finding, the use of process writing approach is recommended for written expression studies.

Students need to realise that what they first put down on paper is just a draft. Teachers give their students the opportunity to explore a topic fully in such prewriting activities as discussion, reading, debate,

brainstorming, and list making. Teachers give their students time to try out ideas and feedback on the content of their drafts. Students explore a topic through writing, showing the teacher and each other their drafts and using what they write to read over, think about, and move on to new ideas.

Studies based on using the process approach support the current study as they focus on the student's gradual improvement in learning writing. The current study focuses on the role of the students and aims to help them be independent learners through putting them in the center of the process. Learning to write and improve writing is better done gradually.

Hence, according to the diagram, figure (2), there is not a single way to teach writing, but many other ways. All the approaches just mentioned do overlap. No teacher is so devoted to one single approach to exclude all others. Teachers are expected to apply and use whatever approach that is suitable for their students, topics, class environment, etc. Teacher is the method and method is the teacher. This self-explanatory diagram indicates that writers, to be clear, effective, appealing and understood, are to take into consideration the purpose of their writing and whom they address so as to choose the right vocabulary, writing style, structures. Planning for, organising and presenting a piece of writing are necessary. Writing mechanics are the gears and bolts of sentences and paragraphs. Unity, coherence, relevance and clarity are of great importance.

The current study used the student-centered learning approach to handle the writing skill, particularly writing a paragraph for the second year students. Felder and Bullard (2007) point out that student-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve

problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes towards the subject being taught, or level of confidence in knowledge or skills.

The student-centered learning will be detailed later in part two of this chapter.

Raimes (1983:11) states that, "These approaches stem from the basic assumption that writing means a connected text and not just single sentences that writers write for a certain purpose and a reader, and that the process of writing is a valuable learning tool for all students."

2.2.3 Writing purposes

The goal of all teachers of EFL is to teach their students the four language skills well as much as possible. Students are to be taught to get used to having a goal behind writing. This enhances their keenness to do their utmost to better their writing. When teaching "writing for writing", we need to make our students have some writing aims. Harmer (2004: 39-43) viewed that good writers usually have a purpose in mind and have a constructive view to achieve this purpose. Writing is good if connected with students' daily lives and experiences.

English as a second language (ESL): This term is normally used to describe students or some people like refugees and immigrants living in the target language community and who need English to function in that community on a day-to-day basis.

English for specific purposes (ESP): A lot of students study English for a particular purpose like students of medical profession will study medical English, business students will concentrate on the language of management and commerce, others study English for academic purposes (EAP), and so on.

English as a foreign language (EFL): This is generally taken to apply to students studying English in schools and institutes in their own country or as transitory visitors in a target-language country.

Hence, choosing a topic for students to write about must be relevant to their competence and their reason for study. Students also should take the chance to use their language to express their thoughts. Students are to be motivated by providing opportunities for them to show off or display their pieces of writing.

The tasks of the teacher in writing: It is a crucial task for teachers to help their students not only to learn to write but also to better their writing. Students are supposed to be encouraged to practise writing. Teachers should egg them on expressing themselves openly without reluctance. Harmer (2004: 41-43) stated some of the tasks teachers have to perform before, during and after students' writing as follows:

Demonstrating—since students need to be aware of writing conventions, teachers have to be able to make these conventions clear to their students.

Motivating and provoking—when students are asked to do a piece of writing, some of them feel at a loss because of lack of relevant vocabulary and ideas. This is where their teacher can give a hand by

provoking them into generating ideas and making the whole process fun and enthusing students with the value that the task is not a time wasted.

Al-Khafagy(2011) investigated the effectiveness of using some metacognitive strategies in a cooperative environment on developing some writing skills of the first year secondary school students. The sample was two first-year secondary classes at Al-Ghoraizat Secondary Institute for Boys, Al-Azhar, Sohag Zone, to be the experimental and control groups. The research proved that there are statistical differences between the scores of the experimental group and the scores of the control group in grammar, punctuation, spelling, writing mechanics and writing performance posttests in favour of the experimental group.

This supports the core idea of the current study as for developing critical thinking skills, creative thinking and helping students learn how to generate relevant ideas to the topic they are writing about.

Supporting—the teacher's role is to be a motivator, provoker and a supporter as students need a lot of help and assurance when they begin writing in class. Teachers, of course, must be well prepared to help their students over whatever difficulties they may encounter while doing their piece of writing.

Responding—the way teachers react to students' written work is responding and evaluating. On responding, teachers react to the content and construction of a piece of writing supportively and often make suggestions for its improvement. Responding is not judging or grading a piece of writing as a finished product, it rather tells the student how well it is going so far.

As for **evaluating students' writing**, teachers grade written work by indicating the strengths and weaknesses. Evaluating can be regarded as a learning opportunity by handing back marked scripts looking at highlighted errors and putting them right.

Teachers themselves are to be motivated to entice their students to do better in writing. Teachers need to motivate their student, instruct them when necessary, be patient to be there to answer all questions, manage time and control class as much as possible, spread the spirit of co-operation and peer correction in the class to have a healthy, rich and an encouraging atmosphere. Teachers are to be ready for the unexpected.

Hence, teachers introduce the topic and get their students interested and help them realise why they are writing by introducing and summarizing the main writing task. Then, teachers use the board to generate and collect as many ideas as possible by using discussion, brainstorming, small groups, taking notes, etc. Some students get frightened of 'blank page'. So, their teachers encourage them to fast write whatever vocabulary and ideas that come to their minds. Then, students sift and select ideas to see what is worth writing. Students arrange sentences and make sure they are organized and paragraphed well. Teachers provide feedback. Peers can also provide constructive feedback by making helpful comments and suggestions about the draft text. Students themselves go through their own writing checking if it expresses what they want to do. Based on their teachers' and peers' feedback, students prepare their final draft.

Byrnes and Wasik (2009: 350-55) argue that a well-written piece of writing would not be produced if a person had no motivation to write. Such a person also needs certain kinds of writing knowledge and skill as follows:

2.2.4 Knowledge for Writing

Writing researchers have argued that there are five main types of knowledge that successful writers store in their long term memories:

(1) **knowledge of task schemas** which are mental representations of writing tasks that a person regularly encounters. They include parameters

regarding deadline and length, as well as stored strategies that were successful in the past, clarifying things with an instructor. Schemata help people accomplish tasks efficiently. Writers who lack schemata need to reinvent the wheel each time they are given a particular task.

(2) knowledge of topics: it is much easier to do a piece of writing when a lot is known about the topic than when very little is known about it. The same is true for even the most skilled writers. Knowledge helps student writers and writers in general to generate ideas and organize them effectively. When one is familiar with a topic or has read about it, it is usually easier to write about that topic.

(3) knowledge of audiences: however, whereas topic knowledge is necessary for writing a good piece, it is not sufficient. Writers also have to be able to 'get inside their reader's mind' in order to be successful. That is, they need to be able to answer questions such as 'What do my readers already know?', and 'What do they want to hear?' In most cases, readers want to learn something new or form a 'connection' with something they read. Readers will not learn anything new if the material is either too familiar or too unfamiliar. Thus, knowing one's audience is a key to being a skilled writer.

(4) knowledge of genres: to appreciate its importance, consider the following question: If someone was asked to write an argumentative essay, a textbook, a story, and a poem, would this be easy to do in each of these genres? Genres have their own distinctive structures that skilled readers come to know. For example, stories have a narrative structure involving components such as setting, characters, and outcomes. Given the fact that there are 'standard' ways of organizing ideas in specific genres, and that readers come to expect this standard format when they read a work in that genre, writers need to stick close to this standard

format in order to maximize that chance that their readers will like and comprehend what they have read.

(5) knowledge of language: an indispensable component of good writing is knowledge of the audience's native language. Writers need to know how to place specific words in specific grammatical constructions in order to convey just the right meaning. That is, writers need to have (1) a good vocabulary, (2) knowledge of grammatical rules, and (3) knowledge of the pragmatics of a language (e.g., knowing how to be polite, sarcastic, etc.).

In a study by Ali (2007) that was an attempt to overcome the shortcomings in teaching reading and writing skills, which are considered basic skills. The study has one group pre-posttest design. A group of 35 first year preparatory students were randomly selected from Cairo experimental language schools, namely Ibn el-Nafees language school, to be the experimental group. The proposed program was developed by the researcher in the light of some learning strategies and the integration between reading and writing. The study showed evidence that there were statistically significant differences between the mean scores of the experimental group on the reading and writing pre-test and post-test in overall reading and writing, in each reading sub skill (identify main ideas, identifying supporting details, guessing meaning of unfamiliar words, making inferences), in each writing sub skill (content, organization, language and mechanics) in favour of the post-test scores. It was concluded that the proposed program proved to be effective in developing the necessary reading and writing skills among the experimental group students.

2.2.5 Ideas for Generating ideas

A good teacher just ignites his/ her students' spirits to rack their minds and give rein to their imaginative ideas. Teachers welcome

whatever ideas students express, encourages them to generate more and more ideas by using words of encouragement or signs such as thumbs up and happily writes them on the white board or even ask each student to write their ideas on the board on their own. After finishing the task, the teacher discusses these ideas with the students and calls their critical thinking to sift, pick out and review all that has been written on the board. This gives students time to think, express themselves and argue for their ideas. The class can be a quick debate for a while. Zinsser (2006: 11) reported that a student writer is to care for the simplicity of style, choosing words, the audience, enjoy the process of writing to write well, listen to the sound of his/ her voice to express himself/ herself well. A student is not to be paralyzed by the task of writing or afraid of the tyranny of the final product as there will be time to check everything. Just jotting down ideas and writing as better as possible are helpful.

(1) Brainstorming: Scrivener (2005: 197) states that it can be hard to get enough good ideas to write about. Brainstorming is a way to get the 'ideas engine' running. It means opening your mind and letting ideas pour out. It also means not engaging that 'checking' part of your brain too quickly dismisses things as stupid or useless that's because we lose out a lot of potentially good ideas as we reject them too soon. For this reason, it seems helpful to separate the ideas collection and later critically review those ideas. Students can also reflect on some event, concept and discuss this as a whole class. Generating lists, note taking during discussions making word associations, creating semantic maps, responding to a short reading or a visual display such as a picture, chart, table or graph provide further brainstorming activities to introduce ideas for writing. Raimes (1983:10) defines brainstorming as ,"producing words, without concern for appropriateness, order, or accuracy. As we produce free associations, we make connections and

generate ideas. Brainstorming can be done out loud in a class or a group, or individually on paper. The first piece of writing produced is not corrected or graded. Teacher responds only to ideas."

To get ideas, teachers can:

- write a topic or a title in a circle in the middle of the board
- tell students to call out any ideas that come to their minds concerning that topic or title
- write everything students say on the board. There should be no discussion or comments –just ideas—then comes the stage of revising or sifting ideas to decide on what is worth taking and what to leave out as off points.

(2) Free writing is kind of brainstorming by writing everything you know and think about the topic using its strategies like fast writing, making lists,...etc. Both free writing and brainstorming provide additional resources for students' writing. Students can write for a short period of time on any chosen topic. Grabe and Kaplan (1996: 310-11) say that free writing has a number of benefits for student writing: it is not evaluated and students can feel free to say what they want about a topic or an idea. It allows students to overcome writer's block and develop greater fluency in writing. It is a good source for ideas that can be used for later writing assignments or future class activities. It gives students a chance to explore, or become aware of their individual voice without conforming to some set of external constraints. Lamott (1955: 4) stated that students write well when they want to write and when they feel they are good at it. But most important is to train them to do writing and just start writing about anything they own, what happened to them, about their child and to feel free to write about whatever comes to their minds,

(3) Fast-writing: Scrivener (2005: 197-198) explains that starting writing is the most difficult step. Teachers try hard to make it as easy as possible for their students as there is always the first time. Seeing the blank page is frustrating for the students. The most important thing is to put down the first word. The longer a student fails to write, the harder the first sentence becomes. Fast writing encourages students to generate vocabulary and ideas for the topic assigned. It is like an ignition key on a car, getting the writing started! The teacher tells students to write about a topic and they start writing non-stop. Students are not to worry about spelling, grammar, etc. students write any letters or words else if they cannot think what to write. They are not supposed to stop to go back and read what they have written. They keep writing until their teacher says 'stop' after five or ... minutes. In the end, students will have a lot of words and/or ideas written. Some of which may be off and others are well worth retrieving. Students have time to look back over what they have written. They are then to decide on by themselves what is on and what is off and use the good points as a starter. Therefore, fast-writing is a good way to start the finding-out process as we do not often know what on earth we are going to write until we start writing it.

(4) Looking at sample texts is often helpful if students see samples of the kind of texts they are working on. Students can study the lay-out, the overall message, how the items are organized, specific phrases and sentences used, distinctive grammatical features, the style, how to affect the reader, etc. Reading helps to increase the schemata for the learner. This in turn boosts students' learning as they gradually know about new structures, vocabulary and how to organise their ideas to avoid otiose and divergence.

(5) Guided discussion: Grabe and Kaplan (1996: 347-9) agree that it is an important source that can change the way students plan their writing, and read and comment on their own texts. Students can be asked to outline a complex argument either orally or in writing. the process requires continual practice. Students have to learn how to challenge each other in a way that is not personally threatening. The major goal of the writing exercises is to train students to speculate and adopt alternative point of view; the aim is to encourage students to explore additional ideas, make room for speculative thinking, and recognize that there may be a number of alternative positions or perspectives, even if they have not all been given equal attention in the main activities of the class.

The importance of the 'discussion' strategy promotes its significance and effectiveness in the current study which puts emphasis on this activity in the SCL approach. Whole class or group discussion raise students' self-efficacy and make them have the nerve to express themselves and have their say. Students should be able to express their ideas in a non-threatening classroom atmosphere. They also give and accept peer correction and show critical thinking properly.

Teacher-student conferencing is an effective alternative to class feedback and written feedback on individual papers. Such conferences can be used as a regular feature of the writing curriculum, with a number of regular conference time scheduled, or as they can be conducted two to three times during a semester. Conferencing, however, is no panacea for writing success. There are a number of issues which have to be attended to if conferencing is to be effective. First, the teacher needs to know how to share in conferences and not to be too directive. Second, the teacher must listen to and give the students time to consider answers. Third, the teacher needs to know when particular information and assistance will be

most useful. Fourth, the teacher must structure the conference so that the ground rules are clear for the students. Fifth, the teacher has to make students feel at ease and confident and students have to know that conferences are time for work and can be provided with written guidelines for what should happen in conferences to improve their writing. Students have to recognize the shared responsibility for this interaction. Students should bring in class homework papers, questions from assignments, papers from other classes and generally be willing to discuss their progress in, feelings and attitudes towards the writing class and tasks. .

(6) Getting feedback on the drafts is not something to save up until the entire text is fully completed or it will be of very little use as the 'thing' is over and students often will probably need a complimentary comment and then forget it. Good comments are given when writing is evolving. Feedback can be from the teacher or the peer fellows. Students can be organized in pairs to read and comment on each other's work, or groups to give comments. As a result of feedback, students can write a new draft of their work, which can be submitted again to readers for comments. This feedback cycle can lead to better results.

Salama (2010) clarified that EFL learners usually expect and want to be corrected by their teachers so that they can improve their proficiency. The researcher surveyed different types of feedback and their effect on improving writing skills. The researcher proved that there are statistical differences in the achievement on the posttest between the scores of the experimental group and that of the control group in corrective, written, oral, teacher-student conference and positive feedback techniques in favour of the experimental group. The sample of the study was fourteen first secondary year level EFL

classes, (628 students, 313 boys, 315 girls) in Maghagha Secondary School for Girls and Maghagha Secondary School for Boys. The students' age ranges from 14-17.

This enhances the current study trial and aim to clarify how to develop positive attitudes towards writing. The current study is based on using the student-centered learning (SCL) approach in which students expect to hear or read a positive feedback on their pieces of writing so as to keep up. Hence, peer correction holds a position of great importance in the current study.

Jefferson (2013) traced the effect of peer feedback. The researcher discusses data-driven results of newly-developed writing tools that are objective, easy, and less time-consuming than standard classroom writing strategies; additionally, multiple motivation triggers and peer evaluation are evaluated. The purpose of this study is to increase competence and confidence in writing development, while minimizing subjectivity in writing tools, and to provide a comprehensive context for their use. The single measurement and pretest/posttest research designs were employed. This was studied by collecting extensive data from 159 students and replicating the process of using explanatory corrective feedback which was proven to be efficient and effective in increasing writing competence and confidence in students.

McMillan and Weyers (2007: 7-9) stated that showing a written material to a 'study buddy' for comment can provide insight into areas where your logic has slipped either in expression or rationale. Often, writing problems stem from lack of logic which can be overcome by structure, sentences, and paragraphs of the text. Learning to accept criticism of writing from the others helps to develop skills in refining thoughts and use of language. Ultimately, students should aim to be self-critical as part of the writing process. Scrutinize writing to ensure that

language and structures are suitable for the topic and audience. Teachers need to know how students prefer to be corrected in order to cater to their needs. If teachers try to diversify the way to teach to better serve learners' varied learning styles, they may find it reasonable to try varying the methods of giving written error feedback based on individual students' preferences and language proficiency.

Tran (2013) demonstrated that language writing teachers face numerous challenges when providing feedback on student writing. There may be so many problems in the writing that is almost impossible for them to focus on or they may constantly seek a better method of giving feedback on student written errors. This paper attempts to provide second language writing teachers with some key considerations in providing written feedback. It is challenging because the amount of time for class preparation and paper grading is overwhelmingly more than classroom instruction time. Further, even more challenging is how to best assist students in their endeavor to learn to write in another language. Students need formal feedback on written drafts and also informal feedback during the class discussions.

The feedback process commonly involves reading the first drafts for content and organisation (e.g. factual information, logic of presentation). Student peer-revision occurs in conjunction with the first draft which provides a better opportunity for the teacher, as expert writer, to help students consider fundamental issues in the organisation and content of the writing without becoming too committed to the original writing plan. During feedback, the teacher can provide supporting comments so that students may attend to important features of their writing. The teacher has the option to give both instructional and evaluative feedback on final drafts. Then students can form groups to

identify concerns that should be given priority while working on the second draft.

(7) Expanding your vocabulary is a good way to promote writing skill.

Students are to be keen on enriching their vocabulary on different topics and how to use this vocabulary well besides functioning grammatical rules to form right structures. Student writers are to be also keen to know how to meet the expectations of the markers by being aware of writing mechanics, grammatical rules, generating ideas, writing a good and effective topic sentence, paragraphing, etc. A student writer can compare his/ her present piece of writing with the previous one to know what have changed and what he/ she strives to change and improve. Students are to learn more about language taking into consideration that writing well can be a merit for them and make them more employable later on and motivate them to excel themselves.

2.2.6 Marking a piece of writing:

On the whole, marking a piece of writing is the most common way of judging it, but it is not often the most useful way to help learners to become better writers. Good writers need to become careful readers of and reflect on their own work by themselves. Marking can be discouraging and more negative than positive particularly with demotivating comments or too much information or too much red pen. Marking can be helpful to encourage students to write and try hard to better their writing or make them feel let down. Alternatively, teachers can use a green or blue pen instead of the red one, write the correct answers in the margins, comment on mistakes of the same kind, collect and make a list of bad points of all students' pieces of writing, photocopy it and then hand it out for students to discuss and correct together or perhaps for homework, concentrate more on the pros of students' work.

In a (2014) study, Gaml emphasized the effect of using some self-assessment techniques on developing some English writing skills among secondary stage students. findings of the study indicated that the self-assessment techniques were significant in developing some writing skills. It recommended introducing some self-assessment techniques to be used in teaching writing at the secondary stage. It used a quasi-experimental design where (180) students including two intact groups from students were randomly assigned to experimental and control groups.

McMillan and Weyers (2007: 15-26) clarify that markers are generally influenced by three dimensions of a student's writing: the presentation, the structure, and the content. These three elements are interdependent. They are detailed as follows:

Bad presentation can act as a barrier to understanding. In case markers cannot read a piece of writing due to bad poor layout or language use, etc. They will struggle to follow the structure of a piece of writing and any argument it may contain. Similarly, if the structure is poorly formed and thus unclear, it will be difficult to get the point of the content. These are things that make presentation bad like: bad spelling, weak punctuation, mixed up tenses, lack of subject-verb agreement.

The structure of a piece of writing is important both to convey a student's understanding of issues relevant to the topic and highlight a student's good response to the task. A good structure depends on clear and concise sentences as well as coherent and well organized and well-ordered paragraphs. Poorly structured sentences will make the text hard to grasp. Using relevant tables, diagrams, graphs or figures contributes to the cohesion of the text, so, analyse more than describe, and use signpost words.

The content of a student's piece of writing has to show factual knowledge, understanding of concepts, evaluation of knowledge, using

citation properly, and deeper-level understanding of the topic, critical thinking, relevance of ideas and vocabulary and using transitional words properly.

Getting started: it is better to analyze the topic and make a 'concept map' by writing as many related aspects as possible, then write the first draft and review it. At last, edit/ proof-read the final copy. There should be timing for each activity or stage and a time margin for the unexpected.

In the current study, the researcher focuses on writing a paragraph by the second year students, the secondary stage.

2.2.7 What a paragraph is

The word paragraph as a noun means a section of a piece of writing that begins on a new line and contains one or more sentences and as a verb means to organize a piece of writing into paragraphs

Oshima and Hogue (1991: 16-28) point out that, "a paragraph is a basic unit of organisation in writing in which a group of related sentences develop one main idea." A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however the paragraph should be long enough to develop the main idea clearly. A paragraph may stand by itself and may also be one part of a longer piece of writing such as a chapter of a book or an essay. Each paragraph is a separate unit marked by indenting the first word of the first sentence from the left-hand margin of only the first line or by leaving extra space above and below the paragraph. Its three main structural parts: a topic sentence, supporting sentences, and a concluding sentence.

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. It is a complete sentence. It is usually (but not always) the first sentence in the paragraph.

The topic sentence should neither be too general nor too specific. If it is too long, the reader cannot tell exactly what the paragraph will discuss. If it is too specific, the writer may not have anything specific to write about in the rest of the paragraph. For example:

Too general: American food is terrible.

Too specific: American food is tasteless and greasy because Americans use too many canned, frozen, and prepackaged foods and because everything is fried in oil or butter.

Good: American food is tasteless and greasy.

Too many unrelated ideas mustn't be included or the paragraph will not be unified. For example:

Too many ideas: Cairo is famous for its temperate climate, its many tourist attractions, and its competitive prices.

Three parts of this controlling idea are too unrelated for a single paragraph. There would be three separate paragraphs.

Good: Cairo is famous for its many tourist attractions.

The supporting sentences that follow the topic one supply details about the topic by giving specific information about it. In order to write supporting sentences about the topic, rephrase it (the topic) in mind as a question and then answer that question with supporting sentences. For example:

The topic sentence: A university professor has many duties.

If that statement is turned into a question, it will say: what are the duties of a university professor? The supporting sentences in the paragraph must answer this question by explaining what a professor's duties are. Questions can be made using how, when, where, ...etc. according to the topic. The topic sentence can also be developed to give examples.

The concluding sentence: After writing the last supporting sentences, the paragraph must be ended with a concluding sentence. This sentence tells

the reader that the paragraph is finished and it completes the picture about the subject. It is like the topic sentence as both are general statements. The topic sentence introduces the topic to be discussed in the paragraph. The concluding sentence ends the paragraph and is a reminder of the important points. On writing a concluding sentence, one of the following methods can be used:

- Rewording the topic sentence in different words. Do not just copy the topic sentence.
- Summarising some or all of the main points in the paragraph.
- Beginning it with a signal phrase that tells the reader that the paragraph is completed:

In conclusion,.../ In summary,.../ In the end,.../ Indeed,.../ As a result,.../ Eventually, etc.

For example:

The topic sentence: It is clear that a university professor has a lot of duties.

The concluding sentence: In conclusion, a professor is always a very busy person.

Or: In summary, a professor has responsibilities both for his students and for his field.

After the concluding sentence of a paragraph, a final or concluding comment can be added. It is the writer's final comment or thought about the subject of the paragraph. It gives the reader something to think about and to remember the paragraph.

For example: In conclusion, a professor is always a very busy person. However, he/ she enjoys his/ her work.

In the current study, the researcher tried to focus on teaching the students to write a topic sentence, a concluding one and supporting sentences to clarify their piece of writing. In each lesson, there is always

a paragraph that lacks both the topic and the concluding sentences. Students are asked to read it well and then write a relevant topic and a concluding sentence to that paragraph. There is also a writing a paragraph task. Students write a paragraph of about (100) words about a certain topic related to their syllabus, experiences and the exam paper.

More important still is to write about the unity and coherence of a paragraph. Unity means that you discuss only one main idea in a paragraph. The main idea is stated in the topic sentence and then every supporting sentence develops that idea. Avoid digression. For example, if you write in the topic sentence that you are going to discuss two important characteristics of gold, discuss only those. Do not discuss anything else such as gold mines, the price of gold, etc. The word 'uni' is a Latin prefix meaning 'one'. Consequently, the supporting sentences must directly prove or support the main idea in the topic sentence. Off points cannot be tolerated.

Coherence means that the paragraph is easy to read and understand because supporting sentences are in some kind of logical order and ideas are connected by the use of appropriate transition signals. 'Co' is a Latin prefix meaning 'together' or 'with'. The verb 'cohere' means to 'hold together'. In order to have coherence in writing, the movement from one sentence, to another (and in longer essays from one paragraph to the next) must be logical and smooth. Pronouns can be used to refer to previously mentioned nouns. There must also be logical order by time, logical division, and order of importance.

The researcher dealt with these elements in the first question in the pre-posttest where students were asked to write a paragraph of about (100) about the important role women can play in society. This paragraph is expected to have unity, coherence and clarity. The last question in the pre-post achievement test dealt with writing both a topic sentence and a

concluding one to a given paragraph to measure students' ability to understand the purpose of a paragraph as well as writing correct relevant sentences.

Transition Signals are words such as first, then, next, finally, therefore, and however or phrases like in conclusion, on the other hand, and as a result. Think of transition signals as traffic signs that tell the reader when you are giving similar ideas such as similarly, moreover, furthermore, in addition, besides, also, too, another + noun, and an additional + noun, etc. When expressing an opposite idea use: on the other hand, however, in contrast, nevertheless, while, although, whereas, but, despite+ noun/gerund, etc. On expressing an example, use: for instance, for example, an example of + noun, etc. On expressing a result, use: consequently, therefore, hence, thus, so, that's why, as a result, etc. When expressing a conclusion, use: in conclusion, in summary, to conclude,... to summarise, in the end, eventually, etc. To introduce a statement/ an explanation, use: i.e., that is, that's to say. To introduce a choice or an alternative, use: or, otherwise, unless, if. Using transition words gives the paragraph coherence, guides readers and makes it easier to follow ideas and get the message intended.

The researcher dealt with these elements in the first question in the pre-posttest where students were asked to write a paragraph of about (100) words about the important role women can play in society. Students are expected to use transition signals, connectives and other phrases to convey the meanings they want to be clear. This topic was also handled in the fourth question where students were asked to use (10) different connectives and transition words in sentences of their own to reflect their understanding of their meaning, function and usage.

Paragraph Checklist

- Form** : Does the paragraph have a title?
Is writing on the correct side of the paper?
Was it indented?
Was it written on every other line?
- Topic Sentence** : Does the topic sentence contain a controlling idea?

Supporting Sentences :

- Unity – Do all the sentences support the topic sentence?
- Coherence Are key nouns frequently repeated and pronouns appropriately used?
Are transition signals used to make sentences flow smoothly?
Are sentences and ideas arranged in some kind of logical order?

Concluding Sentence : Does the paragraph have a concluding sentence?

Making a Simple Outline

In an outline, you list the main points in the order in which you will write about them. This will help the student writer organise thoughts. To help you stay with the topic, look at your outline as you write your paragraph. **Here is a simple outline form:**

- A topic sentence
- Supporting sentences:
 - A. Main supporting sentence (1)
 - B. Main supporting sentence (2)
 - C. Main supporting sentence (3) ...etc.
- A concluding sentence

A more detailed outline would look like this:

(1) A topic Sentence

(2) Supporting Sentences

A. First main supporting sentence

- Supporting detail (1)
- Supporting detail (2)
- Supporting detail (3)

B. Second main supporting sentence

- Supporting detail (1)
- Supporting detail (2)
- Supporting detail (3)

C. Third main supporting sentence

- Supporting detail (1)
- Supporting detail (2)
- Supporting detail (3) Etc.,

(3) A concluding Sentence

After that, write your paragraph from your outline, vary your sentence openings, use a combination of simple and compound sentences, and check your paragraph carefully for spelling, capitalization, and punctuation. Stephen (2005: 33) wrote that to be a good writer, students need to write a lot and read a lot. They need to read everything they get hands on. Students' writing must be self-evident, obvious, use and write the first draft, read it, include basic and direct information, write the main ideas clearly and repeat in the concluding sentence what they feel the main message of their writing.

Concrete Support:

Oshima and Hogue (1999: 65-73) explain that one of the obstacles in students' writing is that students often cannot prove or support their points. They fail to provide supporting information as they do not support

their points with concrete details. Their pieces of writing are often full of opinions and generalizations without the factual details needed to support them. A paragraph containing concrete support for the topic sentence is usually a good one. Using specific and factual details about the topic assigned makes it clearer to the reader.

2.2.8 Some Writing Styles

Bryson (2001: 7) indicated that English is flexible and a writer can row between active and passive senses with other versatilities as well as the simplicity of spelling and pronunciation. This helps student writers enhance and vary their styles.

There are different writing styles as follows:

Descriptive Writing

Cortella (2003: 184-192) explains that descriptive writing is the easiest style as we are used to describing things in everyday life situations. On the other hand, some students may sometimes give too many details and forget the underlying purpose of the description. Description may not be an end in itself. There will usually be other purposes like:

- Being precise about the methods used in an experiment;
- Giving essential background information so that you can analyse significant features in more detail later. Students may be asked to describe a day (good or bad) they will never forget, describe a holiday, a dream. For example:
- Describe an experience that you will never forget (It may be good or bad).
- Describe a place in which you feel most/ least at ease.

For a descriptive paragraph to be good, students are to identify the most relevant facts to include, be clear, be precise and accurate, present

items in a good order, keep to the point and indicate the significance of what is described. Descriptive writings vary according to the subject.

Argumentative/ Analytical Writing

Cortella (2003: 184-192) explains that analytical writings are concerned with 'what exactly' and 'why exactly' in detail. The paragraph is discursive- discusses ideas and opinions, and shows reasoning. The student writer in a persuasively argued paragraph, tries to influence the opinions or thoughts or actions of the reader. To argue a point of view effectively, it is necessary to:

- State a point of view or opinion, and a clear line of reasoning to support it.
- Offer evidence or examples to support an argument.
- Show where the evidence comes from and that it is reliable. (for example, it should not be all personal experience nor what somebody else said).
- Show other possible arguments that contradict a case or opinions.
- Be able to demonstrate convincingly why an argument is right or the best.
- Sum up the argument in one brief, clear statement.
- Write what is most convincing.
- Convince readers with good evidence and examples.

While writing, it is hoped to get readers agree with a certain point of view. It is often better to familiarize oneself with both sides of a controversial topic to clarify a view point by tackling the opposing viewpoints. Adapt a rational tone and trot out plenty of telling evidence for your side.

For example: The mobile phone is a mixed blessing

- Are you for or against TV/ the computer/ the internet, etc. ?

Ali El-Deen (2014) aimed at developing the necessary argumentative writing skills and reflecting writing. The participants were (68) students. Tools of the study included: argumentative writing skills checklist, a pre-/post-argumentative writing skills test, a reflective thinking questionnaire. The study results revealed statistically significant differences at 0.01 level between the mean scores of the control and the experimental groups on the posttest in favor of the experimental group in overall argumentative writing skills as well as in each argumentative writing skill. There were also statistically significant differences at 0.01 level between the mean scores of the experimental group in the pre-administration and post-administration of the reflective thinking questionnaire in favor of the post-administration.

Evaluative/ Analytical Writing

An evaluative piece of writing involves some processes of focusing on similarities and differences (comparison and contrast) or more likely on one the other – in order to make a point clearer, to persuade the reader of a certain view point. For example: - Contrast trade now and in the past (also, means of transport, means of communication, learning, the important role women play in society.)

Cause and Effect

When writing about the causes of something, students explain to the reader why something happened. If they go on to explore the consequences of that happening, they analyze the effects. They can depend on chronological order if they can trace the causes from earliest to recent. For example:

- Explain what causes some natural phenomena
- Describe a failure you once had, and tell its causes or effects or both.

Narrative Writing

McMahan (1999: 22-24) explains that narrative writing is a useful way to gain the readers' interest and it is supportive evidence to prove a point through an account of a personal experience. A narrative recounts an event or an experience. The most significant happenings are to be included. It is easy to write narratively but harder to do it well. Students may find it necessary to fictionalize the details of an experience to keep readers interested. Consistency is important. Be sure of the significance of anything you write or recall. If students write it well, the reader will get the point or moral conveyed. Students should be careful of what they say about anyone they mention (by name, or if it is obvious to whom they are referring). Check that they do not mind being included-- especially if they are known to the reader. Avoid long lists and detailed accounts of events. Make sure that what is included is relevant and what lessons can be drawn from it.

For example: write a narrative about an experience you remember from your childhood

- **Write about:**

I learntthe hardest way.

- Write a narrative/ a story to support the proverb: "honesty is the best policy."
- A film / a story you enjoyed / didn't enjoy watching / reading

Table (1)

A suggested paragraph assessment is as follows:

| No. | statement | Marks | | | |
|-----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | This paragraph has a topic sentence. | | | | |
| 2 | This paragraph has 5 to 7 supporting sentences. | | | | |
| 3 | This paragraph has a concluding sentence. | | | | |
| 4 | This paragraph sticks to one main idea and has unity and coherence. | | | | |
| 5 | This paragraph is indented. | | | | |
| 6 | Spelling is correct. | | | | |
| 7 | Punctuation is used correctly. | | | | |
| 8 | Grammar is functioned correctly. | | | | |
| 9 | Transitional words are in the right way. | | | | |
| 10 | Ideas and vocabulary are relevant. | | | | |

2.2.9 Writing Anxieties

Harmer (2004: 61-73) mentioned that although some students are always happy to have a go at writing in English, others can be less keen. This unwillingness may arise from anxieties they have about their handwriting, their spelling, or their abilities to construct sentences and paragraphs. And if these insecurities are reinforced as they are unable to complete writing tasks successfully, then the students' attitude to writing is likely to become more and more negative. The students' reluctance to write can also be because they rarely write even in their own language, and so the activity seems alien to them. Another powerful disincentive is the fear that they have 'nothing to say' – a common response of many students when asked to write. Finally, writing just does not interest some students; such people seem to be unwilling to invest the time and effort they think a writing task demands. It is clear that greater time spent on the writing assessment results in higher scores as well as greater levels of anxiety.

Cortella (2003: 146-148) clarifies some of students' anxieties about writing that may stop them from getting involved such as:

- The blank page is very off-putting.
- My mind goes empty.
- When I see the title of the topic, I panic and feel that I have nothing to write.
- I do not know where to begin.
- I just cannot get down to it.
- I am not as good as other people.
- The ideas go round and round in my head.
- I am embarrassed about my handwriting.
- I am embarrassed about my spelling.
- I worry about grammar and punctuation.

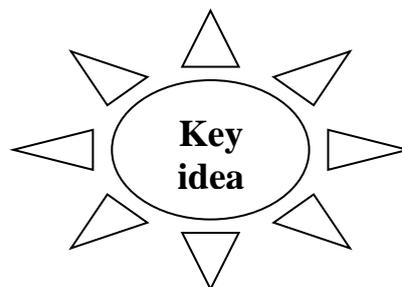
To overcome such writing blocks and anxieties, students can use some activities such as:

- **Scribble ideas** in any order, then rearrange them. Doodle on the sheet of paper so that it is not blank if the blank paper puts you off. The paper is just a tool; it cannot judge you. This is some kind of free writing by giving yourself three minutes and writing all ideas as fast as you can as they arrive. Do not bother about punctuation – it is only a draft to get going.
- **It is just a draft!** That will be developed. It is just something to work on.
- **Write it in a pencil** to remember that the draft is a rough one-mistakes here are allowed.
- **Make lists** by writing ideas as they come. Write in questions. This helps in structuring and organizing writing, generating ideas and developing an idea further. The points can be renumbered later.

- **Ignore mistakes** in early drafts as they will be sorted out in the final draft.
- **'For 'your' eyes only'**: nobody but you needs to see early drafts. Handwriting, untidiness, and mistakes do not matter at this stage. A trusted peer can help you to proof-read later for mistakes.
- **Write by talking**: talk to 'yourself' about the topic and what comes to your mind, note it down.
- **Use the wheel diagram** with the title of the topic inside the wheel and one per a spoke as well as the key words. Look to the Centre to focus your thinking – use this early on to get ideas rolling.

Figure (3)

Writing Wheel Diagram to Get Ideas



- **Start anywhere** by writing things in any order that suits you- you can rearrange them later. For example, it may be easier to write the introduction last.
- **Take one step at a time** by breaking the task into manageable steps. The C.R.E.A.M. strategy can be useful (Grabe and Cablan (1996: 310-11). C.R.E.A.M. stands for:

C – Creative

Have students to have confidence to use individual strategies and styles, applying imagination to your learning.

R – Reflective

Students are to be able to sit with their experience, analyze and evaluate their own performance, and draw lessons from it.

E – Effective

Students are to organise their space, time, state of mind and resources including information technology (IT), to the maximum benefit.

A – Active

Being personally involved, as well as doing things, helps students mentally and physically, make sense of what they learn.

M – Motivated

Students are to be aware of their own desired outcomes; keep themselves on track using short- and long-term 'goals'.

Fathi (2013) emphasized the importance of a suggested learning strategy based on self-assessment for developing some EFL writing skills and reducing writing anxiety level among first year secondary school students.

Brown and Atkins (1988:180-192) note that constructive self-talk, including asking questions like: 'who is this for?', 'Do I need to say this?', 'Would this be better at the beginning or at the end?', etc. Teacher listen to their students and always get them have their say which, in turn, is a good way to generate ideas.

Table (2)
Asking oneself about one's writing

| | |
|----|--|
| 1 | Why am I writing this paragraph? |
| 2 | Why is this important? |
| 3 | Am I going into too much detail? |
| 4 | Will this bit be understood? |
| 5 | Is this true? |
| 6 | Could this be said more directly? |
| 7 | What is the main point? Where is it? |
| 8 | Should I change the order? |
| 9 | Should this sentence be the other way round? |
| 10 | What is the structure? Will the reader know? |

2.2.10 Building Some Writing Habits

The most important thing on teaching and learning writing is to begin and keep doing that until feeling self-satisfied about being competent to express oneself clearly and feel that one has a go at the writing skill in English. The problem that faces teachers is that some students are not keen as they feel uncertain about their spelling, punctuation, vocabulary, structures and even handwriting. If they are not encouraged and taught well, they are likely to have passive attitudes towards writing. This in return results in unwillingness to learn to write or share in class activities in addition to anxieties. What makes things worse is that some students do not do writing (i.e. writing a paragraph, in particular) much and feel that it is a waste of time. Consequently, when they come to the exam paper, they may feel alien, like having nothing to write. Others may do writing tasks heedlessly without giving it due care, effort, and time feeling that they have no choice but doing it for the sake of getting marks or satisfying their teacher. Being unwilling to write and unenthusiastic about evolving this skill also snarls some students from beginning to write. Starting to write and having the desire to learn it form something like writing habits. Selecting good topics relevant to students interest at the light of the exam paper specifications can entice students to begin writing. Students feel excited when they have and learn more good relevant vocabulary to use, good sentences to form and good ideas to include in their piece of writing. Engaging students in the writing activities is of paramount importance. When students are engaged in a writing task, it is a good chance that some of their doubts about writing will disappear. Students must have a positive feeling of being able to do it. Initially, teachers ignite their students by helping them, by using varied activities, find relevant vocabulary and ideas about the topic assigned so as to drive away feeling stuck. Students have to bear in minds that

making mistakes is normally accepted and changing what is written is a step forward to be better.

Goins (2012: 42) addresses student writers if they want to write and put their words in the corner of their hard drives and are happy with that, then great. Write! It is important for student writers to glorify views and get comfortable with their voices and build habits of writing that work for them. But if these students want their words to get the attention they deserve as a product of their passion, then at some point, they need to look at how to expand their reach. They grow faster as writers when they get feedback on their work from the others. It all works together.

To quote from Cortella (2003: 146), "Most experienced writers rewrite their work over and over, refining their thoughts finding a better way of saying something, making a long-winded section a bit briefer, or adding more details to develop an idea." To develop writing and overcome some of the obstacle that hinder students' performance, building writing habits is useful.

With students like this who lack familiarity and confidence with writing or enthusiasm for it, we need to spend time building the writing habit – that is making students feel comfortable as writers in extended activities. This will involve choosing the right form of activity with appropriate levels of challenge and providing them with enough language and information to allow them to complete writing tasks successfully. These writing tasks must appeal to students and have relevance for them. An engaging writing task is one that involves students not just intellectually but also emotionally as well; it amuses them, intrigues them, or makes them feel good. In order to counteract these potential problems, what students need must be identified. Students need to have the necessary information to complete a task. They need to understand clearly what they are asked to do. If they need specific language to

accomplish a writing task, teachers need to give it to them by providing them with phrases, parts of sentences, or words. Students are to be helped by offering them ideas when they feel stuck. A half sentence may be dictated and they complete. Stimulating them is useful whether they work individually or collaboratively. They can also be given a pattern or a scheme to follow. Dictating parts of sentences for completing is a good way to let students write creatively like: the reason I like my school most is, the best thing about sports is.... Students can also be asked to write two or three sentences about a certain topic.

As Perfection is a divine attribute, students have to strive hard to develop their writing and, of course, other language skills. Every one wishes to write well and right. This cannot be achieved overnight. Hold a pen, think of the topic, jot down relevant vocabulary and ideas in a list, ask questions (who, how. Why, when, where, ...), arrange, sift and sort out ideas, write sentences, correct and edit, and rewrite the first draft. Do keep trying. Bradbury (1992: iv) assured the importance of practicing writing to improve students' performance quoting: "I have learnt that if I let a day go by without writing, I grow uneasy. Two days and I am in tremor. Three and I suspect lunacy. Four and I might as well be a hog, suffering the flux in a wallow. An hour's writing is tonic. Keeping to writing is being".

2.2.11 Students' Attitudes Towards Writing

Writing is a skill of paramount importance and a good means of learning and communication. Yet, some students are unable or unwilling to write at least below average level for writing. Generally, the writing process includes several stages to be able to produce a piece of writing well: prewriting, drafting, revising, editing and publishing. These stages are interrelated. It is carried out using some strategies like brainstorming, discussion, peer work, group work, peer correction. Generating ideas

relevant to the topic is the core of writing process. Instructions of writing are given to help and encourage students to learn to write well, students are supposed to be taught and learn about the mechanics of writing, paragraphing, as well as generating and organizing ideas. Students' attitudes and aptitude influence their willingness and desire to write and learn to write. Hence, it is the teachers' task to motivate and encourage their students to learn to write.

The current study supports the idea that students' motivation and positive attitudes towards writing promote their learning and develops their performance. One's self-confidence and belief in one's abilities are pivotal to do better in whatever one is doing. Upon observing the students' behaviour and performance in the classroom, their writing improves when they have self-efficacy and compare their writings with their peers'. They usually feel self-satisfied upon receiving good feedback even if it is a content look, a thumb-up sign, a smile whether that is from their teacher or their classmates. Some students are moody. Their performance is usually badly affected by their mood and state of self-efficacy.

Good attitudes towards writing can help students build up some good writing habits. Their efforts exerted to learn writing and share in the writing activities are affected by their attitudes. Negative attitudes make them give up easily and lose the desire to improve their level. As long as students believe in themselves that they can do something, they will do that whatever the challenges that may arise or the hardships they may encounter. Positive attitudes drive students to do the tasks assigned to them whether writing, reading or any other tasks. The researcher does think that the relation between positive attitudes and writing well is reciprocal and overlapped. They relatively and reciprocally affect each other. Having positive attitudes towards writing pushes students to write

well and vice versa. Some teachers usually focus on the writing process itself not the motivational factors. Students' self-efficacy and attitudes affect their writing and even their everyday lives. They can affect health, cognitive factors, career development and academics. Some students have a negative impression about the writing skill that it needs an endless effort and that they can never do it. Self-efficacy affects writing performance.

Interestingly, it is worth noting that the school curriculum reflects and utilises writing forms that young people enjoy and engage with in order to demonstrate that writing is more than a compulsory task: it is an essential life skill. Developing each of these aspects strengthens all the others. For example, being motivated involves reflection about what students really want. Active learning and creativity require motivation, and also help them stay motivated. Good organizational strategies benefit from imagination and reflection.

To quote from Bandura (1997: 15), "Self-efficacy is beliefs in one's capabilities to organise and execute the courses of action required to produce given attainment." Self-efficacy beliefs affect what people do as what people think they do centers on what they think they can accomplish. Self-efficacy comes from four sources. The first is enactive mastery experience which is based on successes and failures –successes enhance a person's self-efficacy while failures weaken a person's belief in self-efficacy. The second source is various experiences based on observing the actions performed by others. A person compares his/ her abilities with the others' to form his or her own self-efficacy beliefs. The third source is verbal persuasion that involves receiving feedback from another person (teacher, peers, a parent) encouraging feedback convinces students of their abilities to do a task (the role of the teacher and feedback will be detailed in forthcoming sections). The last sources of self-efficacy

beliefs is physiological and affective states. To determine his or her ability for a task, the person looks to his or her other physiological or emotional condition.

Pierre and Oughton (2007) argue that the affective domain is the most-overlooked one. This research suggests the affective domain be the gateway to learning, yet the cognitive and psychomotor domains take precedence. Some complexities of the affective domain are neglected. They further suggest that many college courses outlines and lesson plans with affective outcomes fail to indicate how these will be taught and evaluated. They offer reasons, both historical and current, for this shunning of the affective domain, and indicate ways in which college faculty may begin to pay more attention to the affective domain of curriculum design implementation and evaluation. Instructional designers should not use the affective domain only for a student's motivation to learn, but consider how to engage students in deeper learning through the use of this domain with appropriate pedagogy and evaluation methods. The research supports the use of the affective domain both at the motivational level and in deeper levels of engagement.

Self-efficacy beliefs can affect the actions a person chooses to take, the effort a person puts into activities, perseverance in a task, persistence in the face of difficulties, and what a person ultimately accomplishes. That is students who have positive self-efficacy may tend to view and take a demanding task as a challenge while students with negative self-efficacy may tend to avoid tasks they perceive as too difficult or challenging. Attitudes are related to motivation. Positive attitudes influence students' performance and abilities well and vice versa. Success in writing may lead to positive attitudes while difficulty with writing tasks may lead to negative attitudes towards writing.

Graham, Berninger and Fan (2007: 64) stated that as students age, their interest in writing and their writing attitudes deteriorate. Younger students are more positive than older ones. However, older students achieve higher as their experience of writing tasks develop. To quote from Rafanello (2008: 3-12), "If your confidence in writing is less than what it might be, may be what you need is an attitude adjustment." Students are to be directed to ask themselves the following questions:

- Does my fear of writing get in the way of my being effective in my writing?
- Do writing tasks take me longer to complete because I lack skill in this area?
- What experiences have I had in sharing my writing with others ?
- What would have to happen for me to prioritize writing as a professional responsibility?

Regardless of the purpose of writing, we tend to perform tasks better when we have confidence, rather than when we feel it is an area of weakness.

These studies and research papers support the current study which demonstrates the significance of the affective domain and the healthy encouraging rich classroom environment through the teacher-student and student-student relationships. The current study adopts the SCL approach which highlights the role of the students in the learning process. This role is obviously pointed out through the SCL strategies used such as peer correction, peer feedback, role play, minute paper, etc. Positive feedback, whether from the teacher or peers, greatly affects students' motivation and desire to learn and excel themselves in whatever they do.

Conclusion

Writing, like any other language skill, needs organization, willingness to learn, readiness to teach it, goals, persistence, and tasks to be done. Teachers are to teach their students and help them be good writers. Students should be taught the steps of writing process. They are to learn how to generate ideas, organize them, select the relevant vocabulary, realize and use the writing mechanics, paragraphing, how to write a topic and a concluding sentence as well as the supporting ones. Knowledge of the grammatical basics to write well is a must. Teachers teach their students to think about and discuss, in pairs or groups of three or four, how they set about doing a piece of writing. If their writing is badly organized, unstructured, and lumpy, they must keep writing. If they cannot think of good and relevant vocabulary and ideas, they must keep trying. In case their sentences are not grammatically correct too long, or ambiguous, they must keep trying. If they cannot think of or remember a phrase or vocabulary that suit the sentence or the topic well, they must keep trying. This means that practice makes perfect. Persistence is a key factor to learn how to write. To master a task or anything, it must be practised regularly. The most important thing is to get words down on a sheet of paper, organize, reword, and then review what is already written. Reviewing what is being written can be done during the process of writing itself. It is better to have a draft written. Thinking individually about the topic assigned is a good way to generate ideas before sharing them with peers.

Direct teaching of language skills as well as the assignments set and the feedback given is a good way of helping students to improve their writing. Class discussions and conferencing feedback help the teacher and the students alike to get comments, generate ideas, express themselves, escalate self-efficacy and respect and evaluate each other's

views. In time, students will get used to concentrating on the kernel of the task, benefit from their past experience and avoid getting stuck as they are supposed to be gradually self-confident, independent learners and able to think deeply, and clearly about the topic assigned to use the relevant vocabulary and ideas.

Writing well involves working hard. More important still is starting to write. There is always the first time. Writing is challenging but rewarding- in case a piece of writing is done well, one feels self-satisfied. Writing clearly is an epicenter as good writers need their readers to understand what they write. Ambiguity is an obstacle. Students must temper their tone and choose their best way to learn. Before writing, students are to consider their purpose and choose a tone that seems appropriate not antagonizing or aggressive. A good piece of writing should make the readers want to read further in order to find out what is to be said about this idea or topic. A thoughtful rereading of whatever is written can help students avoid weaknesses in their piece of writing. A good writer is expected to spend a lot of time mucking about, doodling, and scratching out words, tossing out sentences and squeezing them between the lines, jotting down new ideas on the outline, drawing arrows to insertions, gazing into space while searching for the right word or the perfect example, and sometimes throwing it all in the litter bin and starting over. Practical experience is essential for gradual improvement as nothing can be achieved overnight. Slow but sure!

Unity, coherence, good presentation of and organising ideas are important. A student writer should take a few minutes to go over his/ her piece of writing after it is done. Coherence and unity depend on the way ideas are ordered. A paragraph has unity when it sticks to the main point. It lacks unity when it wanders across everything besides the topic assigned. The supporting ideas are to be checked well. Redundant

repetition must be avoided as much as possible. Good writing must be preceded by thinking about the topic. Before starting, supporting ideas must be scrutinized. Draft or scratch outline is a flexible guide where ideas can be rearranged, added or left out so as to reach an appropriate arrangement. Logical structure is also a feature of good writing. Ideas within a paragraph require organizing according to some sort of logic for instance, from the least impressive to the most compelling point or from the smallest to the largest as the final point usually remains in the readers' minds.

Reviewing well and attentively objective feedback are good for self-evaluation. Student writers must check spelling, ideas, organizing ideas, irrelevant vocabulary and ideas, unity, paragraphing, grammatical usages, make sure that ideas are comprehensible not only to the writer but to the reader as the student writer is supposed to be the first audience for their own piece of writing, avoid generalization and be specific. Feedback and peer correction are so important that they help students think critically concentrating on both the form and the content.

A good paragraph has one idea, a topic sentence, an enough number of supporting sentences (five to seven), a closing sentence, indentation, correct spelling, and right punctuation. Peer correction helps students to think objectively and critically and gets them used to concentrating on both form and content. They accept and provide constructive criticism. Applying the strategies of the SCL approach enhances the learning process and boosts the healthy rich language environment classroom.

2.3 Student-centered Learning (SCL) Approach

2.3.0 Introduction

The essentially profound goal of a language is communication. Students are taught how to communicate actively inside and outside the classroom. The four language skills are interrelated and they integrate to achieve the goal of good communication. On doing better at language skills, students gain better understanding of themselves and give a good picture about themselves as well as understanding the others. Learning active communication requires active and dynamic teaching process; that depends greatly on the partnership of the learner and the teacher. Learning environment inside the classroom must be active and dynamic. Teaching methods usually vary with the aim of improving students' learning and helping them realise their ambitions of doing better and performing well on using a foreign language. The Student-centered learning (SCL) approach is one of the approaches that all aim to improve students' performance in language skills. It aims at helping students to actively and positively share activities in the learning process. Since the best idea to do things well is to practise them, students are to do writing activities themselves; first with the help of their teacher until they are independent writers. When students contribute to acquiring knowledge, they become responsible for it. The SCL makes it possible for the teacher to follow up everyone in the class taking into account that everyone matters as sharing in activities of the SCL makes students concentrate well on what they are doing and try to do their utmost to excel themselves and their peers. Students must never be regarded as empty vessels in which teachers pour liters of knowledge and information. This picture is depicted by Charles Dickens in his masterpiece 'Hard Times'; the picture of Mr. Gradgrind vanishes in the SCL.

The SCL approach broadly counts on the principle that teaching depends not only on instructing but also on letting the students discover and do things by themselves, individually, in pairs or in groups. It helps students to communicate well inside the classroom and in real life situations. It frees students from feeling panic when they make mistakes; but rather makes them take 'making mistakes' as a step forward to learn. Students are not to be seat-bound or tongue tied by worrying about making mistakes, losing face or getting low marks. Students need to learn to be independent learners. To quote from Leo Jones (2007: 1), "The student-centered approach helps students to develop a 'can-do' attitude. It is effective, motivating, and enjoyable." There is something of partnership that shapes the teacher-student and the student-student relationships. They all collaborate to create a healthy non-threatening language environment to get the utmost of their learning course and time.

The SCL approach is worldwide recommendation for teaching and learning whether at school or university. Whitney (2009) stated in an exploratory study which surveyed 310 Saudi female university students enrolled in university TEFL programs. The findings of this study showed that students are open to the student-centered learning approach, with certain activities within the student-centered learning approach being more favorably preferred. Implications from this study clearly display that teacher training programs should seriously examine and implement innovative ways of teaching English for their pre-service teachers.

According to Wolfe, Steinberg and Hoffman (2013), to encourage the transformation into SCL learning, there is investment in four related strategies; research and evaluation, policy change, practice, and public understanding and demand. These strategies are guided by research on motivation and learning to better prepare students to thrive in work and life. Spreading this approach through schools require a

paradigm shift. There must be focus on the advancement of pedagogy and curriculum built on how people learn as well as how children and adolescents develop.

The student-centered learning (SCL) encourages students to take the lead and start to learn and do writing tasks on the basis of 'how I can do it' and forget about 'why I do it'. Consequently, they begin to enjoy what they do as it is their own work. It depends on the empathic relation between the teacher and the students themselves. Everyone is included as everyone matters. Students are the doer and the teacher is a facilitator. As for to Brandes and Ginnis (2001: 17) the SCL approach provides learning which has the student in its heart. It offers the possibility of a new relationship between teachers and learners and emphasises an activity-based learning and on teacher-student collaboration rather than instruction.

According to Cornelius, Jeffry and Adam (2010: 2) a student-centered or learner-centered instruction is, "A balancing challenge and empathy, high standards and high acceptance, achievement and enjoyment, as well as research and practice. It is also an approach to teaching that prioritizes facilitative relationships, the uniqueness of every learner, and the best evidence on learning processes to promote comprehensive student success through engaged achievement."

Attard, Di Lorio, Geven, and Santa (2010a:1-8) stated that the SCL learning approach represents both a mindset and a culture within a given higher education institution and is a learning approach which is related to, and supported by, constructivist theories of learning. It is characterized by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem solving, critical thinking, and

reflective thinking. This implies a change in the culture of both learning and teaching and a mindset, asserts the role of the learner by participating actively in the learning tasks assigned whether inside or outside the classroom. It puts the learner at the centre. The term may seem to be self-explanatory and assures that the student or the learner is at the heart of the learning process. The student is the focal point of the learning process, however the role of the teacher remains paramount particularly when one considers that the students are not all the same. Learning environments should provide a variety of authentic tools, resources, experiences, and contexts to maximize the potential for learning.

2.3.1 A Framework for Constructivism

Learners bring unique prior knowledge and beliefs to a learning situation. Knowledge is constructed uniquely and individually, in multiple ways through experiences and contexts. Learning is both an active and reflective process. Learning is developmental. We make sense of our world by assimilating, accepting, or rejecting new information. Social interaction introduces multiple perspectives on learning. Learning is internally controlled and mediated by the learner.

Rogers (1983) stated this definition, "Student-centered learning is an approach in which learners choose not only what to study but also how and why that topic might be of interest. At the heart of the learning environment, learners have responsibilities and activities, in contrast to the emphasis on instructor control and coverage of academic content found in much conventional didactic teaching."

Based on an article by Qatar university, Office of faculty and Instructional Development (2000), in the SCL approach, planning, teaching and assessment are centered around the needs and abilities of the students. The main idea behind the practice is that learning is most meaningful when topics are relevant to the students' lives, needs, and

interests and when the students themselves are actively engaged in creating, understanding, and connecting to knowledge. Students will have a higher motivation to learn when they feel they have a real stake in their own learning. Instead of the teacher being the sole, infallible source of information, then, the teacher shares control of the classroom and students are allowed to explore, experiment, discover on their own. The students are not just memorizing information, but they are allowed to work with and use the information alone or with peers. The focus in these classrooms is on options, rather than uniformity.

Ebedy (2013) emphasized the effectiveness of a constructivism-based programme in developing some English writing skills of prep school students and their attitudes towards English language. A constructivist programme of interaction was developed. The programme integrated an adopted taxonomy of reading and writing strategies that consists of cognitive, metacognitive, memory and socio-affective strategies.

2.3.2 The Origin of the SCL Approach

Attard, Di Lorio, Geven, and Santa (2010a: 2-4) stated that the SCL was created as a concept within the field of educational pedagogy and has been a topic of discussion within many higher education institutions for over the past few decades. Discussion of the SCL initially focused on changes to the pedagogical methods used in making learning and educational processes more flexible in order for students to participate as much as possible. The ethos behind this approach became apparent with the popularity of constructivism. Thus, from a constructivist perspective, knowledge is not passively received from the world, from others, or from authoritative sources. Rather, all knowledge is created as individuals (and groups) adapt to and make sense of their experiential world. Knowledge is reconstructed not transmitted. The SCL

is an approach which varies according to the type of students involved in the learning process and the type of environment in which such learning takes place. Amongst other things, SCL, thus, needs to be tailored not only to student-type, but also to the discipline and the environments in which such learning takes place.

2.3.3 The Principles Underlying The SCL Approach

Based on a conference of the 'Time for a New Paradigm in Education, Student-centered Learning project'- (T4SCL Project) in Bucharest, Romania, in May 2010, Attard, Di Lorio, Geven, and Santa (2010 b: 2-5) analyze and state some principles of SCL as follows:

Principle I: SCL requires ongoing reflexive process.

Part of the SCL philosophy is that no one context can have one SCL style that can remain applicable through time. Hence, teachers, students and institutions need to continuously reflect on their learning, teaching and instructional systems to keep improving the learning experience of students and achieve the intended outcomes of the course given in a way that stimulates learners' critical thinking and skills.

Principle II: SCL does not have a-one-size-fit-all solution.

A key concept of SCL is the realization that all educational institutions are different, all teachers are different, and all students are different. Therefore, SCL is a learning approach that requires learning support structures which are appropriate to each given context and teaching and learning styles appropriate to those undertaking them. It is flexible.

Principle III: Students have different learning styles.

SCL realises that students have different pedagogical needs. Some students learn through trial and error. Others learn through practical experience, (reading literature, debate, discussion...) etc.

Principle V: Choice is central to effective learning in SCL.

Students like to learn different things and hence any offer should involve a reasonable amount of choice. Learning can be organised in liberal formats or choice can be offered in a traditional, disciplinary way.

Principle VI: Students have different experiences and background knowledge.

Learning needs to be adapted to life and professional experience of the individual concerned. For instance, if students can already use information technology (IT), there is no point in trying to teach them the same thing again. Anyway, personal experience can be used to motivate students, for example, by allowing them to share a personal story to illustrate a certain point.

Principle VII: Students should have control over their learning.

Students should be involved in the design of courses, curricula and their evaluation. They should also be seen as active partners in the process. The best thing is to engage students themselves in how their learning should be shaped.

This is not the case in Egypt as teachers themselves are almost never part of designing a curriculum and hence their voices usually go down the drain.

Principle VIII: SCL is about 'enabling' not 'telling'.

In simply imparting facts and knowledge to students, 'telling' the initiative, preparation and content come mainly from the teacher. The SCL approach aims to give students greater responsibility enabling them to think, process, analyse, synthesise, criticize, apply, solve a problem.

Principle IX: Learning needs cooperation between students and the staff.

It is important that students and staff cooperate to develop a shared understanding of the problems experienced and proposing solutions. In

the classroom, such cooperation will have a positive effect as the two groups increasingly come to consider each other as partners. Such partnership is central to the philosophy of SCL which sees learning as taking place in constructive interaction between the two groups.

Integral Components of SCL

Attard, Di Lorio, Geven, and Santa, (2010b: 3-6) include some integral components of SCL as follows:

- Flexibility and freedom in terms of the time and structure of learning;
- More and better quality teachers who strive to share their knowledge;
- A clear understanding of students by their teachers;
- Teachers' responsibility for student empowerment;
- A continuous ongoing improvement process;
- A positive attitude by teachers and students with the aim of improving the learning experience;
- A relationship of mutual assertiveness between students and teachers;
- A flat hierarchy within higher education institutions; and
- A focus on learning outcomes which enable genuine learning and deep understanding.

Hence, Attard, Di Lorio, Geven, and Santa (2010a: 11-15) explain that the SCL requires innovative teaching which underlines continuous professional development for teachers to enable students to improve their learning and enhances students' critical thinking thus grooming individuals to become independent lifelong learners. Students interact, share ideas and support each other. SCL is hailed as a method of teaching in which students are enabled to learn more effectively by using the knowledge they gain to face the situations they encounter outside the classroom not merely at exam time. This helps them to be more adaptable. This refers to anything other than being passively listening to a teacher. However, the call for this type of learning does not negate the

need for lecturing. Rather, it provides opportunities to reflect, evaluate, synthesize, etc. the information presented in such lectures. The shift is from what the teacher is able to teach to what the students are expected to achieve. Students keep building on previous learning. Maintaining Flexible curricula empowers students and encourages them to take responsibility for their own learning. This is congruent with lifelong learning. The learning environment supports positive interactions among learners and provides supportive space in which the learners feel appreciated, acknowledged, respected, and validated.

2.3.4 Characteristics of The SCL Approach

McCombs and Whistler (1997) listed some of the SCL characteristics as follows:

- 1- The student-centered classroom facilitates learning by increasing motivation and effort.
- 2- The student-centered model requires that instructors see each learner as distinct and unique. This means, recognizing that learners in any classroom learn at different rates with different styles, have different abilities and talents, and that their feeling of efficacy may vary. The activities are student-directed to promote students' choice and personal responsibility and decision-making.
- 3- In this model, learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior knowledge and experience. This makes learning more meaningful and therefore intrinsically motivating. Learning occurs best when what is being learnt is relevant and meaningful to the learner.
- 4- In The student-centered classroom, the learner requires individualization, interaction, and integration. Individualization ensures that learners are empowered to create their own activities and select their authentic materials. Learners interact through team

learning by teaching each other. During the learning process, learners integrate what they have learned with prior learning and construct new meanings.

- 5- The student-centered classroom involves changes in the roles and responsibilities of learners and instructors, in the delivery of instructional strategies, in learning styles and a positive learning environment that shows interaction.

2.3.5 Strategies of the SCL Approach

Initially, using the student-centered learning approach for teaching language skills or any other subject never means that teachers do not lecture. The SCL approach is intended to make a change for the better in both teaching and learning. Teaching is a human means to a human noble end, i.e., creating good generations that can take the lead and bear the onus of developing their country. Students are expected to express their opinions freely, learn the etiquette of dialogue, accept the others' views, be flexible and tolerant.

To implement the SCL well, Lynam (1981: 5-6) suggested some strategies as follows:

- (1) **Think-pair-share:** teacher asks students to think individually about a question for a minute, turn to a neighbor and exchange ideas and then randomly select a small number of students to share both ideas. Groups of three or four can be used instead of pairs. After the students have talks in pairs, the instructor gets everyone's attention and asks pairs to share their responses with the whole class. The instructor calls or asks for volunteers, requests diverse response, goes around the class, etc.

This gets the students used to thinking quietly, organizing their thoughts, contributing to a discussion, and talking in one-to-one conversation. The 'pair' phase brings a burst of activity to the classroom –

a change of pace to a lecture is important where energy or engagement are lagging. All students have uttered their points to their peers before they are raised to the full group.

Lom (2012: 12) explains that classroom activities are simple strategies to get students in the SCL approach involved are as follows:

(2) **Round-table:** The teacher asks a group of students a question. The first student writes his/ her answer, passes the paper to second student, and so on. The teacher asks students to collaborate in small groups on a specific prompt that can generate multiple responses. Students share a single piece of paper that gets passed around their circle rapidly. The goal is to generate as many responses as possible from all members of the group in a defined period of time. Round-table is always followed by a reporting mechanism in which the teacher calls on groups to share their responses. The report-out instructions might ask for no repeated answer, the most predictable answer, the most creative answer, etc. Finally, the teacher may choose to collect the round-table paper of the exercise to get full record of all group work. This strategy ensures that every student in the classroom is generating knowledge and ideas and contributing to a discussion simultaneously. It is well-suited to brainstorming exercises and can be adapted where there are multiple responses or interpretations.

(3) **Minute Papers:** the teacher asks students to address two questions at the conclusion of a lecture segment or class. The first question is about what they thought was the clearest and most significant. The second one is about what they still have questions about. This in turn gets students used to critical thinking, expressing themselves clearly and openly, being a source of feedback, not always a target of feedback, etc. Students get used to assessing the day's class subjectively, raising questions in a safe way to admit confusion, the teacher can improve

the lesson efficacy. It enhances the relationships between the teacher and the students. Teachers give comments on the minute papers the next class. This makes the students feel that their opinions matter and are appreciated.

(4) **Student Presentation and Projects:** students are assigned to do projects and reports to be actively engaged in exploring the course material.

(5) **Problem-based Learning (PBL)** shifts the teacher's role from dispensing information to guiding the construction of knowledge by his or her students around a certain problem. Students refine the problem, develop research questions, investigate the topic using a wide variety of primary source material and workout a variety of possible solutions before identifying the most reasonable ones. In her study (2014), Haroon investigated the effect of using the problem solving strategy on developing the creative writing skills and interest of preparatory pupils towards EFL. The sample of the study the sample of the study consisted of (60) female second year preparatory pupils. Results revealed that the positive effect problem solving strategy on developing second year preparatory pupils' creative writing skills but there was not enough evidence of a significant improvement of the pupils' interest towards EFL.

(6) **Challenge-based Learning** is a collaborative learning experience in which teachers and students work together to learn about compelling issues, propose solutions to real problems, and take actions. This approach asks students to reflect on their learning and the impact of their actions, and publish their solutions to a worldwide audience.

(7) **Inquiry-based Learning** has its origins in the practices of scientific inquiries and places a heavy emphasis on posing questions, gathering and analyzing data, and constructing evidence-based arguments.

Hmelo-Silver and Chin (2007: 8) argues that there is no clear variation among the last three instantiations (5,6,7) as each of these methods applies the shared foundation of the student-centered learning theory with slight variations of emphasis. These last three practices share many components and may seem indistinguishable in practice. The advocates of these practice methods, however, argue that the slight variations do matter and provide distinct learning experience and outcomes.

(8) Role Play:

Jones (2007: 82) explains that some students feel less inhibited if they have a role to play and can escape from 'being themselves' for a while. Role play may involve one student playing a tourist/ customer/ boss, etc. interacting with another student playing a tour guide/ sales assistant/ post office clerk/ employee, etc. Such nonrealistic roles can be problematic for some students, fun for others. Students may be themselves but imagine they are in a different place like two friends phone each other to decide when and where to meet. On monitoring students during the role play, the focus will be on how they perform the task; is it a success? Do students make a good impression?

On the other hand, Ur (1994: 8-9) explains that some activities may not work because there is so much mime involved and little efficient language practice. Students may find it difficult to get going and we are back to 'I've got nothing to say.' Some students are unused to this type of exercise and find it difficult to pretend to be someone else and get embarrassed and unwilling to participate. Students who do role play may be asked a lot of questions unexpectedly. This results in confusion and uncertainty about what to do next.

(9) Jigsaw:

Lom (2012: 13-14) demonstrates that in a jigsaw activity, the class is divided into multiple teams of students. The instructor gives each team a slightly different but well-defined task with clear instructions that each member of the team will do to represent the group at the end of the work. Each team then collaborates on the task and develops expertise in the designated area. The teacher is available for questions and guidance as the groups work to learn their material. Then, the teacher rearranges the groups to create new groups that are composed of one member from each of the original groups. Within the new groups, each student has designated expertise and is responsible for teaching the information learned in the original group as well as learning the information from the other groups. Jigsaw is a cooperative learning strategy that promotes positive relationships. The teacher structures the activity well but students take responsibility for obtaining and conveying new knowledge. Jigsaw requires each student to be a teacher and a good listener during the exercise. Jigsaw gets students talk and interact with peers. It is related to some extent with role play. For example: How to make Egypt a better place

Group A. discusses this topic concerning economy

Group B. discusses this topic concerning education

Group C. discusses this topic concerning agriculture

Group D. discusses this topic concerning transportation

Group E. discusses this topic concerning sport

Group F. discusses this topic concerning good relations, etc.

(10) Instant Writing:

Harmer (2004: 61-85) states that it is very important to get the students have the habit of writing. In instant writing, students can be asked to write on the spot, without much preparation or warning. Instant

writing is not part of a long writing process. It can be used whenever the teacher feels it is appropriate. The task may take only ten or fifteen minutes or even shorter; but a regular diet of such tasks will boost students' confidence, if they are appropriate and well-timed. Students will have something worthwhile and interesting to show. Instant writing has some activities such as:

- **Sentence writing:** students are asked to write sentences either as language practice or in preparation for a forthcoming activity.
- **Dictating sentences for completion** is a very simple way of getting students to write creatively. It can be done by dictating part of a sentence in which students have to complete about themselves, etc.

for example: My favourite time of the day is ... as

My favourite hobby is ... because...

The thing I would most like to learn is to ... because of

Then, the teacher asks them to write a new sentence using why they ...

This activity helps reluctant students to feel more comfortable and to remove the problems of those who think they have nothing to say.

(11) Collaborative Writing

Group activities in a language classroom have a very different favour. As Harmer (ibid: 61-85) stated successful collaborative writing allows students to learn from each other. It gives each member of the collaboration access to others' minds and knowledge, and it imbues and adds to the task with a sense of shared goals which can be very motivating. And in the end, although the collaborators may have to share whatever glory is going (rather than keep it for themselves individually), still, any less than successful outcome is shared so that individuals are not held solely responsible for any short comings in what they produce. For these reasons, collaborative writing has the power to foster the writing habit in a unique way.

Nunan (1992: 2-4) explained that when a group of learners are involved collaboratively, they benefit from each other regardless of the difficulties they may encounter. When students collaborate, they learn about learning, learn better and their awareness about language and about themselves increase. They also develop communication skills. They come to terms with the conflict between individual needs and group needs. Collaborative learning stands in contrast with competitive learning although collaboration and competition can coexist in the same classroom. Rusch (2013) calls for enjoying the process of writing without listening to destructive criticism of peers.

Some Collaborative Writing Activities:

- **The board:** One way of making collaborative writing successful is to have students write on the board. This gets them out of their chairs; it is especially appropriate for those who respond well to kinesthetic stimuli. It also allows everyone to see what is going on. One student writes sentences, another completes, and so on. This can create a feeling of shared achievement.
- **Brainstorming:** Brown and Atkins (1988: 61-62) stated that every student is invited to scribble down thoughts or questions and then compare them with those of a few of his/her peers. This gives students time to think as well as to check out their views.

Mogahed (2011) mentioned that learners occasionally complain that they lack ideas when sitting down to write a composition. Teachers complain that they do not want to spend half the class time telling students what to write. There is an answer. Teachers brainstorm words connected with the topic in class before setting the composition for homework. Brainstorming can be individual when the learner brainstorms on his own without worrying about other people's egos or

opinions. It can also be in groups which tends to develop ideas in more depth than individual brainstorming.

To Brainstorm for Writing

After brainstorming orally together, students can then do the same on paper, writing down as many ideas as they can without worrying about grammar, spelling, organisation, or the quality of the ideas. Then, they will have something to work with instead of a blank page. For example, teacher shows a picture and then asks students to write as many sentences as they can about it. Or asks them to write about a childhood memory. Arana (2003) states that it is better to keep sentences flowing, create a pact of trust, rebel against the tyranny of form, speak to yourself, take notes and describe things as they are to make it believable. It is not easy to be a writer with a scalpel overnight.

- **Snowballing:** In Brown and Atkins' (1988: 61-62), each student spends a little time thinking, then compare their views with another student. The pair compare their views with another pair. The quartet with another quartet. This rather formal method works well in problem solving tasks as well as open discussion topics.
- **Lecturing:** This may be unusual method in small group teaching yet it is used frequently. Sometimes, the tutor intends or plans a lecture, sometimes it may arise out of a set of students' questions and comments – and sometimes it may be the last refuge of a desperate teacher. Lecturing for the whole time encourages passivity. Brief lecture can be very valuable. Students sometimes manipulate the tutor into lecturing thereby avoiding talking and thinking.
- **Pair/group work:** Brown and Atkins (1988: 51-55) demonstrated that getting students to work together helps them teach and learn from each other, exchange ideas, feel less shy to express themselves. The size of the group can affect its intimacy and interaction. But even with the

smallest group, the effectiveness of the teaching and learning depends on the strategies and skills of the teacher and students. Groups of four or five can be effective depending on the task. heterogeneous groups are more effective at group decision making than individuals of the same personalities or abilities. Interaction and decision making are affected by the style of management of the leader, the task and its definition, and the layout of the seating used for the group. The potential of the pair/ group work lies in the interplay of ideas and views that develop a student's capacity to think. Peer group increases participation and develops the students' responsibility for their own learning.

The goals of small group learning/ teaching technique

Jacque (1991: 15-18) manifests that teaching and learning in small groups has a valuable part to play in the education of students. It allows them to negotiate meanings, to express themselves in the language of the subject and to establish more intimate contact with each other and with their teacher. It also develops the skills of listening, presenting ideas and persuading. Using small group technique in teaching and learning helps to develop communication skills like listening, explaining, questioning, responding, etc. It also develops students' self-confidence, working with others and insight into themselves and others.

Luker (1987) cited in Brown and Atkins (1988: 51-55) states some advantages and disadvantages of small group teaching and learning technique, as follows:

Tutors like:

- The informal atmosphere – opportunity to get to know students at a personal level and for them to get to know their teacher.

- Their attainment is not constrained by pressures of curriculum, difficulties associated with large group inflexibility, and above all, passive lethargy in a mass lecture environment.
- Feeling of informality and, when things go right, the students have learnt something and enjoyed themselves.
- Seeing a student suddenly grasp an idea for the first time which makes, for him, a number of disjointed areas simultaneously fall into place.
- To be stimulated by the students' ideas
- Having the spontaneous insight of students.
- Opportunities for providing instantaneous, personal feedback on their own thoughts and efforts.
- Being able to give praise and motivate students.
- The educational goals are readily defined, almost as a contract between a teacher and the group.
- Talking and contradicting superficial ideas.

Students like:

- Having a greater influence on understanding and remembering what is being discussed.
- Discussing issues rather than being told them.
- Being able to participate and to find out other people's ideas.
- Being able to discuss and have queries sorted out there and then.
- It being less formal, less intimidating. There is the possibility of asking questions in which they (students) learn more.
- Getting more individual attention.
- The flexibility of a small group. Not being bound to a rigid schedule.
- Being taught how to converse in a literate manner.
- It helping develop power of analyzing problems and arriving at solutions.

- Being in a smaller group feeling part of the class rather than just another face in a sea of faces.

Difficulties and dislikes about small group learning / teaching:

A- Teachers' Dislikes:

- Keeping my mouth shut
- Getting a discussion going
- It often requires considerable skill to direct discussion in fruitful directions.
- It requires considerably more mental alertness and flexibility than a formal lecture, and can be a bit of strain.
- Keeping on my toes all the time. Perhaps, I am getting old and it is tiring.
- Getting students to see me as an equal, talk to me as they would to their peers, and close their inhibitions about displaying ignorance in front of me and their peers.
- Very difficult to establish the kind of atmosphere in which students will begin to talk. They tend to be very much afraid of not saying the right thing.
- Shutting up the vociferous.
- Bringing in the meek.
- How to deal with a poor or irrelevant answer.

B- Students' Dislikes:

- A small group can easily be dominated by one person.
- When members of the group will not talk.
- Long silence
- You cannot hide out
- Being asked to contribute when you do not want to
- Being directly asked vague questions.

- Being sometimes frustrated at being held up by the problems or queries of other group members
- A feeling of being assessed by the teacher through my answers and attitudes
- Sometimes one feels being threatened by the closeness of the teacher.
- One has to have completed a certain amount of work to understand what is going on.

(12) **Discussion** is an effective old-new strategy. It greatly contributes to broadening students' minds where the teacher is the facilitator and manager of the discussion. Ur (1994: 1-3) explained that discussion is the most natural and effective way for teachers to practise talking in English freely by thinking out and discussing a problem or a situation together. It includes not only talking but also reading and writing that may be entailed. The main aim of a discussion in a foreign language course may be efficient fluency practice. Since language is a means to an end, a discussion aims to learn from content, fosters how to participate cooperatively and participate in learning, tries to achieve an object, explore the implication of an idea and constructs proposals to be taken seriously by both the teacher and the students alike.

Byrd (2008: 2-21) asserts that the atmosphere of the classroom discussion is described as a 'sanctuary'. Students feel free to express their thoughts without fear. The role of each student in a discussion is to help other students develop their own ideas. Intellectual 'showing off' is discouraged. Discussions are a success when each student develops his/her own personal insight about the subject of discussion. The teacher is an observer, makes notes throughout the discussion to be used in assessing students' 'performance', gives feedback, makes suggestions for improvement and is a mentor for students. Two thirds of the class time is used for content presentation in the traditional format. One third of the

class time is spent in students' discussion to examine their understanding of concepts presented in class. Whole class discussion affects classroom management. There should be rules, guidelines and instructions are to be set to organise work, save time, guide students and give them equal chances to show their skill, have their say and argue for or against a certain idea.

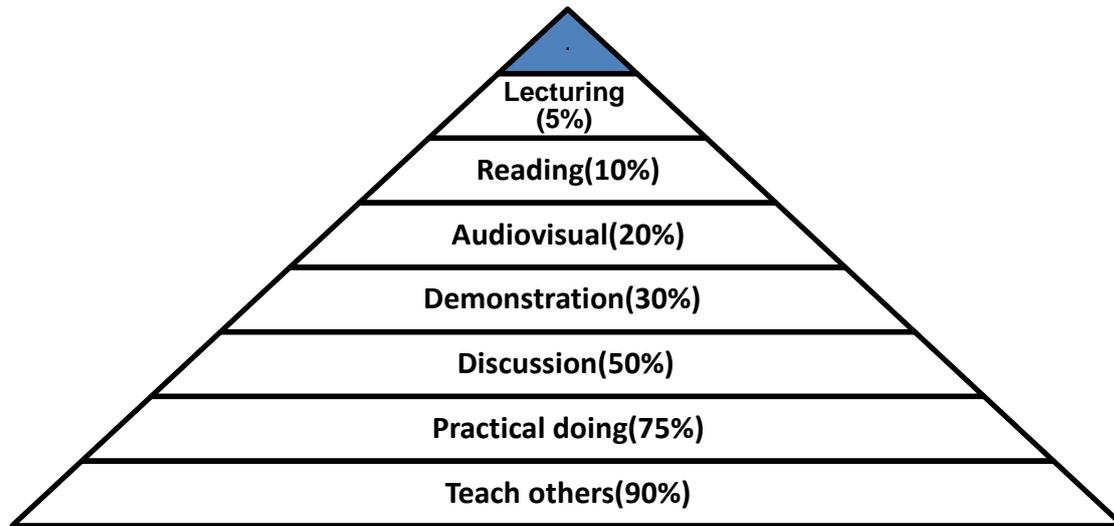
2.3.6 Benefits of Using the SCL

As for Weimer(2012),there is growing evidence that courses with learner-centered approaches -those approaches that use active learning strategies to engage students directly in learning processes- enhance academic achievement and promote the development of important learning skills, such as critical thinking, problem solving, and the ability to cooperatively work with others. It offers benefits to all, including students, staff involved, institutions.

A. Benefits for Students: the SCL contributes to:

- **Creating independent learners;** as it responds to the changing and differing needs of individual students.
- **Making students an integral part of the academic community;** since the teacher acts as a facilitator, rather than an instructor. It encourages students to think for themselves as students are the makers of the future.
- **Increasing motivation to learn;** SCL can encourage deeper learning as shown in the pyramid below. Student are often more motivated to learn through SCL as tasks set require original thought and increase interest in the subject matter. As the learning pyramid below suggests, students retain more of the information they learn where there is an aspect of active learning and active participation.

Figure (4)
Learning pyramid



- **Independence and responsibility in learning;** within the SCL approach, students get engaged in the course material and are in control of their learning. This makes the students more independent and adaptable to life after higher education. The independence of students enables them to learn more effectively and to gain other skills such as team work, effective written and verbal communication, prioritization of tasks and critical analysis.
- **Due consideration for student needs;** students have different needs that are wider than ever before. The SCL can enable students to study in a flexible manner through the use of part-time study, distance learning, e-learning. The SCL demonstrates that learning is not limited to a given time or place in the way that traditional learning has been. Students' needs can be met as they can be engaged with material in different ways (like reading, audiovisuals, experiencing things, etc.)
- **Allowing students to shape their own learning paths;** placing upon them the responsibility to actively participate in making their educational process a meaningful one.

- **Developing critical thinking;** by weighing up the arguments and evidence for and against without bias. Students are to be clear in their conclusions, have a clear reasoning supported by evidence and evaluate their own writing.

B- **Benefits for the teachers:** Teachers can benefit from SCL as much as the students in their class. These benefits for the teachers include:

- **More interesting role for the teacher:** SCL puts the onus on the students to learn. The teacher is there to facilitate and enable this. This is not a negative role at all as the teacher still enhances students' learning.
- **Solutions to tackling diversity:** the diversity of students means that students' needs are varied. Due to the diversity, SCL will be used because of the increasing demands of quality from students and the increasing costs of education associated with this.
- **Positive impact on working conditions:** given that SCL provides the opportunity for learning to take place in different ways, the work of a teacher can be more interesting and the negative aspects of working conditions normally associated with teaching can be alleviated by SCL.
- **Continuous self-improvement and professional development:** SCL can enable teachers to renew and develop their course and teaching methods so as to improve the content of the course and the method of delivering their lessons. Teachers get confidence on implementing SCL well through constructive feedback. The SCL can offer a higher level of professional development of knowledge, skills and competences relevant to both personal development and career advancement. It enhances teachers' flexibility to running a course and applying new ways of teaching or research.

- **Increased learner motivation and engagement** make the job of teaching more interesting.

Teaching staff and students benefit from SCL. Using the SCL is expected to enhance quality of working conditions and the relations between all parts involved in the learning process. It allows teachers to develop their courses in the way they wish; whilst allowing students the flexibility to develop their own ways of learning. Applying the SCL approach requires cooperation between all institutional levels and representation of both students and staff within the relevant governance structures. The SCL encourages critical thinking for the students. It seeks all the time to amplify and stress the students' learning needs. When students learning needs are carefully considered, teaching will be of higher quality, thus benefitting the development of society. There would be no truancy or dropping out. The ongoing improvement in the learning process makes the outcomes better, i.e. better graduates, better citizens. Students who have experienced SCL are likely to learn more lessons by themselves and are likely to be more practical, logical and able to tackle problems. SCL makes students effective in their place of work.

2.3.7 Creating a Student-centered Learning Environment

The ultimate goal of educational process is to fulfill the educational and moral commitment and responsibility towards society. Educational institutions are to generate and form graduates with morals, positive, loyal and scientific attitudes and thinking. They are supposed to mold students into persons who can interact with and participate practically in forming their future and that of their homeland; persons who are genuinely keen on coping with advanced countries, proudly connected with their deeply-rooted civilization, imbued with scientific spirit, characterized by professionalism, and deeply oriented to faith, honesty and justice. It is impossible to teach children everything they need to

know; but they are to be prepared well to be able to continuously and independently acquire whatever knowledge and experience they may need. Students are to be trained to be independent lifelong learners, reflective, critical, unbiased and analytical in their attitudes and thinking and take over responsibility for their learning. Curricula are to be designed to respond to recent demands, reorientation in teaching and evaluating styles are to be followed, creative and critical minds are to be reset. To achieve these goals, learning is to be regarded as an interrelated process shared by both teacher and student who both have roles to play and responsibilities to take over.

Stewart (2014) explains that in the SCL approach, teachers are still responsible for their students as they still have authority. Teachers provide guidance. Guidance deliberately de-centers the classroom, placing the instructor on the sidelines while the students drive their own learning forward. As a guide, the instructor is a credible person who is responsible for assisting students and making helpful recommendations that will lead to success, but there is more explicit room for student agency and autonomy.

The roles of the teachers and students in an SCL classroom environment are traced as follows:

2.3.7.1 The Role and Responsibilities of the Students

- Students ought to realise that interaction between teacher and student in the classroom is just one of the various modes of learning, and that there is a lot that they can learn on their own outside the class, this of course does not minimize the importance of activities inside the classroom. At the same time, they shouldn't fail to appreciate the value of this interaction.
- Students should realise that teachers are not the only ones who will change the way they see themselves and the role they play. Students

will change too, not just in the way they see their teachers but also in the way they see themselves.

- In an SCL environment, students accept that their teachers are primarily facilitators of learning and are not simply mobile encyclopedias, dispensing the information they (students) need.
- Students take greater responsibility for their own learning and not rely exclusively on the teacher to direct them.
- Students are to be motivated and value their school work and the activities designed as well as the importance of getting engaged. They are encouraged to be information 'pathfinders'.
- Students are empowered and share information; they make decisions, accept and provide constructive criticism. They also realise that with freedom and choice comes responsibility, and
- Accountability to themselves and to others. Students value their learning and have goals, construct and organise what they learn, are determined to perform well, assess their own work besides each other's learning, provide feedback, and communicate results.

Some Rubrics of SCL for the Role and Responsibilities of the Students:

- Do the students show a greater responsibility for independent learning?
- Do the students show resourcefulness, inner desire and ingenuity in learning?
- Are the students motivated to learn?
- Do the students recognize and accept the role of their teachers as facilitators rather than the primary source of knowledge?
- Do the students make effort to find meaning in their work?
- Do the students find their work meaningful and valuable?
- Do the students feel empowered as learners?

- Do the students share in the credit for success or blame for failure in achieving their goals?
- Are students information pathfinders?
- Do the students have the opportunity to do independent learning?
- Do the teachers provide opportunities for group work?
- Are the students able to express their own ideas and pursue independent thinking?
- Are the students able to work collectively among themselves and thereby have the chance to learn from their classmates apart from the teacher?
- Are the students encouraged to learn more?

2.3.7.2 The Role and Responsibilities of the Teacher

Rogers (2002: 23) stated that changing to SCL is relevant to language learning and teachers on the changing roles of teachers and students. It involves students in more decision-making processes, and students learn by doing rather than just listening and performing meaningless tasks which are often not in context and therefore unreal to them. Learning becomes more active rather than listening passively to the teacher, it becomes more memorable as it is personalized and relevant to students' own lives and experiences. It brings language 'alive' and makes it relevant to the real world. It has some features related to the role of the teacher like: ask do not tell, elicit information and ideas and facilitate do not dominate.

- Teachers realise that they will have to change the way they see themselves and the role they play.
- Teachers recognize that their role is being facilitators of learning and not just repositories of knowledge. Teachers accept that they are not the sole authority on any subject matter. They move from conveying

information towards facilitating students' personal discovery through discussion, consultation and mentoring.

- Teachers discourage students from relying on them to provide the 'correct' answer all the time. Instead, teachers encourage their students to come up with answers on their own.
- Teachers avoid simply trying to cover course content. Instead, they allow students to uncover the subject matter at their own pace, according to their own aptitudes while providing tools to help them keep pace with the class or raise them to a desired level. This is not to be accepted in Egypt's school as teachers feel that they are lashed all the time by the whip of covering and finishing the course content and preparing students for the written test. In addition, the culture of SCL is to be instilled more extensively, the activities in the set book are to be modified to apply SCL and help students feel that they are on the right track covering the syllabus.
- Teachers take great responsibility that is activity is meaningful to every student, whenever possible. Teachers ensure the varied needs and interests of their students. A teacher manages the class time and helps students to reach a desired level of competence without overloading them with activities and requirements.

Some Rubrics of SCL for the Role and Responsibilities of the Teachers:

- Do the teachers take on facilitator's role rather than an authoritative or that of an information-provider?
- Do the teachers provide students with opportunities for discovery and constructive learning through classroom activities and student-teacher interaction?
- Do the teachers encourage students to use sources of information other than themselves (teachers) to determine the correct answers or ideas?

- Do the teachers allow flexibility in content coverage, thereby giving room for students choice, learning styles, pacing and levels of aptitude with the parameters of the course?
- Do the teachers make learning activities more meaningful to students?
- Do the teachers apply a variety of teaching methods to accommodate each student's individuality and personality?
- Do the teachers provide the guidance and feedback needed by the students in the course?

2.3.7.3 The Quality of the Student-teacher Interaction

An SCL environment allows students and teachers to be engaged in genuine exchange of ideas. Teachers use instructional methods that encourage students' improvement avoiding excessive use of lecturing; use it only when necessary. Teachers listen actively to students and help them acquire the confidence to argue, challenge and eventually prove and argue for their ideas. Enough confidence is built. Teachers are not worried or afraid to admit that they do not know. There is an encouraging atmosphere inside the class. Empathy and rapport, discipline and good control dominate the class. There is a good mood of learning where students are encouraged to learn independently either alone or in a group. Collaboration is a prime feature. The classroom environment is nonthreatening. Everyone realises their role and the true meaning of learning and teaching. SCL sees students as synthesizing and forming new learning and making new meanings based on prior knowledge, experiences, mental structures and beliefs. A motivating and nonthreatening learning environment is the epicenter of the learning process.

Millis, Cohen and Diamond (2008) argue that teachers prepare students for a purposeful and affective lifelong learning that requires more carefully thought-out information and well-honed tools. Learning is

an active, constructive and contextual process. New knowledge is acquired in relation previous knowledge; and information becomes more meaningful when it is presented and acquired through SCL.

Some Rubrics of SCL for the Quality of Student-teacher Interaction:

- Is there genuine interaction between the teacher and student and among the students?
- Do students participate actively in class discussions and activities?
- Do the students ask meaningful questions?
- Do the students get involved in discussions by arguing, proposing or defending ideas?
- Do teachers genuinely listen to students and get their points and fulfill their needs?
- Do the teachers let the students offer conflicting ideas to allow critical thinking to develop?
- Are the teachers comfortable when students ask deep and disturbing questions to which they (teachers) may not have ready answers?
- Does class instruction aim at the development of higher order thinking skills as problem-solving and genuine conceptual understanding?
- Does classroom instruction aim at the development of information processing skills such as accessing, organizing, interpreting, and communicating?
- Do students have the opportunity to work with teachers in selecting learning goals and objectives based on the students' prior knowledge and experience?

Instructional Strategies and Learning Activities:

- Do teachers work with students to determine the appropriate instructional strategies?
- Do teachers provide lecture support such as visual aids and handouts?

- Do teachers give enrichment activities such as independent research for students to work on?
- Are the learning activities self-paced and designed to meet individual students' needs?
- Is the course workload challenging but reasonable?
- Are students given access to multiple sources of information?
- Are the learning activities relevant to students?
- Is students' production oriented? Non-routine?
- Are the learning activities collaborative?
- Do the learning activities increase students' learning capacities?
- Do the learning activities facilitate students' personal awareness, growth, and formation?

Swan and Riley (2012) demonstrated the importance of having empathy with the others which is to experience the psychological life of that person by projecting one's self into another to understand what they are thinking or feeling. The term "empathy" has definitions marked by ambiguity and discrepancy among philosophers, behavioral, social, and medical scholars. Despite this, the professional responsibilities of teachers to be empathic are defined in the graduate standards. Relatively little research examining teacher empathy on teacher-student relationships exists. This research paper seeks to develop a definition of empathy that can be used to catalogue teachers' observation of, and interactions with, students. Empathy includes cognitive, affective and interactive components. Most researchers agree that empathy and sympathy are not interchangeable. Empathy is "feeling with" another and sympathy as "feeling for" another. Sympathy involves sorrow or feeling sorry for another. It is the consequence of empathizing.

This goes on with the current study which indicates that teacher-student and student-student healthy relationships as well as the

encouraging, empathic, non-threatening class environment are the kernel of learning well, having a say and expressing oneself openly. This in turn enhances students' motivation, collaboration and interaction inside the classroom. There should be positive inclusion and interaction to avoid counteraction. Weimer (2009) reported that learner-centered learning shifts the role of the instructors from givers of information to facilitators of students learning.

2.3.7.4 The Role of Libraries and Technology in the SCL

Teachers realise that popular topics will necessarily be interesting to everyone. It is important and motivating for students to feel sure and secure that the source information they need about a certain topic is within easy reach. Different students are interested in different topics.

Attard, Di Lorio, Geven and Santa (2010a: 20-23) asserted that information technology (IT) and library help students to be motivated to be independent learners. They can get the information they need by themselves, select the relevant information, sort it out to see what is worth mentioning in their piece of writing. The internet helps distance learning and is a good way of communication, easy feedback, helps teachers create interactive classroom environment as well as outside the classroom. It empowers students to access information and analyze it critically in their own time and pace. A library, the main place where information is kept, accessed and disseminated, has a crucial role in SCL where motivation is a key factor of success. Libraries, in addition to using IT, foster partnership and collaboration and turn the students' learning environment into a safe and resourceful place.

Hadi (2013) asserts the vital role using computer can play in writing. The researcher's observation on his ESL class indicates the main issues concerning the writing skills: learners' low motivation to write, minimum interaction in writing, and poor writing skills. These limitations

have led them to have less confidence to write in English. The researcher discusses how computers can be used for the purpose of increasing students' motivation and confidence, and their writing skills, by getting them engaged in a variety of writing activities with computers, either offline or online. Writing with computers is of a special benefit to learners of all ages. The reasons are that writing with computers enables the balance between process and product within the activities of writing. Learners are also free to explore and develop ideas, concepts and relationship through language. In addition, learners identified having learning difficulties would find this helpful because computers allow them to write freely and flexibly. This, to a greater extent would enhance their confidence and status within their peer or group. It is obvious that writing with computers could be done by learners at any age of learning. They will certainly experience the process of writing and, more importantly, gain confidence. This would affect learners motivation to write.

Mekheimer (2005) demonstrated that internet-based instruction (IBI) can enhance some essay writing skills in lower intermediate students of English in the English Department at the faculty of Education at Beni-Suef. The sample of the study included the prospective teachers in the 4th year of the English Department at Beni-Suef. The researcher used web questing and emailing-based course, e-logs for sessions, e-portfolio and instructor's journal to implement his study. The results indicated that the instructional model based on web questing and emailing was effective. There was satisfaction on the online delivery method presented.

2.3.8 Motivation

Byrnes and Wasik (2009: 277-306) explain that motivation is a theoretical construct that is used to explain the initiation, direction and

intensity of an individual's behaviour in a particular situation. Lack of motivation may explain why some students do not learn as much as they can even though they are given excellent opportunities to learn language and literacy skills. If we want to explain students' motivation to learn language and literacy skills, we need to appeal to their goals, knowledge of how to meet these goals, personal standards of what is good enough, beliefs about their abilities and possible emotions, their interests and their values.

El-Gendy (2014) emphasized the effectiveness of using some student-centered learning strategies in developing 5th graders elementary stage English language achievement, language motivation and reducing disruptive behaviour. The study suggested that student-centered learning strategies helped significantly to increase pupils' achievement in language, enhance motivation towards language learning as the experimental group outperformed the control group significantly in the measurement of the English language achievement test, the language motivation scale and disruptive behaviour scale. Furthermore, the results revealed that the student-centered learning strategies were found more effective than the conventional methods of teaching English.

Students may be intrinsically motivated to learn literacy skills and get engaged in literacy tasks as an end in itself; students who are extrinsically motivated are impressed by doing these tasks as a means to an end. Individual differences affect motivation. This is, students differ in terms of their goals, tendency to monitor, personal standards, abilities, beliefs, interests and values. These differences greatly influence how hard students try how long they persist, and the emotions they feel when controlled with tasks.

In a research paper, Mart (2011) stated that motivation is pivotal for education. Motivation needs to be concerned about by every educator.

It may be difficult for teachers to sustain motivation of students. Through positive reinforcement, teachers can sustain students interest. If school leaders expect students to become motivated to learn, they must first sustain their own motivation to create schools where students discover that learning is an exciting and rewarding activity. Students' motivation to learn is an acquired competence developed through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by others especially parents or teachers. Motivation is an ongoing issue for teachers. It is important because it highly contributes to achievement. Teachers have to be certain that their students are being motivated in order to develop a positive outcome.

Teachers themselves and classroom environments can affect student motivation in significant ways. When instruction is meaningful, challenging and affords a degree of choice, students are more likely to be engaged than when instruction lacks these features. In addition, students are more likely to participate when they establish positive social relationships and feel valued. Positive attitudes of teachers themselves towards the writing skill give a push to the students to think of, reflect on, and review what they have written. There should also be a constructive motivation to change and spread the culture of SCL and apply it by both teachers and students. Language blossoms in an environment that is respectful, real and meaningful, nurturing, responsive, strategic, constant, guiding, emotional, and thought provoking. Teachers need to show enthusiasm and interest in the students' writing and efforts, provide students with the time and encouragement to write. The teacher must assume the role of an expert, guide, resource, facilitator and evaluator.

Stott (1991: 13-14) stated that the first thing students need is encouragement. They need to write what comes to their minds, let ideas

flush, then care about the sentences structures. Students are to be given the chance to say whatever they want to say. Conventional faults like misspelling, misdefinitions of words, breaking the basic rules of punctuation, not using the correct verb form (like: they was surprised when we coming), using incorrect pronoun forms (like: me and her gave its to they) and using double negatives are to be checked after giving students the chance to write as much as possible.

2.3.9 Difficulties that Can Arise on the Implementation of the SCL Approach

Thamraksa (2003: 4) demonstrates some of the difficulties that may arise on implementing this 'innovative' model as follows:

- Some teachers resist changing their old beliefs and usual teaching practices. Such resistance may occur from the deeply rooted 'righteous guru' or 'importer of knowledge' image fixed in their heads. These teachers view themselves as the authorities whose mission is to teach, direct, instruct, and control students. Therefore, they may fear doing things differently; they may see the change as a threat to their status and profession. A mindset change is absolutely needed.
- A number of teachers are not willing to implement the approach for they perceive that the way they teach is already the best and thus there is no need to change. Since these teachers opt to use only one way or method that they feel works best, they are not open to new ideas or other responsibilities.
- Some teachers are in a rush to implement the approach without thorough understanding of the principles and careful plan of teaching. These teachers are too eager to make changes and do not take into consideration the culture and realities of their classroom situation.

- Some teachers lack the knowledge and skills to incorporate technology into their teaching. Unfortunately, many teachers know very little about computers and are not interested in learning; while others may try to seek other new uses for technology in the classroom but do not have sufficient technical support. These teachers see the value of technology but they feel frustrated because they are not trained to use these resources in the classroom setting.
- It may be the case that while many teachers are personally committed to serving students' needs, the structure of their organisation and policies may not accommodate or, in some cases, hinder the desire to be more student-centered.
- Some students reject the approach because they want evidence that they are being taught something. These students, like some teachers, cling to the perception that knowledge must be transferred and thus wait for teachers to spoon-feed them.

Terry (2008) stated that students may resist the learner-centered teaching as old habits die hard, They do not like taking learning risks, they do not want to give more efforts this approach requires. Students' mindsets about learning make adapting to SCL more difficult. The first step to help students adjust to learner-centered teaching is to explain why this approach is the best possible way to enhance their academic success. This includes explaining how the new learning roles and responsibilities expected of them in an SCL classroom will allow them to better meet their learning and life goals.

Froyd and Simpson (2009: 2-9) refer to some questions regarding using the SCL and provide answers to them as follows:

(1) Why might I adopt a student-centered learning approach in a course?

First, for thought and interviews with those who adopted it, it is enjoyable and energizing. Second, there is a growing set of results on how these approaches lead to improving student learning.

(2) Can I cover the content in my syllabus using student-centered learning approach?

Although teachers may find SCL enjoyable, useful and results in improving students learning, they feel worried about the content to be covered using an SCL Approach. Content coverage is still high priority for teachers, professors, etc. The answer is definitely yes. This depends on individual teachers. Although some teachers indicate that they cover as much or most content with SCL approach, others indicate that they cover less but students are learning more.

(3) Can I use the SCL approach when teaching large classrooms?

Using strategies like small groups in large classes, think-pair-share, peer instruction, quick thinking, and minute paper as well as good preparation and control and discipline can make it a bit easier to teach this kind of classroom.

Good class management facilitates implementing an SCL session. Toprakci (2012) sheds light on classroom management defining it as managing the classroom is like an orchestra. It is the provision and continuation of necessary facilities, learning atmosphere and rules... It is to provide the minimization of the obstacles both the students and the teachers while working, using teaching time appropriately and the ensuring of student participation to the activities... It is the management of sources, people and time within the classroom... Classroom management is based on the belief that the control of learner behavior is the joint responsibility of the learner and the teacher.

(4) Can I move from teacher-centered to student-centered in stages?

How?

First, using the SCL approach for teaching never means that teachers do not lecture. Next, slow, thoughtful, reflective transitions to the SCL approach is likely to lead to the most sustainable changes in teaching. Then, begin with strategies like think-pair-share, roundtable, minute paper, immediate feedback via classroom technology, students' presentation, peer-led team learning, ...etc.

(5) How can I respond to student resistance when I start using SCL Approach?

Since teachers will be asking their students to behave differently, teachers should expect some resistance, as most humans tend to resist all requests for change. Teachers are to be ready and prepared to address their students' resistance constructively. Teachers explain to the students why these approaches have been chosen and how much they will be useful. Teachers also should clarify this before and during implementing new strategies, create meaningful activities that encourage students to process information in different ways and at an appropriate level of difficulty and complexity as well as clarifying expectations and goals for each learning activity taking into consideration that overt resistance is easier to handle than covert one as when some students resist overtly, the teacher realizes that and professionally tries to find a remedy. Pressfield (2003: 27) assures the role of teachers and importance of knuckling down and doing the writing tasks with their students. teachers are to inspire students to see things differently. Everyone wants to be a good writer. It is not the writing part that is hard; what is hard is sitting down to write. What keeps students from sitting down is 'Resistance'. Teachers help students to show their resistance and help them overcome it.

(6) How should I form the teams?

The teacher's primary, but not the only, onus is to create a safe and productive learning environment. The teams that are formed influence the learning environment. Teachers may face a silent student who has never spoken and if asked, answers wrongly. There is also the know-it-all expert student who tends to dominate the group discussion. There is the aggressive student who does not want to share and shows anger. Good relationship and partnership can relieve all these obstacles.

(7) How do I grade team assignments?

Giving every team member the same grade on a single assignment submitted as a team does not promote individual accountability. Teachers can overcome this by: keeping group size small, assigning roles, randomly asking one of the group to explain the learning, having students do work before the group meets, having students to use their group learning to do an individual task afterwards, and observing and recording individual contributions.

Other Misconceptions about SCL

Krueger(2014)explains Student-centered learning has become something of a holy grail among educators. But the problem with holy grails is that they quickly start to seem unattainable. Part of the reason is that many teachers have misconceptions about student-centered classrooms and what it takes to achieve that type of learning environment. Sometimes teachers think that shifting to a student-centered classroom will be too difficult and they are not quite sure where to begin. On the other hand, teachers can make small, easy changes that will make a difference.

Some other misconceptions about SCL are demonstrated as follows:

- SCL does not mean anything in practice.

It is clear that SCL does not refer to one specific method in any given setting. This means that SCL is flexible enough to be adopted and applied to all areas of teaching and study. What must be kept in mind is that each teacher and each student is unique and thus SCL can be adopted to all needs.

- SCL requires a higher amount of resources.

The biggest challenge in the first time implementing the SCL approach is in changing the mindset of students and teachers. SCL does not require additional resources. Students can be encouraged to be active learners without building new classrooms.

Miller, Gross and Oujidan (2012) handled in their research the problem of funding the SCL. In the era of No Child Left Behind and Race to the Top, school districts are under increasing pressure from policymakers to hold all students to high performance standards. With access to performance information and school choices, parents are also demanding more from schools. Educators are facing greater pressure to perform, at a time when students are growing more diverse, and technology is dissolving traditional institutional boundaries and ways of thinking. In response, a growing number of schools are embracing the principles of student-centered learning (SCL). The SCL is a contemporary approach that combines progressive and constructivist philosophies, an approach that incorporates real-life experiences into learning, with the technologies readily available to today's schools. The SCL broadly refers to pedagogical approaches that emphasize:

1. Personalized instruction
2. Authentic instruction
3. Mastery-based assessment

4. Learning that reaches beyond the school walls
5. Learning models that change the school schedule

The sample included (12) schools that represented a range in geography (rural and urban) and SCL learning. Findings indicate that sustaining an SCL model can cost districts about the same as a traditionally structured school if spending is kept in check. Districts can attract support from non-district resources. If technology provided for SCL schools is not used well, it increases expenditure. Time must be used well in these schools.

- **SCL is not appropriate to teach a large and diverse student body.**

SCL deals with this idea effectively. A good example is that of a teacher giving a small slip of paper to students asking them to write down one aspect of the course that they really like and another which they are unsure of and want to ask questions about. Even having such session is a concrete step towards implementing SCL. SCL requires imaginative thinking, but can be done.

- **SCL undermines the teaching profession.**

Some believe so as SCL takes faces away from the teacher and places it on the student. The teacher's role in SCL is different but it is not diminished in its importance. The teacher enables the students to learn, guides them rather than feeds them information.

- **Students have more work to do in SCL.**

SCL does not necessarily pose a higher workload for students. Rather it requires a reorganization of students study-time focusing more on genuine learning activities rather than memorization of information. This enables graduates to be more effective and adaptable.

- **Teachers have to do more preparatory work in SCL.**

In traditional methods of teaching, teachers have a lot of preparatory work. It is likely that in the long-term, the preparation work will not increase and that their work will be more enjoyable.

- **Problem-based learning (PBL) is the same as SCL.**

PBL is a method of learning in which students collaboratively solve problems and then reflect upon their experiences. PBL is one teaching method in which the wider SCL approach can be applied but there are many alternatives to this method. SCL is therefore the umbrella under which PBL falls. They are not one or the same thing.

- **SCL is not suitable to all academic fields.**

SCL is easily adaptable to all subject and courses albeit the practical manner in which SCL implemented may differ. In all courses, students are at the centre. The increasing use of quality assurance in education enhance the application of this approach. Some differences may arise on applying SCL in sciences and humanities. However, SCL provides an underlying philosophy which can be used in both areas.

Kamaldin (2010) demonstrated and used the SCL approach to develop some listening and speaking skills of the first year secondary school students in an experimental study. The sample included two male classes and another two female classes. A pre-posttest listening skills, pre-posttest speaking skills were administered to both the experimental group and the controlling one as pre-tests. The suggested programme was taught to the experimental group. Then the pre-posttests were administered to both groups. The results showed that the experimental group subjects showed high gains on both pre-post listening and speaking skills. According to the results, the suggested programme was found to be effective in developing some of the first year secondary school students' listening and speaking skills. There are no statistically significant

differences between males and females in the listening or speaking skills utilized in the two pre-posttest.

Orhan (2009) implemented a study on using the SCL approach to teach physics to determine physics teachers' opinions about student-centered activities applicable in physics teaching and learning in context. A case study approach was used in this research. First, semi-structured interviews were carried out with 6 physics teachers. Then, a questionnaire was developed based on the data obtained from the interviews. This questionnaire was implemented to 40 physics teachers in Amasya, a small provincial city in Turkey. Finally, a semi-structured observation chart was used in physics lessons to determine how these activities were demonstrated. In this way, the relation between teachers' views about active learning techniques and their actual implementation were compared. The findings indicated that although teachers were aware of student-centered physics instruction, they were still using traditional techniques widely.

- **Not all teachers can teach in an SCL way.**

All the teachers are able to apply the SCL approach. It does not matter whether a teacher is novice (has been in the profession for a few months) or old handed (has been in the profession for many years). Nonetheless, all teachers require support for their teaching in the form of professional development which is imperative for the success of the implementation of the SCL approach.

- **How can we tell if we have delivered the goods?**

How we know that we have accomplished our goal of applying the SCL approach. The ultimate goal of SCL is to produce self-directed, lifelong learner. This means that teachers are facilitators and in depth helps students move from dependency to autonomy and through the parameters and rubrics mentioned before.

2.3.9 Stages of the Student Development

In an article entitled: Steps Towards Becoming a Self-Directed Learner (1996)- the Teaching Professor, cited in Thamraksa (2003: 2-3), the stages of the student development are traced as follows:

Stage one: Dependent Learners:

Students at this stage are dependent on teachers who provide knowledge, give explicit instructions on what to do, how and when to do it. To a student, learning is teacher-centered. Students are not given an opportunity to make choices or exercise control over their learning.

Stage two: Interested Learners:

At this stage, students show positive response toward the motivation and guidelines given by teachers. Despite a directive approach, teachers can successfully link content to students' interests, show high support, and build a good rapport in the classroom community; all of which can reinforce student willingness and enthusiasm.

Stage three: Involved Learners:

Students, at this level, are much more developed. More and more, they are seeing themselves as participants in their own learning, seeing the value of their own life experiences, and also the value of learning from and with others. Learners respond well to teaching through collaborative learning.

Stage four: Self-directed Learners:

At this stage, learners can set their own goals, plans and standards. This gives them a sense of independence in, and responsibility for their learning. Teachers no longer give lectures, but rather act as consultants, monitor student progress and give feedback in the learning process.

2.3.10 A Teacher-centered vs. Student-centered Classroom

Nunan (1992: 2-4) wrote that a learner-centered curriculum will contain similar elements to those contained in traditional curriculum development, that is, planning (including analysis, goals and setting), implementation (including methodology and material and evaluation). However, the key difference between them in the learner-centered the curriculum is a collaborative effort between teachers and learners whereas the traditional curriculum places the burden on the teacher.

Ahmad (2013) in his exploratory study examined and identified the type of teaching style education instructors at a mid-sized, publicly, funded Midwestern University. Participants of the study were selected from among graduate university instructors from four departments. The selected four departments for the study offered doctoral, specialist, and master's degree programmes. Findings of this study indicated that there were two types of teaching style among graduate education instructors at the Midwestern University. Furthermore, there was no significant relationship found between the instructor's age and his/ her teaching style. Likewise, there was no significant relationship found between the instructor's teaching style and the overall years of teaching experience or the teaching experience at the Midwestern University. It is recommended that further research be conducted using a bigger sample to identify the teaching style of education at Arab universities.

Huba and Fred. (2000: 25-26) held a comparison of teacher-centered and student-centered learning paradigms as follows:

Table (3)
Teacher-centered vs. Student-centered Learning

| Teacher-centered Paradigm | Student-centered Paradigm |
|---|--|
| Knowledge is transmitted from teacher/professor to student. | Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem-solving, and so on. |
| Transformationist | Constructivist |
| -Students passively receive information - delivery of information | -Students are actively involved - getting students engaged |
| Emphasis is on acquisition of knowledge outside the context in which it will be used. | Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts. |
| Professor's/ Teacher's role is to be primary information giver and primary evaluator. | Professor's/ Teacher's role is to coach and facilitate. Professor/ Teacher and students evaluate learning together. |
| Teaching and assessing are separate. | Teaching and assessing are intertwined. |
| Assessment is used to monitor learning. -Summative. | Assessment is used to promote and diagnose learning. - Formative. |
| Emphasis is on right answers. | Emphasis is on generating better questions and learning from errors. |
| Desired learning is assessed indirectly through the use of objectively scored tests. | Desired learning is assessed directly through papers, projects, performances, discussions, portfolios, and the like. |
| Focus is on a single discipline. | Approach is compatible with interdisciplinary investigation. |
| Culture is competitive and individualistic. | Culture is cooperative, collaborative, and supportive. |

| | |
|---|---|
| Only students are viewed as learners. | Professor/ Teacher and students learn together. |
| Curriculum-centered Teacher-directed Content (what) Memorizing Telling Competition and individualism | Person-centered Self-directed Process (how) Thinking Showing Collaboration |
| Professor/ Teacher presents information and those who can will learn. | Professors/ Teachers engage students in their learning, help all students master learning objectives and classroom assessment to the course |
| Students learn through listening and reading. | Students construct knowledge by integrating new learning into what they already know. |
| Dependent learning, often in competition for grades | Learning is viewed as a cognitive and social act. |

Conclusion...

SCL is a model in which students are the focus of the learning process. They are involved in the learning process and become committed to improving their English. This does not mean that teachers will step aside, letting students alone run everything. Rather, it means that teachers, when planning their lessons, will take into account students' needs and views. Everyone is included as everyone matters. Implementing the SCL approach is a true challenge adopted to prepare good and adaptable generations. Students have to adopt a new conception of learning. They need to realise that if they are to keep pace with the rapidly changing world, and to compete in the global market place that has a growing demand for well-educated and employable workers with critical-thinking, problem-solving, discussion, self-assessment, decision making skills, etc. Students must change to be active, tolerant and independent learners in the SCL. Students and teachers work collaboratively. The SCL activities are student-directed, personally,

socially and domain relevant. They are long-term, non-routine, and interactional. They increase the students' learning capacities, facilitate personal awareness, and growth. Students contribute to the delivery of SCL and are intrinsically motivated. The teachers and students in the SCL approach are both responsible for making the implementation of the SCL approach a success. Teachers are to feel free to show rapport, empathy, give praise and constructive criticism, and become a role model for students' interest. Teachers also motivate students. Whatever the method used, students are at the core of the learning process. The teacher is the method, the method is the teacher. A teacher is like a maestro who seeks the best outcomes for students taking into account the students' individual differences and learning pace.

In the SCL learning approach, students are empowered to learn well. There is some kind of partnership in the student-teacher and student-student relationships. Students have a choice. Teachers include as much as possible everyone in the class and pay attention to individual differences between students. The SCL gives due care to these differences. Students learn according to their pace and have positive attitudes. The affective domain is of great significance in the SCL learning atmosphere. There should be healthy, rich, nonthreatening classroom environment. The SCL is not a panacea, but rather it is just an approach that has more pros as there are as many different teaching and learning approaches as teachers and students. Good inputs eventually results in good outputs. There should be a mindset change for both teachers and students. Active participation in addition to willingness to learn and share in learning activities enhance students' learning and the teachers' performance. Students are in the center of the learning process and the teachers are always there to guide, facilitate, organise and conduct the process like a maestro with the orchestra. Classroom management is the responsibility of both the teacher and the students themselves. This enhances the healthy learning class environment and facilitates implementing an SCL session.

Chapter III

Research Methodology and Procedures

3.1 The Objectives of the Study

- This study was undertaken as a trial to improve the students' performance in writing skill in general and writing a paragraph in particular as it was hypothesized that the student-centered learning (SCL) approach can improve the students' learning and how to write well.
- The study with the approach used was expected to contribute to improving the attitudes of the students towards writing skill.
- It is just a try to develop some SCL exercises and strategies for the teachers to use.
- The study was expected to make some EFL teachers ready to change their method of teaching and that their role will still be of the same importance and that they will ever be there.
- The study included some information that can be used by teachers to assess themselves, their teaching, their students' performance, their teaching-learning class environment whether applying SCL or not.
- The study aimed at promoting the spirit of teamwork, empathy, rapport and tolerance inside the classroom as students are to give and accept constructive criticism, peer correction and peer feedback.
- It was expected that using the SCL approach would be a prelude to instill the spirit of motivation, self-esteem, self-confidence inside the students.
- The study drove at getting both the teachers and the students involved have new concepts that change can be for the better and being self-dependent learners are good for all on the short and long run.

3.2 Tools of the Study

The researcher developed a pre-posttest that included six questions to test and measure some writing skills for the subject of the study. A survey of the students' writing attitudes was designed by the researcher. Both the pre-posttest and writing attitudes survey were judged by a panel of the TEFL experts to decide what to be included and what to be modified or abolished. In addition, the researcher asked the students to provide him with their feedback at the end of the sessions and at the end of the programme.

The following tools were used in the present study:

- 1- A pre-post writing test (See appendix "3")
- 2- A survey of students' attitudes towards writing (See appendix "4")
- 3- A suggested programme to improve some writing skills

(See appendix "5")

3.2.1 The Pre-post Writing Achievement Test

3.2.1. a. Objectives of the Test

This test was designed by the researcher on the basis of behavioral, cognitive and affective objectives of the programme and guided by the content areas covered. The pre-posttest was designed by the researcher around some of the writing skills in general and a paragraph writing in particular. The test was designed to attain the following objectives are:

- 1- to assess some the second year students' writing skills;
- 2- to assess the second year students' paragraph writing; ability;
- 3- to assess the students' ability to understand a paragraph content and write both a topic sentence and a concluding one to that paragraph;
- 4- to assess the students' ability to generate as many relevant ideas and vocabulary about a certain topic;
- 5- to assess the students' ability to know about and use grammar and punctuation to write good correct sentences;

- 6- to encourage students to begin to think of planning for, organising and reviewing their paragraph;
- 7- To ensure the relation between the variables of the study;and
- 8- To evaluate the extent to which the suggested programme would be effective in developing some of the second secondary stage students' writing sub-skills.

The test handles the following areas of writing sub-skills:

- Planning for, organising and presenting a piece of writing;
- Generating relevant ideas and vocabulary;
- Using grammar, structures, and making sentences;
- Using some writing mechanics such as apostrophe, quotation marks, end marks, comma, indentation, capitalisation, etc. and consequently
- Improving writing

3.1.1. b. Descriptions of the Pre-post Achievement Test

- **The pre-post achievement test includes the following items:**
- **(1) Questions related to writing knowledge and practice:**
- Question (1) paragraph writing
- Question (2) writing as many ideas and vocabulary relevant to a certain topic
- Question (4) writing sentences using some commonly used conjunctions and transitional words
- Question (6) write both a topic sentence and a concluding one to a paragraph provided
- **(2) Questions related to mechanics of writing:**
- Question (5) rewrite the paragraph given correcting the mistakes in end marks and other punctuation, spelling, indentation, etc.
- **(3) Questions related to some grammar rules, spelling, punctuation, using the apostrophe:**
- Question (1) paragraph writing

- Question (3) MCQ
- **(4) Questions related to presentation for, organising writing:**
- Question (1) paragraph writing

3.1.1.c. Construction of the Pre-post Writing Skills Test

The test is divided into six parts/ questions (see appendix "3"). The following table (2) shows a detailed description of the contents of the test.

Table (4)

Contents of the finally modified pre-post writing Achievement test

| Part | Contents | The Skills Intended to Be Measured | Mark |
|----------|---|---|-----------|
| 1 | Consists of (1) item: Write a paragraph of about (100) words about: the great role women play in society | Writing a paragraph can measure the writing skill and the sub-skills like indentation, capitalisation, punctuation, presentation, organising, writing relevant ideas, using grammar, structures, coherence, unity, etc. | 8 |
| 2 | Consists of (1) item: Write as many relevant ideas and vocabulary as you can about the following topic: how to make Egypt a better place to live in | The ability to generate, write and use relevant ideas and vocabulary to the topic assigned and to avoid redundancy and off points. | 5 |
| 3 | Consists of (30) MCQ sentences about grammar, spelling, word usage, | The skill of using grammar, punctuation, writing dates, using apostrophe, spelling, | 15 |

| | | | |
|------------------|--|--|-----------|
| | writing a date, sentence fragment, punctuation, punctuation, etc. | avoiding sentence fragments, using words, prepositions, adjectives and adverbs well, subject-verb agreement | |
| 4 | Consists of (10) items: Use the following connectives in sentences of your own (10) connectives=(10) sentences | Using grammatical connectives and sign post words correctly in sentences of their own | 10 |
| 5 | Consists of (1) item: Rewrite the following paragraph correcting all spelling, punctuation, capitalisation, indentation mistakes | Using punctuation marks: apostrophe, quotation marks, end marks, comma, etc., well, correcting spelling mistakes | 8 |
| 6 | Consists of (2) items: write both a topic sentence and a concluding one to the following paragraph | Writing a topic sentence and a concluding one that are relevant to the paragraph given | 4 |
| Total = 50 marks | | | |

Having developed and revised the test, it was administered to a pilot group that consisted of (20) students of different and variable levels and they are not part of the sample study. They were randomly chosen. The main purpose of piloting the test was to determine the appropriateness and clarity of the test items, and the time required to implement both the pre-post achievement test and the pre-post writing attitudes survey.

3.1.1 d. Test Time

Through piloting the pre-posttest and the survey of the students' writing attitudes by making twenty students take them, the time taken by the students was as follows:

Table (5)

Piloting time of the pre-post writing test

| | Time taken | | Time taken | | Time taken | | Time taken |
|---|------------|----|-------------|----|-------------|----|------------|
| 1 | 110minutes | 6 | 115 minutes | 11 | 140 minutes | 16 | 120minutes |
| 2 | 115 " | 7 | 120 " | 12 | 120 " | 17 | 120 " |
| 3 | 110 " | 8 | 120 " | 13 | 120 " | 18 | 130 " |
| 4 | 120 " | 9 | 135 " | 14 | 130 " | 19 | 135 " |
| 5 | 110 " | 10 | 130 " | 15 | 140 " | 20 | 110 " |

Total time ($2475 \div 20 = 123.75$ minutes). It is estimated that a period of two hours will be an ample duration for the sample students to answer the test. This will be three consequent class sessions (each is 45 minutes). Additional time (about 15 minutes is to be for arranging the students, taking seats, handing over the exam papers, reading out instructions of the test, etc.

3.1.1.e. Test Sample

The pre-post achievement test and the pre-post writing attitudes tests were conducted in Beni-Suef secondary School for Girls. The researcher himself is a teacher in the same school. This in turn helps to a great extent in implementing the test and the programme. The sample included (47) second year secondary students.

3.1.1.f. Reliability of the Pre-post Writing Test

After the test was administered to the group, alpha reliability was used to estimate the reliability of the test. This scale is used to transform raw scores for better interpretations and uses of assessment results. The

commonly used reliability coefficient provides internal consistency reliability estimates of raw scores.

Internal consistency is usually measured with Cronbach's alpha, a statistic calculated from the pairwise correlations between items. Internal consistency ranges between negative infinity and one. Coefficient alpha will be negative whenever there is greater within-subject variability than between-subject variability

Table (6)

Analysis of Pre-posttest Alpha Reliability Scores

| Writing Skills | Skill (1) | Skill (2) | Skill (3) | Skill (4) | Skill (5) | Skill (6) | Total |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|
| Alpha reliability | 0.87 | 0.86 | 0.85 | 0.85 | 0.86 | 0.88 | 0.92 |

According to the rates mentioned in table (3) above, the statistic calculated from the pairwise correlations between items, internal consistency ranges between negative infinity and one. As the results analyzed range from 0.85 to 0.88, there is internal consistency in the pre-posttest.

3.1.1.g. Validity of the Pre-post Writing Achievement Test

To determine the validity of the test for assessing the writing sub skills of the second year secondary school students, it was submitted to a jury of TEFL experts and educational psychology and measurement experts and senior supervisors of English staff members (see appendix "2"). The jury members agreed that the test was generally valid to assess the writing skills mentioned before for the second year secondary stage students. They provided feedback and made some modifications which were promptly implemented. In addition, statistical validity was calculated from the root square of the test stability coefficient. It was found that (0.92) value means that the test is highly valid. They also expressed their

approval of the form and content of the test. The fitness of the test for the sample of the study and its representation of the behavioural objectives of the programme and its stating of items.

3.2. The Students' Writing Attitudes Survey

This was designed by the researcher to measure some certain attitudes of the students towards writing. If ever a student were asked about his/ her level at writing in English, the answer would usually vary. Most of the students find it hard to judge themselves whether they can write well or not. The answer may vary as follows: some may assume that they can write a good paragraph as they know some how good grammar and vocabulary and that they usually get good marks when their teachers mark their pieces of writing. Others may say that they are not good at writing in English particularly because they find it difficult to write a good paragraph after which they feel self-satisfied or that they satisfied their teacher. Others may abstain as they cannot judge or classify themselves or their level at writing. Whether one is good, very good, bad or even terrible at writing in English depends on what and how one writes, whether one enjoys it or not. Some students enjoy writing a letter or an e-mail finding them easy to handle and get good marks without writing too much. But writing a paragraph is somehow not very impressive to some students especially low-level attainers. Zillions of teachers regard writing a good paragraph as a sign of being good at and doing well at EFL.

This study aims to investigate students' attitude towards writing skills. It is just a trial to help student realise what they like or dislike about the process of writing itself and writing a paragraph in particular. It tries to help students work in pairs or in groups. Sharing in the class discussion is a good way of building self-confidence and team work spirit inside the classroom. Getting students used to accepting their mistakes

and that we learn through our mistakes help them avoid anxiety and start to think positively of themselves and their peers.

The students' writing attitudes survey (see appendix "4") was designed as follows:

Table (7)
Writing Attitudes Survey Descriptions

| Part | Contents and The Attitudes Intended to Be Measured | Mark |
|----------|---|-----------|
| 1 | Sentences (1-4) measure a student's liking and enjoying writing skill in general and a paragraph in particular. These sentences also handles a student's aptitude and keenness to do better at writing. | 16 |
| 2 | Sentences (5-9) evaluate writing habits, planning for and organising writing, developing the writing process through proofreading, having a diary to write notes, the ability to write and check or review for oneself – self-correction. | 20 |
| 3 | Sentences (10-13) assess a student's know-how about writing a good paragraph, the ability to write a relevant topic sentence, a concluding sentence and supporting sentences, use grammar and some writing mechanics like punctuation marks, etc. | 16 |
| 4 | Sentences (14-15) measure students' self-confidence about their ability to express their ideas well and to generate as many relevant ideas to support and clarify their piece of writing. | 8 |
| 5 | Sentences (16-18) evaluate student's attitude towards mistakes and whether they are sensitive to their teacher's and peers' feedback, comments and their aptitude to modify what they have written after receiving feedback. | 12 |

| | | |
|------------------|---|----------|
| 6 | Sentences (19-20) measure finishing and presenting a piece of writing. the presentation | 8 |
| Total = 80 marks | | |

3.2.1. Validity of the Students' Writing Attitudes Survey

To determine the validity of the students' writing attitudes survey for assessing the students' attitudes towards the writing skills of the second year secondary school students, it was submitted to a jury of TEFL experts and educational psychology and measurement and senior supervisors of English experts staff members (see appendix "2"). The jury members agreed that the survey was generally valid to assess the students writing attitudes in the points assigned and sought in the survey skills mentioned before for the second year secondary stage students. They provided feedback and made some modifications which were promptly implemented. The initial writing attitudes survey consisted of (28) items. It was modified by the jury to be only (20) items. In addition, statistical validity was calculated from the root square of the test stability coefficient. It was found that (0.90) value means that the survey is highly valid. They also expressed their approval of the form and content of the test. The fitness of the survey for the sample of the study and its representation of the behavioural objectives of the programme and its stating of items.

3.2.2. Reliability the students' writing attitudes survey

The Alpha reliability was used to estimate of the reliability of the writing attitudes survey. This scale is used to transform raw scores for better interpretations and uses of assessment results. The current formula for coefficient alpha (Cronbach's α (alpha); the commonly used reliability coefficient) provides internal consistency reliability estimates of raw scores.

Internal consistency is usually measured with Cronbach's alpha, a statistic calculated from the pairwise correlations between items. Internal consistency ranges between negative infinity and one. Coefficient alpha will be negative whenever there is greater within-subject variability than between-subject variability

Table (8)

Analysis of Students' Writing Attitudes Survey Scores

| Attitudes | Attitude (1) | Attitude (2) | Attitude (3) | Attitude (4) | Attitude (5) | Attitude (6) | Total |
|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------|
| Alpha reliability | 0.82 | 0.83 | 0.88 | 0.86 | 0.85 | 0.87 | 0.90 |

According to the rates mentioned in table (3) above, the statistic calculated from the pairwise correlations between items, internal consistency ranges between negative infinity and one. As the results analyzed range from 0.82 to 0.88, there is internal consistency in the pre-posttest.

3.3. Experiment of the Study

This study was designed to measure the effectiveness of using the student-centered learning (SCL) approach on developing some writing skills of the second secondary stage students. It has a one experimental group, a pre-posttest design. The sample students are of the second year stage students. The students of the sample included (47) students. The study was conducted in Beni-Suef Secondary School for Girls in the scholastic year 2014-2015. The students of the sample were pre-tested and given a pre-writing attitudes survey on the 11th Feb, 2015. They then were post-tested and were also given the post-writing attitudes survey on the 14th April, 2015 after implementing the programme. The sample students were given a training programme to develop some of their writing skills designed by the researcher. The experiment lasted for the

whole time of the second term, starting on 11/02/2015 and ended on 14/04/2015 taking into account that the second term started on 08/02/2015 and the final exam year began on 03/05/2015 and the experimental tests of physics, chemistry and biology began on 20/04/2015 for both the first and second year.

The final form of the test include six questions and the pre-post writing attitudes survey and were clarified before was administered to the students of the sample for the pre-testing on 11/02/2015 before teaching the programme. Test time was (120) minutes. The students of the sample were given an idea about the purpose of the test and that it was a win-win situation. It was necessary to assure them that taking part in the test and the programme was purely optional and that it would never affect their evaluation or position. Instructions were clearly given to avoid any ambiguity or misunderstanding. The subjects of the study were assembled and acquainted with the objectives of the pre-post survey and how to finish them. All their inquiries about the test before and during taking them were fully answered.

3.3.1. Administering the Post writing Achievement Test and the Students' Writing Attitudes Survey

After finishing the programme with the students, it was time for the posttest and the students' writing survey to be administered on 14/04/2015. The researcher gave the test instructions clearly to the students who willingly took part in the whole thing. An analysis of data and results was provided in chapter four.

3.3.2 Marking the Pre-post Writing Achievement Test and the Students' Writing Attitudes Survey

To score the items of the pre-posttest writing skills test (see appendix "8") according to the paragraph marking criteria and the Teacher's Guide

as well as the students' attitudes writing survey (see appendix "9"), all items were marked according to the criteria and the marks allotted for every item and the standards assigned for marking.

3.4. The Suggested Programme to Improve Some Writing Skills

3.4.1. Objectives of the Suggested Programme

The suggested programme (see index "5") aims to:

- Encourage students to improve some of their sub writing skill
- Motivate students to learn that they can do it and write well
in English
- Motivate students to learn how to write a good paragraph
- Entice students to be independent learners
- Encourage students to take responsibility for their learning
- Help students pinpoint their weaknesses and strengths particularly when writing in English
- Spread the spirit of teamwork, collaborative learning, motivation, peer correction and that they can learn from each other
- Help students to correctly use parts of speech
- Help them master some of the writing sub skills like writing mechanics, writing numbers, capitalisation, the importance of the subject-verb agreement, etc.
- Help students enhance some of their personal skills like tolerance, respecting the others' efforts and work, giving and accepting constructive criticism, the etiquette of dialogue, etc.
- Make students and the teacher himself/ herself to be flexible about new methods or concepts of learning
- Develop some of the students' writing skills and knowledge of using some of the SCL strategies.
- The researcher's awareness as well as teaching techniques, knowledge about language and having the nerve to confidently vary the methods

of teaching and handling a teaching task, writing a paragraph in particular, have equally developed.

- The programme focused on the practical application of some of the SCL approach strategies and activities to attain its goals.

3.4.2. Selecting Materials

The suggested programme (see index "5") consists of (6) units, each unit consists of some lessons. The researcher gave detailed explanation of the contents of the programme for the sample students so as to give a clear picture to the students about the importance of this content and how it was expected to affect their understanding of and performance in the writing skill in general and writing a paragraph in particular. The researcher put the students in the picture that they would be responsible to a great extent for their learning using the SCL approach. Upon the researcher's hands-on working as secondary stage EFL teacher, the topics were selected by the researcher to meet some of needs the students usually encounter on handling a piece of writing.

The researcher selected the content of the programme from some sources like C. E. Eckersley, M.A. & J. M. Eckersley, M. a. (1983). Blau, S., Elbow, P., & Killgallon, D. (1995), Flower, L. (1992), Murphy, R. (1992), Lynch, P. and Berry C. (2014), English Language Guide (2014), Talk English, (2014), Universal Teacher, (2014) and English Grammar (2014). The researcher went through Kear, D. J. (2008) to be a starting point to build his writing attitudes survey.

The enrichment topics were selected to be appropriate to the students' proficiency level and were appropriate to their second year secondary curriculum. Most of these topics were already handled in their school text book. Even unit one, subject–verb agreement, is often handled indirectly through marking different language activities. The writing topics were intended to be real life ones to arouse students' interest as

any of these topics can be in the final year exam paper and students took the whole 'course' as a good preparation for the third year. The topics gradually developed in difficulty taking into consideration the students' pace of learning and that they study other main subjects.

Procedures of Designing the Pre-post Achievement Tests

Some procedures were followed to set this writing test as follows:

- (1) Identifying the objective of the test, this is to measure the writing proficiency and knowledge of the students of the sample of the study;
- (2) Identifying the two main sections of the test i.e., writing knowledge, writing practice as well as writing mechanics. It also deals with some grammar rules related to sentence writing;
- (3) The test includes (6) questions related to writing knowledge and practice, writing mechanics, and some grammar rules; and
- (4) Presenting the test to the jury members for the validity of the test besides further suggestions for modifications.

3.4.3 Developing the Frame of the Suggested Programme

The frame of the suggested programme was selected by the researcher. It is divided into units and lessons, divided into (11) sessions, of this programme that are intended to teach the students who participated in this study. Each session included some lessons that are related together and handle similar topics. Some hints about what might help them write well such as parts of speech, subject verb agreement, writing mechanics, writing numbers, capitalisation, structures, etc. These units and lessons have activities which were selected to be of varying gradual difficulty to appeal to students and develop some of their abilities and writing sub-skills. The frame of the programme included the general and behavioural objectives, content areas, teaching aids and activities that are suitable for the topic taught. There was of course ample time for writing tasks.

Writing tasks included using strategies like brainstorming, think-pair-share, discussions to generate ideas, writing a paragraph and writing both a topic and a concluding sentences to a paragraph given. (appendix "5")

3.4.4. Validity of the Suggested Programme

The programme was submitted to a jury of staff members specialised in TEFL (see Appendix "2") to decide on the following:

- 1- Suitability of the lessons and topics to the objectives
- 2- Fitness of the exercises and activities to attain the objectives
- 3- Belongingness of behavioural objectives to the general objectives
- 4- The suitability of the programme to be valid for training the second year secondary school students in developing some of their writing skills.
- 5- Suitability of the lessons and topics to the students' levels and ages

The programme was judged to be valid for training second year secondary students in improving some of their writing sub skills, developing some writing habits and change their writing attitudes to be more positive.

3.4.5. Strategies And Techniques used to Implement the Suggested Programme

Some strategies and techniques of the SCL learning/ teaching approach were used and the main procedures followed in teaching the suggested programme were:

- a) Warm-up
- b) Brainstorming about the topic of the session
- c) Presentation (whole class instruction)
- d) Controlled writing practice
- e) Free writing practice
- f) Pair/ group work

- g) Peer correction
- h) Whole class discussion
- i) Teacher/ peer feedback (evaluation)

Why This Format

This format was chosen as it can provide the opportunity for the students to learn about new concepts and effective methods to develop their skills. Students have a variety of activities/ exercises and there would be a detailed instruction when necessary as the researcher would always be there to give a hand. This format with the activities included moves seriously from teacher-centered to student-centered and helps the students to be independent learners. Students avoid boredom and the exercises are gradually built considering students' learning pace. Warm-up helps get the students' attention. It usually took the form of a grammatical sentence, translation from Arabic into English, etc. All these are related to the lesson presented and the previous lesson taught. Whole class instruction is utmost necessary. It was always given at the beginning of the session. Examples were given and discussed with the students to clarify the topic and checked to ensure that the students got the point. The researcher tried at first to illicit information from the student and there was always brainstorming. Teaching sometimes seemed to be teacher-centered especially on presenting new items. Controlled writing practice gave the students the chance to focus on the main topic and get teacher/ peer feedback. Free writing practice was done individually and sometimes used pair or group work. A class discussion was held, role played was done, guidance was provided by the teacher, notes were given to avoid common errors. Both formative and summative evaluation were given throughout the implementation of the programme. The pre-post tests were initially to evaluate the students' performance. Feedback was given at the end of each session by both the teacher and the students. Exercises were

partly answered in the class after presenting and the rest was given as homework for the next session.

3.4.6. Sample of the study

The pretest was conducted on (60) sixty students and they began to attend the sessions of implementing the suggested programme but some of them dropped these sessions out for some reason like having a lot of homework to do. The actual number of the students who took part in the study was (47) forty-seven second year students, aged 16-17.

3.4.7. Implementing the Programme:

The researcher got all the necessary agreements from the authorities concerned like the agreement of the Central Agency for Public Mobilization and Statistics (CAPMS) and that of the Directorate of Education in Beni-Suef (see appendices "10/ 11") to implement his research. The researcher got the approval of the Principal of Beni-Secundary School for Girls to have six sessions, each is about (50) minutes, on three separate days. It was carried out for four weeks then reduced to be four session on two separate days a week. This time allotted gave the researcher and the students quite enough time to revise the topic assigned, do writing, peer correction, check homework, etc. The students of the sample group agreed on the time and sessions fixed. On the first session which was on 12/02/2015 the handouts of the student's book (See appendix "6") and the handouts programme were given out to the students freely. The researcher used the teacher's guide (See appendix "7"). The first lesson began.

3.4.8. Brief Account of the Lessons and Sessions

The programme was divided into six units, each has some lessons. To successfully implement the programme well and finish it in due time, it was divided into eleven sessions, each session took (90) minutes.

Session (1) -Unit (1)-Lesson (1) -Subject-verb Agreement

Objectives: By the end of this session, students will

- know about the importance of the topic to write a correct sentence.
- pay attention singular and plural forms of the nouns and verbs on writing
- apply these grammatical rules to writing

Teaching aids:

- White board
- Student s' book
- Teacher's guide
- Worksheets

Strategies used:

- Think- pair – share
- Class discussion was held to sift ideas and cross out the irrelevant ones.

Procedures:

Warm-up:

Correct the mistake in the following sentence:

- 1) Another of his qualities are tolerance.
- Students were given time to answer the question.
 - Teacher elicited information and responses about the topic.
 - Teacher gave a somehow detailed account about the topic.
 - Teacher asked students to answer the ten sentences in Ex. A. in three minutes.
 - Teacher checked and corrected the mistakes.
 - Teacher gave students three minutes to answer the first five sentences in EX. B.
 - Teacher checked and corrected the mistakes.

Evaluation

- The remaining sentences in exercises A and B were set as homework.

Writing:

- Exercise (C) is about generating ideas on: computers in society.
- Teacher asked students to think and write ideas individually for two minutes. Then teacher asked them to share their ideas with their partner for one minute. It was concluded by sharing ideas with the students in the desk behind or on the right/ left for two minutes.
- The teacher asks for a volunteer student or chooses one to write her ideas on the board.
- All ideas are to be written, no correction is needed here.
- Whole class discussion is to be held to sift and filter ideas.
- The topic was set as homework for the students to write a paragraph about.
- Exercise (D): students were asked to write both a topic sentence and a concluding one for the paragraph given about the importance of having a goal in your life.
- The students began to suggest possible answers for both the topic and the concluding sentences.
- The teacher corrected orally clarifying why one is relevant and why is not to show students how to write them well away from the stereotyped sentences like no one can deny that...etc.
- **Some instructions were given and always reiterated each session to organise work and save time like:**
- The researcher asked the students to write their homework paragraph on every other line leaving enough margins on the right and on the left for comments and feedback.
- The researcher asserted the importance of good and clear handwriting.

- Teacher told students about peer correction beginning with session two. As for marking unit one homework, the researcher himself would do it.
- Instruction was given about how to give feedback and the necessity of respecting each other.
- The students are to write their names, class and title at the top of their worksheets.

Students' Comments and Feedback:

Students showed interest in the topic as they realized how important that topic is. Some of them showed their surprise that they know the meaning of some indefinite pronouns but they did not use to care for the verb that follow them. The topic of the words ending in an (S) but followed a singular verb was the most attracting. Much more attention was given to sentences beginning with: there is / are... to know about the importance of the topic to write a correct sentence.

- The researcher felt the students' enthusiasm, satisfaction and willingness and desire to know more and do better which was so motivating for him.

Session (2) -Unit (2) -Parts of Speech -Lesson (1) Nouns

Objectives: By the end of this session, students will

- know about the nouns and their usage and function.
- apply these grammatical rules to writing

Teaching aids:

- White board
- Student s' book
- Teacher's guide
- Worksheets about the lesson

Strategies used:

- Brainstorming
- Pair discussion
- Whole class discussion

Procedures:

Warm-up:

1- Translate into English: (5 minutes)

أثبتت الإحصاءات والأبحاث أن معظم الطلاب يتقنون المهارات التي يمارسونها بأنفسهم.

2) The researcher checked the students' homework.

- Students took turns to answer the homework exercises.
- Some students asked for more explanation for using as well as, not only.... but also, and neither.
- The researcher asked for the other students' clarification.
- Students showed enthusiasm to help their mates and the others listened attentively.
- As for checking writing homework, most students brought their paragraphs and wrote the topic and concluding sentences. (20 minutes).

- Those who did not bring their homework apologized for that due to being hesitant about writing correct sentences and promised to bring all homework the next session.
- The researcher collected the students' new work sheets to be marked later.
- Students were introduced to session two topic: parts of speech, in this session the nouns. The Students were given time to answer the question.
- Teacher elicited information and responses about the topic from the students.
- Teacher gave a somehow detailed account about the nouns. This included types of nouns: proper, collective, common, abstract and concrete nouns.
- Special attention and interest were given to countable and uncountable nouns as this is related to unit one.
- After answering the students' questions, the teacher asked them to answer exercise (A).

Evaluation:

- Students were assigned exercises (B, C, D) as homework.

Writing:

- Exercise (E) is about writing relevant ideas and vocabulary about what makes a good school.
- Teacher asked students to think and write ideas individually for two minutes. Then teacher asked them to share their ideas with their partner for one minute. It was concluded by sharing ideas with the students in the desk behind or on the right/ left for two minutes.
- The teacher asks for a volunteer student or chooses one to write her ideas on the board.
- All ideas are to be written, no correction is needed here.

- Whole class discussion is to be held to sift and filter ideas.
- The topic was set as homework for the students to write a paragraph about.
- The students began to suggest possible answers for both the topic and the concluding sentences.
- The teacher corrected orally clarifying why one is relevant and why is not to show students how to write them well away from the stereotyped sentences like no one can deny that...etc.
- Then, it was set as a homework paragraph of about (100) words.
- Exercise (F) was to write both a topic sentence and a concluding one about travelling.
- It was set as homework.

Students' Comments and Feedback:

- Students liked this lesson especially changing singular nouns into plural ones.
- This topic is good as is related to the previous session lesson.
- Students enquiries were fully answered and they helped each other.

Session (3) -Unit (2) cont. -Lesson (2) Pronouns

Objectives: By the end of this session, students will

- know about the pronouns and their usage.
- know and differentiate between pronouns
- use commonly used singular and plural indefinite pronouns
- apply these grammatical rules to writing

Teaching aids:

- White board
- Student s' book
- Teacher's guide
- Worksheets about the lesson

Strategies used:

- Brainstorming
- Pair discussion
- Whole class discussion
- Peer correction
- Peer/ teacher Feedback

Procedures:

Warm-up

Correct the mistake in the following sentence: (2 minutes)

Ex. There is no difference between you and I.

The teacher asked for answer.

- The researcher checked the students' homework.
- Students took turns to answer the homework exercises.
- The researcher checked the students' performance in the last session and checked if they had any problems with nouns.
- Students showed enthusiasm to help their mates and the others listened attentively.

- As for writing homework, most students brought their paragraphs and wrote the topic and concluding sentences.
- All students did their writing homework fully. Those who did not bring their homework last session kept their promise.
- The researcher handed over the students' pieces of writing after marking them.
- The researcher commented on writing mistakes and students took notes. (30 minutes)
- The researcher collected the students' work sheets to be marked later.
- Teacher elicited information and responses about the topic from the students.
- Teacher gave a somehow detailed account about the pronouns.
- Special attention and interest were given to reflexive pronouns.
- After answering the students' questions, the teacher asked them to answer sentences (1-10) exercise (A).

Evaluation:

- Students were assigned the rest sentences in Ex. A. (11-25) and exercise (B) as homework.

Writing:

- Exercise (C) is about writing relevant ideas and vocabulary about: some people like life in the countryside. Others like in the city. Which life do you prefer? Why?
- Teacher asked students to think and write ideas individually for two minutes. Then teacher asked them to share their ideas with their partner for one minute. It was concluded by sharing ideas with the students in the desk behind or on the right/ left for two minutes.
- The teacher asks for a volunteer student or chooses one to write her ideas on the board.
- All ideas are to be written, no correction is needed here.

- Whole class discussion is to be held to sift and filter ideas.
- The topic was set as homework for the students to write a paragraph about.
- The teacher corrected orally clarifying why one is relevant and why is not to show students how to write them well away from the stereotyped sentences like no one can deny that...etc.
- Then, it was set as a homework paragraph of about (100) words.
- Exercise (D) was to write both a topic sentence and a concluding one about healthy habits.
- The students began to suggest possible answers for both the topic and the concluding sentences.
- It was set as homework.
- Students' pieces of writing were handed on students themselves to mark for each other and give feedback.
- There was much concentration on the importance of giving feedback properly.

Students' Comments and Feedback:

- Students liked this lesson especially the difference between types of pronouns.
- This topic is good as is related to the previous session lesson.
- Students liked writing their ideas on the whiteboard by themselves.
- Students enquiries were fully answered and they helped each other.

Session (4) -Unit(2) cont. -Lesson (3) Prepositions

Objectives: By the end of this session, students will

- know about the prepositions and their usage.
- learn that there is a big difference between the meaning of prepositions in Arabic and English.
- know and differentiate between prepositions such as: prepositions of time and those of place.
- apply these grammatical rules to writing

Teaching aids:

- White board
- Student s' book
- Teacher's guide
- Worksheets about the lesson

Strategies used:

- Brainstorming
- Pair discussion
- Whole class discussion
- Role play
- Peer correction
- Teacher/ Peer feedback

Procedures:

Warm-up

2- Translate into English: (5 minutes)

لابد من تشجيع الطلاب على الاعتماد على النفس والتعاون لتحقيق أهدافهم.

The teacher asked for answer. Then clarifies the function and meaning of the preposition in Arabic and in English.

- The researcher checked the students' homework.
- Students took turns to answer the homework exercises.

- The researcher checked the students' performance in the last session and checked if they had any problems with pronouns.
- Students showed enthusiasm to help their mates and the others listened attentively.
- As for writing homework, all students brought their paragraphs and wrote the topic and concluding sentences.
- All students did their writing homework fully.
- The students were asked to take turns each to give feedback about their mate's piece of writing. (30 minutes)
- The researcher commented on peer correction praising their performance.
- The researcher collected the students' new work sheets to be marked later.
- Teacher elicited information and responses about the topic from the students.
- Teacher gave a somehow detailed account about the prepositions.
- Special attention and interest were given to using (in, at, on) .
- After answering the students' questions, the teacher asked them to answer sentences (1-15) exercise (A).

Evaluation:

- Students were assigned the rest sentences in Ex. A. (16-30) and exercise (B) as homework.

Writing:

- Exercise (C) is about writing relevant ideas and vocabulary about: how to share in the progress of our country.
- Teacher asked students to think and write ideas individually for two minutes. Then teacher asked them to share their ideas with their partner for one minute. It was concluded by sharing ideas with the students in the desk behind or on the right/ left for two minutes.

- The teacher asks for a volunteer student or chooses one to write her ideas on the board.
- All ideas are to be written, no correction is needed here.
- Whole class discussion is to be held to sift and filter ideas.
- The teacher corrected orally clarifying why one is relevant and why is not to show students how to write them well away from the stereotyped sentences like no one can deny that...etc.
- Then, it was set as a homework paragraph of about (100) words.
- Exercise (D) was to write both a topic sentence and a concluding one about education at school and at home.
- The students began to suggest possible answers for both the topic and the concluding sentences.
- It was set as homework.
- There was much concentration on the importance of giving feedback properly.
- Students were asked to exchange their pieces of writing with their class mates; a different one this time to mark and give feedback.
- There was much concentration on the importance of giving feedback properly.

Students' Comments and Feedback:

- Students liked this lesson especially the distinction of the meaning of preposition in Arabic and in English, the difference between at, in, on, etc.
- The students were greatly impressed by peer correction very much.
- Role play was very effective. They took the whole matter as fun and they learnt how to concentrate on writing as they are supposed to avoid the mistakes their peers make.
- The researcher felt the students' enthusiasm which was so motivating for everyone.
- Students enquiries were fully answered and they helped each other.

Session (5) -Unit (2) cont. -Lesson (4) Verbs

Objectives: By the end of this session, students will

1. review verbs
2. identify verbs: action verbs
3. know about transitive and intransitive verbs
4. know about verb + V.ing
5. know about verb + to + inf.
6. know about tenses and conjugation of verbs
7. use verbs correctly
8. correct errors in verbs and tenses usage
9. apply grammatical rules about verbs to writing

Teaching aids:

- White board
- Student s' book
- Teacher's guide
- Worksheets about the lesson

Strategies used:

- Brainstorming
- Think-pair-share
- Pair discussion
- Whole class discussion
- Role play
- Wheel of ideas

Procedures:

Warm-up

Correct the mistake in the following sentence: (2 minutes)

Ex. They enjoyed with the party yesterday.

The teacher asks for answer.

- The researcher checked the students' homework.
- Students took turns to answer the homework exercises.

- The researcher checked the students' performance in the last session and checked if they had any problems with verbs.
- As for writing homework, all students brought their paragraphs and wrote the topic and concluding sentences
- All students did their writing homework fully.
- The students were asked to take turns each to give feedback about their mate's piece of writing. (30 minutes)
- The researcher commented on peer correction praising their performance.
- The researcher collected the students' new work sheets to be marked later.
- Teacher elicited information and responses about the topic from the students.
- Teacher gave a somehow detailed account about conjunctions.
- Special attention and interest were given to (verb + V.ing), Verb + to + Inf.) and (To + V.ing expressions) and).
- After answering the students' questions, the teacher asked them to answer exercise (A).

Evaluation:

- Students were assigned exercises (B, C) as homework.

Writing:

Exercise (D) is about writing relevant ideas and vocabulary about: how to keep the environment clean

- Teacher asked students to think and write ideas individually for two minutes. Then teacher asked them to share their ideas with their partner for one minute. It was concluded by sharing ideas with the students in the desk behind or on the right/ left for two minutes.
- The teacher asks for a volunteer student or chooses one to write her ideas on the board.
- All ideas are to be written, no correction is needed here.

- Whole class discussion is to be held to sift and filter ideas.
- The teacher corrected orally clarifying why one is relevant and why is not to show students how to write them well away from the stereotyped sentences like no one can deny that...etc.
- Then, it was set as a homework paragraph of about (100) words.
- Exercise (E) was to write both a topic sentence and a concluding one about why young people smoke.
- The students began to suggest possible answers for both the topic and the concluding sentences.
- It was set as homework.
- There was much concentration on the importance of giving feedback properly.
- Students were asked to exchange their pieces of writing with their class mates; a different one this time to mark and give feedback.
- There was much concentration on the importance of giving feedback properly.

Students' Comments and Feedback:

- Students liked this lesson especially the distinction between what follows verbs.
- Not every (to) is followed by infinitive.
- Role play was very effective. They took the whole matter a fun and they learnt how to concentrate on writing as they are supposed to avoid the mistakes their peers make.
- The researcher felt the students' enthusiasm which was so motivating for everyone.
- Students enquiries were fully answered and they helped each other.

Session (6) –Unit (2) cont.-Lesson (5) Conjunctions

Objectives: By the end of this session, students will

- know about conjunctions and their kinds, usage.
- know and differentiate between (but) group, (and) group, etc.
- know to use these conjunctions to make sentences of their own
- apply these grammatical rules to writing

Teaching aids:

- White board
- Student s' book
- Teacher's guide
- Worksheets about the lesson

Strategies used:

- Brainstorming
- Think-pair-share
- Pair discussion
- Whole class discussion
- Role play
- Wheel of ideas

Procedures:

Warm-up

Correct the mistake in the following sentence: (2 minutes)

Ex. There was a lot of noise despite he managed to sleep.

The teacher asks for answer.

- The researcher checked the students' homework.
- Students took turns to answer the homework exercises.
- The researcher checked the students' performance in the last session and checked if they had any problems with verbs.
- As for writing homework, all students brought their paragraphs and wrote the topic and concluding sentences

- All students did their writing homework fully.
- The students were asked to take turns each to give feedback about their mate's piece of writing. (30 minutes)
- The researcher commented on peer correction praising their performance.
- The researcher collected the students' new work sheets to be marked later.
- Teacher elicited information and responses about the topic from the students.
- Teacher gave a somehow detailed account about conjunctions.
- Special attention and interest were given to (and), (but) and (as) groups.
- After answering the students' questions, the teacher asked them to answer sentences (1-25) exercise (A).

Evaluation:

- Students were assigned the rest sentences in Ex. A. (26-50) and exercises (B, C) as homework.

Writing:

- Exercise (D) is about writing relevant ideas and vocabulary about: what should be done for children's welfare.
- Teacher asked students to think and write ideas individually for two minutes. Then teacher asked them to share their ideas with their partner for one minute. It was concluded by sharing ideas with the students in the desk behind or on the right/ left for two minutes.
- The teacher asks for a volunteer student or chooses one to write her ideas on the board.
- All ideas are to be written, no correction is needed here.
- Whole class discussion is to be held to sift and filter ideas.

- The teacher corrected orally clarifying why one is relevant and why is not to show students how to write them well away from the stereotyped sentences like no one can deny that...etc.
- Then, it was set as a homework paragraph of about (100) words.
- Exercise (E) was to write both a topic sentence and a concluding one about why most people like gold.
- The students began to suggest possible answers for both the topic and the concluding sentences.
- It was set as homework.
- There was much concentration on the importance of giving feedback properly.
- Students were asked to exchange their pieces of writing with their class mates; a different one this time to mark and give feedback.
- There was much concentration on the importance of giving feedback properly.

Students' Comments and Feedback:

- Students liked this lesson especially the distinction between conjunctions, their meaning, usage and what follows them.
- Not every conjunction is followed by subject + verb.
- The students were greatly impressed by peer correction.
- Role play was very effective. They took the whole matter a fun and they learnt how to concentrate on writing as they are supposed to avoid the mistakes their peers make.
- The researcher felt the students' enthusiasm which was so motivating for everyone.
- Students enquiries were fully answered and they helped each other.

Session (7) -Unit (2) Cont. - Lesson (6) Adjectives/ Adverbs

Objectives: By the end of this session, students will

- know about adjectives and their kinds and usage.
- know about adverbs and their kinds and usage.
- know about making comparisons, etc.
- know about changing adjectives into adverbs, etc.
- know to use adjectives and adverbs to make sentences of their own
- apply these grammatical rules to writing

Teaching aids:

- White board
- Student s' book
- Teacher's guide
- Worksheets about the lesson

Strategies used:

- Brainstorming
- Think-pair-share
- Pair discussion
- Whole class discussion
- Role play
- Peer correction
- Teacher/ Peer feedback

Procedures:

Warm-up

Correct the mistake in the following sentence: (2 minutes)

Ex. He spoke to his friend careful last time

The teacher asked for answer.

- The researcher checked the students' homework.
- Students took turns to answer the homework exercises.

- The researcher checked the students' performance in the last session and checked if they had any difficulties with verbs.
- As for writing homework, all students brought their paragraphs and wrote the topic and concluding sentences
- All students did their writing homework fully.
- The students were asked to take turns each to give feedback about her mate's piece of writing. (30 minutes)
- The researcher commented on peer correction praising their performance.
- The researcher collected the students' new work sheets to be marked later.
- The Students were given time to answer the warm-up question.
- Teacher elicited information and responses about the topic from the students.
- Teacher gave a somehow detailed account about adjectives and adverbs.
- Special attention and interest were given to (as + adj. / adv. As).
- After answering the students' questions, the teacher asked them to answer sentences (1-25) exercise (A).

Evaluation:

- Students were assigned the rest sentences in Ex. A and B.
- Exercises (C, D) as well as the exercises entitled (adjective or adverb) are all set as homework.

Writing:

- Exercise (E) is about writing relevant ideas and vocabulary about: how to be a success.
- Teacher asked students to think and write ideas individually for two minutes. Then teacher asked them to share their ideas with their

partner for one minute. It was concluded by sharing ideas with the students in the desk behind or on the right/ left for two minutes.

- The teacher asks for a volunteer student or chooses one to write her ideas on the board.
- All ideas are to be written, no correction is needed here.
- Whole class discussion is to be held to sift and filter ideas.
- The teacher corrected orally clarifying why one is relevant and why is not to show students how to write them well away from the stereotyped sentences like no one can deny that...etc.
- Then, it was set as a homework paragraph of about (100) words.
- Exercise (F) was to write both a topic sentence and a concluding one about wasting food.
- Students were asked to exchange their pieces of writing with their class mates; a different one this time to mark and give feedback.
- There was much concentration on the importance of giving feedback properly.
- The students began to suggest possible answers for both the topic and the concluding sentences.
- It was set as homework.
- There was much concentration on the importance of giving feedback properly.
- Students were asked to exchange their pieces of writing with their class mates; a different one this time to mark and give feedback.
- There was much concentration on the importance of giving feedback properly.

Students' Comments and Feedback:

- Students liked this lesson especially the distinction between adjectives and adverbs.
- Not every word ending in an (ly) is a an adverb.

- The students were greatly impressed by peer correction very much.
- Role play was very effective as they are supposed to avoid the mistakes their peers make.
- Students enquiries were fully answered and they helped each other.
- Students were instructed by the researcher about the importance of both the form and content a piece of writing on correcting it.

Session (8) -Unit (3)

Lesson (1) Interjections

Lesson (2) Definite and Indefinite Articles

Lesson (3) Some Sentence Patterns

Objectives: By the end of this session, students will

- know about interjections and their usage.
- know about the definite and indefinite articles and their usage and function.
- know about some sentence patterns in English and use them to make similar sentences on their own.
- apply these grammatical rules to writing

Teaching aids:

- White board
- Student s' book
- Teacher's guide
- Worksheets about the lesson

Strategies used:

- Brainstorming
- Think-pair-share
- Pair discussion
- Whole class discussion
- Wheel of ideas
- Role play
- Modeling to write sentences

Procedures:

Warm-up

Write a sentence on your own like the following one: (2 minutes)

Ex. It is necessary for everyone to make a name for themselves.

The teacher asked for answer.

- The researcher checked the students' homework.
- Students took turns to answer the homework exercises.
- The researcher checked the students' performance in the last session and checked if they had any difficulties with verbs.
- Students showed enthusiasm to help their mates and the others listened attentively.
- As for writing homework, all students brought their paragraphs and wrote the topic and concluding sentences
- All students did their writing homework fully.
- The students were asked to take turns each to give feedback about her mate's piece of writing. (30 minutes)
- The researcher commented on peer correction praising their performance.
- The researcher collected the students' new work sheets to be marked later.
- Teacher elicited information and responses about the topic from the students.
- Teacher gave a somehow detailed account about interjections, definite and indefinite articles.
- Special attention and interest were given to sentence patterns.
- After answering the students' questions, the teacher asked them to answer exercises (A) and (B).

Evaluation:

- Students were assigned the rest sentences in Ex. A and B as homework.
- Exercise (C) was set as homework.

Writing:

- Exercise (D) is about writing relevant ideas and vocabulary about: a drop of water means life.

- Teacher asked students to think and write ideas individually for two minutes. Then teacher asked them to share their ideas with their partner for one minute. It was concluded by sharing ideas with the students in the desk behind or on the right/ left for two minutes.
- The teacher asks for a volunteer student or chooses one to write her ideas on the board.
- All ideas are to be written, no correction is needed here.
- Whole class discussion is to be held to sift and filter ideas.
- The teacher corrected orally clarifying why one is relevant and why is not to show students how to write them well away from the stereotyped sentences like no one can deny that...etc.
- Then, it was set as a homework paragraph of about (100) words.
- Exercise (E) was to write both a topic sentence and a concluding one about the importance of having enough sleep.
- The students began to suggest possible answers for both the topic and the concluding sentences.
- It was set as homework.
- Students were asked to exchange their pieces of writing with their class mates; a different one this time to mark and give feedback.
- There was much concentration on the importance of giving feedback properly.

Students' Comments and Feedback:

- Students liked this lesson especially the distinction between interjections, their meaning, usage and what follows them.
- It was a funny and nice session. Students liked the content of this session and felt that it added to their knowledge about language and daily life situations.
- The students were greatly impressed by peer correction very much.
- Students enquiries were fully answered and they helped each other.

Session (9) -Unit (4)

Lesson (1) Some Spelling Rules

Lesson (2) Words Often Confused

Objectives: By the end of this session, students will

- know about some spelling rules.
- know about using EI /IE spelling rules.
- know about using (ible / able) spelling rules.
- know about using some words (special difficulties) such as (like – as), (affect – effect), (accept – except), (still – yet – already ...)
- know about avoiding double negative
- apply these grammatical rules to writing

Teaching aids:

- White board
- Student s' book
- Teacher's guide
- Worksheets about the lesson

Strategies used:

- Brainstorming
- Think-pair-share
- Pair discussion
- Whole class discussion
- Wheel of ideas
- Role play
- Teacher/ peer Feedback
- Teacher/ peer correction

Procedures:

Warm-up

Correct the mistake in the following sentence: (2 minutes)

Ex. I've had my hair cut, like you can see.

The teacher asked for answer.

- The researcher checked the students' homework.
- Students took turns to answer the homework exercises.

- The researcher checked the students' performance in the last session and checked if they had any difficulties with verbs.
- Students showed enthusiasm to help their mates and the others listened attentively.
- As for writing homework, all students brought their paragraphs and wrote the topic and concluding sentences
- All students did their writing homework fully.
- The students were asked to take turns each to give feedback about her mate's piece of writing. (30 minutes)
- The researcher commented on peer correction praising their performance.
- The researcher collected the students' new work sheets to be marked later.
- Teacher elicited information and responses about the topic from the students.
- Teacher gave a somehow detailed account about some spelling rules.
- Special attention and interest were given to special difficulties and words often confused.
- After answering the students' questions, the teacher asked them to answer exercise (A) and (B).

Evaluation:

- Students were assigned exercises (C, D, E, F and G) as homework.

Writing:

- Exercise (H) is about writing relevant ideas and vocabulary about: the importance of energy and how to save it.
- Teacher asked students to think and write ideas individually for two minutes. Then teacher asked them to share their ideas with their partner for one minute. It was concluded by sharing ideas with the students in the desk behind or on the right/ left for two minutes.

- The teacher asks for a volunteer student or chooses one to write her ideas on the board.
- All ideas are to be written, no correction is needed here.
- Whole class discussion is to be held to sift and filter ideas.
- The teacher corrected orally clarifying why one is relevant and why is not to show students how to write them well away from the stereotyped sentences like no one can deny that...etc.
- Then, it was set as a homework paragraph of about (100) words.
- Exercise (I) was to write both a topic sentence and a concluding one about how to use things
- The students began to suggest possible answers for both the topic and the concluding sentences.
- It was set as homework.
- Students were asked to exchange their pieces of writing with their class mates; a different one this time to mark and give feedback.
- There was much concentration on the importance of giving feedback properly.

Students' Comments and Feedback:

- Students liked this lesson especially the distinction between EI /IE, ABLE /IBLE
- It was a funny and nice session. Students liked the content of this session and felt that it added to their knowledge about language.
- The students were greatly impressed by peer correction.
- Role play was very effective.
- Students enquiries were fully answered and they helped each other.

Session (10) -Unit (5) – Some Punctuation Rules

Objectives: By the end of this session, students will

- know about some punctuation rules.
- know about some capitalisation rules.
- know about some rules of using end marks.
- know about some rules of using apostrophe.
- know about some rules of using comma.
- know about some rules of using quotation marks.
- apply these grammatical rules to writing

Teaching aids:

- White board
- Student s' book
- Teacher's guide
- Worksheets about the lesson

Strategies used:

- Brainstorming
- Think-pair-share
- Pair discussion
- Whole class discussion
- Wheel of ideas
- Role play
- Peer correction
- Teacher/ peer feedback

Procedures:

Warm-up

Punctuate the following sentence: (2 minutes)

Ex. mrs salma gave me a copy of her new book

The teacher asked for answer.

- The researcher checked the students' homework.
- Students took turns to answer the homework exercises.
- The researcher checked the students' performance in the last session and checked if they had any difficulties with verbs.

- Students showed enthusiasm to help their mates and the others listened attentively.
- As for writing homework, all students brought their paragraphs and wrote the topic and concluding sentences
- All students did their writing homework fully.
- The students were asked to take turns each to give feedback about her mate's piece of writing. (30 minutes)
- The researcher commented on peer correction praising their performance.
- The researcher collected the students' new work sheets to be marked later.
- The Students were given time to answer the question.
- Teacher elicited information and responses about the topic from the students.
- Teacher gave a somehow detailed account about some punctuation and some writing mechanics.
- Special attention and interest were given to using the comma and the apostrophe.
- After answering the students' questions, the teacher asked them to answer exercise (A) and (B).

Evaluation:

- Students were assigned exercises (C, D, E, F and G) as homework.

Writing:

- Exercise (H) is about writing relevant ideas and vocabulary about: how Egypt could be a centre of tourism.
- Teacher asked students to think and write ideas individually for two minutes. Then teacher asked them to share their ideas with their partner for one minute. It was concluded by sharing ideas with the students in the desk behind or on the right/ left for two minutes.

- The teacher asks for a volunteer student or chooses one to write her ideas on the board.
- All ideas are to be written, no correction is needed here.
- Whole class discussion is to be held to sift and filter ideas.
- The teacher corrected orally clarifying why one is relevant and why is not to show students how to write them well away from the stereotyped sentences like no one can deny that...etc.
- Then, it was set as a homework paragraph of about (100) words.
- Exercise (I) was to write both a topic sentence and a concluding one about tourism in Egypt.
- The students began to suggest possible answers for both the topic and the concluding sentences.
- It was set as homework.
- Students were asked to exchange their pieces of writing with their class mates; a different one this time to mark and give feedback.
- There was much concentration on the importance of giving feedback properly.
- Students began to realise the importance of paying attention to both form and content on writing.

Students' Comments and Feedback:

- Students liked this lesson especially the usage of the comma and the apostrophe.
- It was a funny and nice session. Students liked the content of this session and felt that it added to their knowledge about language.
- The students were greatly impressed by peer correction and role play.
- Students enquiries were fully answered and they helped each other.

Session (11) - Unit (5) - Punctuation – cont.

lesson (1) Writing Numbers

lesson (2) Sentence Fragments

Objectives: By the end of this session, students will

- know about using some rules of writing numbers.
- know about using some rules of avoiding sentence fragments.
- apply these grammatical rules to writing

Teaching aids:

- White board
- Student s' book
- Teacher's guide
- Worksheets about the lesson

Strategies used:

- Brainstorming
- Think-pair-share
- Pair discussion
- Whole class discussion
- Wheel of ideas
- Role play
- Free writing
- Minute paper
- Round table
- Peer correction
- Teacher/ Peer feedback

Procedures:

Warm-up

Join the following two sentences correctly to avoid a sentence fragment: (2 minutes)

Ex. No one will help you. If you do not want to help yourself.

The teacher asked for answer.

- The researcher checked the students' homework.
- Students took turns to answer the homework exercises.

- The researcher checked the students' performance in the last session and checked if they had any problems with verbs.
- Students showed enthusiasm to help their mates and the others listened attentively.
- As for writing homework, all students brought their paragraphs and wrote the topic and concluding sentences
- All students did their writing homework fully.
- The students were asked to take turns each to give feedback about their mate's piece of writing. (30 minutes)
- The researcher commented on peer correction praising their performance and students took notes.
- The researcher collected the students' work sheets to be marked later.
- The Students were given time to answer the warm-up question.
- Teacher elicited information and responses about the topic from the students.
- Teacher gave a somehow detailed account about some sentence fragments..
- Students showed interest in both topics: avoiding sentence fragments and writing numbers.
- After answering the students' questions, the teacher asked them to answer exercise (A) and (B).

Evaluation:

- Students were assigned exercises (C & D) as homework.

Writing:

- Exercise (E) is about freely writing relevant ideas and vocabulary about yourself.
- Exercise (F) is about relevant ideas and vocabulary about: how to be a good team member.

- Teacher asked students to think and write ideas individually for two minutes. Then teacher asked them to share their ideas with their partner for one minute. It was concluded by sharing ideas with the students in the desk behind or on the right/ left for two minutes.
- The teacher asks for a volunteer student or chooses one to write her ideas on the board.
- All ideas are to be written, no correction is needed here.
- Whole class discussion is to be held to sift and filter ideas.
- The teacher corrected orally clarifying why one is relevant and why is not to show students how to write them well away from the stereotyped sentences like no one can deny that...etc.
- Then, they both were set as a homework paragraph of about (100) words.
- Exercise (G) was to write both a topic sentence and a concluding one about the importance of the computer.
- The students began to suggest possible answers for both the topic and the concluding sentences.
- It was set as homework.
- Students were asked to exchange their pieces of writing with their class mates; a different one this time to mark and give feedback.
- There was much concentration on the importance of giving feedback properly.

Students' Comments and Feedback:

- Students liked this lesson as they used to make sentence fragments. They also knew some rules of writing numbers.
- It was a funny and nice session. Students liked the content of this session and felt that it added to their knowledge about language.
- The students were greatly impressed by peer correction and role play.
- Students enquiries were fully answered and they helped each other.

Students' Summative Feedback

On first session, the researcher asked the students to write and provide feedback at the end of the programme. After finishing the programme, the teacher asked the students to hand in their feedback. Not all but most students gave their feedback. It is taken for granted that everything has advantages and disadvantages.

Here follows some students' feedback. Student of class (2/9) wrote a collective paper of feedback saying that:

- Everything has pros and cons. They believed that the method followed during this programme, the Student Centered Learning (SCL) had more advantages than disadvantages.
- The student wrote that the SCL approach was very effective as every students could find what they need regardless of their level.
- Everyone had the chance to share in the activities.
- Everyone felt they are like the others.
- It gave the students the chance to gain new skills and to promote their existent ones.

They began to form new leaning and writing habits such as sharing information, the importance of constructive feedback and teamwork.

- It laid great emphasis on the importance of everyone in the class. Every student was part of the teamwork.
- Everyone was engaged and included. No one had the chance to hide even if they wanted as they had to do tasks like the others.
- Everyone felt self-esteem as whatever they achieved was appreciated.
- Students gain confidence in themselves as they take on new responsibilities.
- Student-centered learning enables students to develop the necessary teamwork skills and conditions.
- It encourages imagination and creativity throughout learning.

- The students learn to be responsible for their own learning and actions.
- The student learn things like working with others, developing skills and how to be independent.

The main disadvantage is that the things they learn in the programme especially punctuation are not given much interest in the content of the student's book.

Another student wrote her feedback as follows:

Advantages:

- In the way we learnt while applying the programme, we noticed that the teacher was in the class with us but he did not talk most of the time.
- The teacher did not do everything like before.
- The students had a role to play and tasks to perform.
- The environment inside the class was very friendly most of the time even when we were doing writing tasks like writing ideas about a certain subject.
- She paid attention most of the time because she felt that she learnt new things in a new and different way.
- Learning was fun. I was eager for the two sessions every week.

Disadvantage

- She found working in teams was sometimes difficult as most of the students did not use to do that.
- she said she was used to thinking alone and silently. But during that course, she began to think with the others, listen to them, and discuss something in the class. That was embarrassing at first as she sometimes felt shy but in time she got used to the whole thing as everyone around her did the same.

Another student wrote her feedback as follows:

Advantages:

- That way encouraged her very much to share and work in the class.
- She said she felt she was important.
- She added to her classmates' knowledge and also learnt from them.
- Role play was very effective as it was very funny but they began to do it every time better than the last one.
- She said she could decide what she wanted to do in the right time.
- She depended on herself and did not wait for anyone to help her.

Another student wrote her feedback as follows:

Advantages:

- That way encouraged her to take responsibility.
- She could make decisions.
- She said she got the feeling that she was an important being.
- She also said she could explain lessons to her classmates, discuss thing with them freely.
- She said in time, sensitivity about her mistakes disappeared as everyone makes mistakes.
- She said she could express all her ideas freely and without worry as there was mutual respect inside the class.
- Thinking critically, doing peer correction and giving feedback were very useful.
- She said that she learnt a lot from the others comments, accepted them, argued for her ideas and provided feedback to her mates.

Disadvantages:

- She commented saying that doing activities sometimes took a lot of time and she got no marks on them. She said she encouraged herself

that she learnt more important knowledge about writing a paragraph and about grammar than getting marks.

Another student wrote her feedback as follows:

Advantages:

- She said that the way of learning gave her, like her classmates, the chance to share in the class activities about writing.
- The teacher was helpful and patient as he gave them guidance, helped them by answering their questions.
- She also said that way of learning encouraged her to think critically and review her ideas much.
- She began to accept criticism.
- She said the whole participants could express their views politely and in a quiet voice.
- Playing the role of the teacher, for her, meant that she learnt to be a leader.

Disadvantages:

- She enquired that why that way was not used in the normal classes and in other subjects.
- She wanted the units of the main syllabus to be less than their number now and the time saved is to be spent learning such different writing activities.

Another student wrote her feedback as follows:

Advantages:

- She said that she learnt to learn alone, get information by herself and be a decision-maker.
- She depended on herself most of the time to find ideas for the paragraph.
- She learnt how to gather information about topics.

- It was the first time to feel that writing capital letters, using the comma and the apostrophe, etc. are important.
- The teacher gave accurate information when necessary and controlled the session very well as that helped them to exploit all the session time to learn.
- Peer correction was a very good way of learning. She said she tried to avoid the mistakes she corrected in her friend's piece of writing.

Another student wrote her feedback as follows:

Advantages:

- She said that peer correction, group work and class discussion were very effective.
- She got much more new information about writing in this 'course'.
- She realized that writing well is not just to writes sentences. But theses sentences must be correct, good, relevant, punctuated, coherent and well organised.

Disadvantages:

- The student wondered why these writing mechanics are not handled on a wide or satisfactory scale in the student's book.
- The 'course' needed more time to be more and more effective.

Another student wrote her feedback as follows:

Advantages:

- She said that she made the utmost of that 'course' focusing on what she got from each session.
- She wrote her feedback session by session using the session title and explaining what used to be difficult for her and what she gained throughout the programme.
- She is an acute student who reads between the lines. Hence, she casted light on the topics she learnt about such as to + ing expressions, fail to

+ inf. , fail + noun, some adjectives like narrow, polite, clever can be used as shorter or longer adjectives. Spelling rules, interjections, and punctuation rules, etc.

Disadvantages:

- The 'course' needed more time to be more and more effective.
- They needed more time for continuous revision to be able to use these topics to write well.

Another student wrote her feedback as follows:

Advantages:

- She said that she became able to write about any paragraph in the exam paper.
- She knew how to get ideas for her paragraph.
- She became confident of her beginning to write a good paragraph.

Chapter IV

Findings and Discussion

4.0 Introduction

The purpose of the study was to investigate the effectiveness of using the student-centered learning (SCL) approach to develop some writing skills for the second year secondary stage students. The SCL approach has various activities to develop different skills for the students. Not all of them are to be used at the same time every session. The researcher clarified the SCL and its strategies to the students. These strategies worked well with the students especially pair work, small group, whole class discussion, peer correction, role play, minute paper and free writing where students played the role of the teacher. Generating ideas is of outstanding importance for the students. They managed to build some good writing habits. In time, students' performance on writing gradually improved. Students were given the chance to express their ideas and have their say. The other classmates paid attention, took notes and then comment on their peers' pieces of writing. On implementing the programme, the students were put in the picture concerning the content, goals, procedures, expected outcomes and the rules to organise and control the session and spend the time usefully.

The study was conducted at Beni-Suef Secondary School for Girls, which the workplace of the researcher himself. The sample included (47) of the second year students who welcomed the idea and were eager and willing to share in the experiment.

Upon finishing the experiment of the study, the raw scores of the sample students' scores of both the students pre-posttest and those of the students' writing attitudes survey were subject to statistical analysis to

examine the hypotheses of the current study. The significance of the mean differences was tested by using t-test.

To validate the hypotheses of the study, the researcher used the "T" test for paired samples as shown in the tables to come.

Hypothesis (1)

There is a significant statistical difference between the scores of the students on the pretest and those obtained on the posttest on the development of planning for, organising and presenting writing skill in favour of the posttest.

Table (9)
Results of the effectiveness of the suggested program on the students' planning, organising and presenting writing

| Paired Samples Statistics | | | | | |
|---------------------------|------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Question(1) | Pre | 3.78 | 47 | 1.351 | .197 |
| | Post | 6.489 | 47 | .8938 | .1304 |

Table (10)
T-test Results of the Mark categories of the students on planning, organising and presenting

| Paired Samples Test | | | | | | | | | |
|---------------------|------------|--------------------|----------------|-----------------|---|--------|---------|----|-----------------|
| | | Paired Differences | | | | | T Value | df | Sig. (2-tailed) |
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Q. 2 | Pre - Post | 2.7128 | 1.0255 | .1496 | 3.0139 | 2.4117 | 18.136 | 46 | .000 |

The raw scores of the students on planning for, organising and presenting writing skill were subject to statistical analysis to determine whether there was a difference in the mean scores obtained by the

students in the pre-posttest. The increase in the mean from (3.78) to (6.489) indicates the effectiveness of the suggested program on the improvement in students' planning, organising and presenting writing to T-test results for the sample are represented in the table. The tables (1,2) above indicate that there is a statistically significant difference between pre-testing and post-testing in sample students' performance on planning for, organising and presenting writing in favour of the posttest. Students have improved this skill and began to build better writing habits and get used to having their own planning for writing as t-test indicates.

Hypothesis (2)

There is a significant statistical difference between the scores of the students on the pretest and those obtained on the posttest on the development of generating relevant ideas skill in favour of the posttest.

Table (11)
Results of the effectiveness of the suggested program on
the students' ability to generate relevant ideas

| Paired Samples Statistics | | | | | |
|---------------------------|------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Q.(2) | Pre | 3.117 | 47 | .6932 | .1011 |
| | Post | 4.63 | 47 | .505 | .074 |

Table (12)
T-test Results of the Mark categories of the
students' ability to generate relevant ideas

| Paired Samples Test | | | | | | | | | | |
|---------------------|------------|--------------------|----------------|-----------------|---|--------|---------|----|-----------------|--|
| | | Paired Differences | | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | T Value | df | Sig. (2-tailed) | |
| Q. (2) | Pre - Post | 1.5106 | .7766 | .1133 | 1.7387 | 1.2826 | 13.335 | 46 | .000 | |

The raw scores of the students' ability to generate relevant ideas to the topic skill assigned were subject to statistical analysis to determine whether there was a difference in the mean scores obtained by the students in the pre-posttest. The increase in the mean from (3.117) to (4.63) indicates the effectiveness of the suggested program on the improvement in the students' ability to generate relevant ideas. T-test results for the sample are represented in the table. The tables (3,4) above indicate that there is a statistically significant difference between pre-testing and post-testing in sample students' ability to generate relevant and suitable ideas for the topic assigned skill in favour of the posttest. This is also related to students' planning for writing. Hence, as t-test indicates, the suggested programme is effective in developing this skill.

Hypothesis (3)

There is a significant statistical difference between the scores of the students on the pretest and those obtained on the posttest on the development of students' using grammar, structures and making correct meaningful sentences skill in favour of the posttest.

Table (13)
Results of the effectiveness of the suggested programme on the students' using grammar, structures and making correct meaningful sentences

| Paired Samples Statistics | | | | | |
|---------------------------|------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Q. (3) | Pre | 7.468 | 47 | 2.2804 | .3326 |
| | Post | 9.723 | 47 | 2.9595 | .4317 |
| Q. (4) | Pre | 5.77 | 47 | 2.359 | .344 |
| | Post | 9.62 | 47 | 8.491 | 1.238 |
| Q. (6) | Pre | 1.66 | 47 | .795 | .116 |
| | Post | 1.66 | 47 | .515 | .075 |

Table (14)
T-test Results of the Mark categories of the students' using grammar, structures and making correct meaningful sentences

| Paired Samples Test | | | | | | | | | |
|---------------------|------------|--------------------|----------------|-----------------|---|--------|---------|----|-----------------|
| | | Paired Differences | | | | | T Value | df | Sig. (2-tailed) |
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Q. (3) | Pre - Post | 2.2553 | 2.4757 | .3611 | 2.9822 | 1.5284 | 6.245 | 46 | .000 |
| Q. (4) | Pre - Post | 3.851 | 8.637 | 1.260 | 6.387 | 1.315 | 3.057 | 46 | .004 |
| Q. (6) | Pre - Post | 1.711 | .793 | .116 | 1.943 | 1.478 | 14.789 | 46 | .000 |

The raw scores of the students' using grammar, structures and making correct meaningful sentences skill were subject to statistical analysis to determine whether there was a difference in the mean scores obtained by the students in the pre-posttest. The increase in the mean indicates the

effectiveness of the suggested program on the improvement in the students' using grammar, structures and making correct meaningful sentences. T-test results for the sample are represented in the table. The tables (5,6) above indicate that there is a statistically significant difference between pre-testing and post-testing in sample students' using grammar, structures and making correct meaningful sentences skill in favour of the posttest. The suggested programme is effective in developing this skill. Students could make sentences of their own using sign post words and connectives properly. They could use punctuation marks, capitalisation, avoid sentence fragments, write a topic and a concluding sentence to a paragraph given, etc. as t-test indicates.

Hypothesis (4)

There is a significant statistical difference between the scores of the students on the pretest and those obtained on the posttest on the development of students' using some writing mechanics (such as spelling, punctuation, paragraphing, apostrophe, capitalisation, indentation, ...) in favour of the posttest.

Table (15)
Results of the effectiveness of the suggested programme on the students' using some writing mechanics

| Paired Samples Statistics | | | | | |
|---------------------------|------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Q. (3) | Pre | 7.468 | 47 | 2.2804 | .3326 |
| | Post | 9.723 | 47 | 2.9595 | .4317 |
| Q. (4) | Pre | 5.77 | 47 | 2.359 | .344 |
| | Post | 9.62 | 47 | 8.491 | 1.238 |
| Q. (5) | Pre | 2.27 | 47 | 1.383 | .202 |
| | Post | 7.223 | 47 | 7.3734 | 1.0755 |

Table (16)
T-test Results of the Mark categories of the
students' using some writing mechanics

| Paired Samples Test | | | | | | | | | |
|---------------------|------------|--------------------|----------------|-----------------|---|--------|-------|----|------------|
| | | Paired Differences | | | | | T | df | Sig. |
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | Value | | (2-tailed) |
| Q. (3) | Pre - Post | 2.2553 | 2.4757 | .3611 | 2.9822 | 1.5284 | 6.245 | 46 | .000 |
| Q. (4) | Pre - Post | 3.851 | 8.637 | 1.260 | 6.387 | 1.315 | 3.057 | 46 | .004 |
| Q. (5) | Pre - Post | 4.9574 | 7.4759 | 1.0905 | 7.1525 | 2.7624 | 4.546 | 46 | .000 |

On comparing the raw scores of the students' using some mechanics of writing skill and the results of their statistical analysis, it has been proved that there was a difference in the mean scores obtained by the students in the pre-posttest. The increase in the mean as clarified in the tables indicates the effectiveness of the suggested program on the improvement in the students' using some writing mechanics. T-test results for the sample are represented in the table. The tables (7,8) above indicate that there is a statistically significant difference between pre-testing and post-testing in sample students' using of some writing mechanics such as spelling, punctuation, paragraphing, apostrophe, capitalisation, indentation, ... in favour of the posttest. The suggested programme has turned out to be is effective in developing this skill. Students could do well using some writing mechanics as t-test indicates.

Hypothesis (5)

There is a significant statistical difference between the scores of the students on the pretest and those obtained on the posttest on the development of writing skill in favour of the posttest.

Table (17)
Results of the effectiveness of the suggested programme
on developing students' writing skill

| Paired Samples Statistics | | | | | |
|---------------------------|------|--------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Q. (1) | Pre | 3.78 | 47 | 1.351 | .197 |
| | Post | 6.489 | 47 | .8938 | .1304 |
| Q. (7) | Pre | 23.98 | 47 | 6.879 | 1.003 |
| | Post | 38.713 | 47 | 5.4918 | .8011 |

Table (18)
T-test Results of the Mark categories of
the students on developing writing skill

| Paired Samples Test | | | | | | | | | |
|---------------------|------------|--------------------|----------------|-----------------|---|---------|---------|----|--------------------|
| | | Paired Differences | | | | | T Value | df | Sig. (2-tailed) |
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Q. (1) | Pre - Post | 2.7128 | 1.0255 | .1496 | 3.0139 | 2.4117 | 18.136 | 46 | .000 |
| Q. (7) | Pre - Post | 14.7340 | 5.6104 | .8184 | 16.3813 | 13.0868 | 18.004 | 46 | .000 |

Comparing the raw scores of the students' developing writing skill and the results of their statistical analysis, it has been proved that the suggested programme is effective in and valid for helping the sample students of the second year secondary stage develop their writing skill. there was a difference in the mean scores obtained by the students in the pre-posttest. The increase in the mean as clarified in the tables indicates the effectiveness of the suggested program on the improvement in developing writing skill. T-test results for the sample are represented in the table. The tables (7,8) above indicate that there is a statistically

significant difference between pre-testing and post-testing in sample students' developing their writing skill in favour of the posttest. Students could write a good paragraph.

Generally stated, the hypotheses (1-5) and the relevant raw scores and statistical analyses imply effectiveness of the suggested programme and the sample students' performance has improved for the better in writing a good paragraph, relevant and good supporting sentences, both a topic and concluding sentence. They could use grammar, structures, punctuation marks well. They could avoid sentence fragments. Students' awareness of using end marks and indentation has increased. Capitalisation has become familiar to them. They came to have writing habits and got used to generating ideas for their topic and plan for their writing.

Hypothesis (6)

There is a significant statistical difference between the scores of the students on the students' writing attitudes survey scale between the students' scores on the pre scale and those obtained on post scale for the post scale.

This hypothesis is clearly proved through using the students' writing attitude survey. To prove that the student-centered learning has an effect on the students' attitudes towards writing, the writing attitudes survey was conducted to measure this effect through doing this pre and then post simultaneously with the pre post writing test. This writing attitudes survey was divided into six parts; each part measures a certain attitude towards writing, as follows:

Attitude (1)

The first attitude measures students having writing habits, organising planning for writing.

Table (19)
Results of the effectiveness of the suggested programme on the students' writing habits, organising planning for writing

| Paired Samples Statistics | | | | | |
|---------------------------|------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 2 | Pre | 9.38 | 47 | 2.691 | .393 |
| | Post | 13.47 | 47 | 2.235 | .326 |

Table (20)
T-test Results of the Mark categories of the students' writing habits, organising planning for writing
Paired Samples Test

| | | Paired Differences | | | | | T Value | df | Sig. (2-tailed) |
|--------|------------|--------------------|----------------|-----------------|---|-------|---------|----|-----------------|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 2 | Pre - Post | 4.085 | 2.733 | .399 | 4.888 | 3.283 | 10.246 | 46 | .000 |

The raw scores of the students' writing habits, organising and planning for writing were subject to statistical analysis to determine whether there was a difference in the mean scores obtained by the students in the pre- and post-attitude scale. The increase in the mean as clarified in the tables indicates the effectiveness of the suggested program on the improvement in the students' writing habits, organising planning for writing. T-test results for the sample are represented in the table. The tables (1,2) above

indicate that there is a statistically significant difference between pre-attitude and post-attitude in sample students' having and building writing habits, organising and planning for their piece of writing in favour of the post-attitude. The suggested programme is effective in developing and measuring this attitude for students. Students learnt to have writing habits of their own, plan for and organise their writing as t-test indicates.

Attitude (2)

The second attitude measures students' attitude towards writing, particularly a paragraph, writing both a topic and concluding sentence in addition to supporting sentences.

Table (21)

Results of the effectiveness of the suggested programme on the students' writing a paragraph, writing a topic, a concluding one and supporting sentences

| Paired Samples Statistics | | | | | |
|---------------------------|------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 3 | Pre | 8.85 | 47 | 2.216 | .323 |
| | Post | 11.47 | 47 | 1.828 | .267 |

Table (22)

T-test Results of the Mark categories of the Students' writing a paragraph, writing a topic, a concluding one and supporting sentences

Paired Samples Test

| | | Paired Differences | | | | | T Value | df | Sig. (2-tailed) |
|--------|------------|---|----------------|-----------------|-------|-------|---------|----|-----------------|
| | | 95% Confidence Interval of the Difference | | | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 3 | Pre - Post | 2.617 | 1.836 | .268 | 3.156 | 2.078 | 9.771 | 46 | .000 |

The raw scores of the students' attitude towards writing, particularly a paragraph, writing both a topic and concluding sentence in addition to supporting sentences were subject to statistical analysis to determine whether there was a difference in the mean scores obtained by the students in the pre-and post-attitude scale. The increase in the mean as clarified in the tables indicates the effectiveness of the suggested program on the improvement in the Students' writing a paragraph, writing a topic, a concluding one and supporting sentences. T-test results for the sample are represented in the table. The tables (3,4) above indicate that there is a statistically significant difference between pre- attitude and post-attitude in sample students' attitude towards writing, particularly a paragraph, writing both a topic and concluding sentence in addition to supporting sentences in favour of the post-attitude. The suggested programme is both effective in developing and measuring this attitude for students. Students learnt to write a paragraph with a meaningful topic sentence, supporting sentences and a concluding one, as indicated by t-test.

Attitude (3)

The third attitude measures students' attitude towards generating and expressing their ideas.

Table (23)
Results of the effectiveness of the suggested programme on the students' attitude towards generating and expressing ideas

| | | Paired Samples Statistics | | | |
|--------|------|---------------------------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 4 | Pre | 4.77 | 47 | 1.339 | .195 |
| | Post | 6.06 | 47 | 1.009 | .147 |

Table (24)
T-test Results of the Mark categories of the students'
attitude towards generating and expressing ideas
Paired Samples Test

| | | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|--------|------------|--------------------|----------------|-----------------|---|-------|-------|----|--------------------|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | Value | | |
| Pair 4 | Pre - Post | 1.298 | 1.140 | .166 | 1.633 | .963 | 7.802 | 46 | .000 |

The raw scores of the students' attitude towards generating and expressing their ideas were statistically analyzed to determine whether there was a difference in the mean scores obtained by the students in the pre-and post-attitude scale. The increase in the mean as clarified in the tables indicates the effectiveness of the suggested program on the improvement in the students' attitude towards generating and expressing ideas. T-test results for the sample are represented in the table. The tables (5,6) above indicate that there is a statistically significant difference between pre- attitude and post-attitude in sample students' attitude towards generating and expressing their ideas in favour of the post-attitude. The suggested programme is effective in developing and measuring this attitude for students. Students learnt how to generate ideas and express them clearly as indicated by t-test.

Attitude (4)

The fourth attitude measures students' attitudes towards making mistakes while writing, teacher's and peers' feedback...

Table (25)
Results of the effectiveness of the suggested programme on the students' attitude towards making mistakes, teacher's and peers' feedback...

| Paired Samples Statistics | | | | | |
|---------------------------|------|------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 5 | Pre | 7.62 | 47 | 2.202 | .321 |
| | Post | 9.34 | 47 | 1.736 | .253 |

Table (26)
T-test Results of the Mark categories of the students' attitude towards attitude towards making mistakes, teacher's and peers' feedback...

Paired Samples Test

| | | Paired Differences | | | | | T Value | df | Sig. (2-tailed) |
|--------|------------|--------------------|----------------|-----------------|---|-------|---------|----|-----------------|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 5 | Pre - Post | 1.723 | 1.885 | .275 | 2.277 | 1.170 | 6.269 | 46 | .000 |

Comparing the raw scores of the students' attitude towards making mistakes while writing, teacher's and peers' feedback, etc. were statistically analyzed to determine whether there was a difference in the mean scores obtained by the students in the pre-and post-attitude scale. The increase in the mean as clarified in the tables indicates the effectiveness of the suggested program on the improvement in the students' attitude towards attitude towards making mistakes, teacher's and peers' feedback.... T-test results for the sample are represented in the table. The tables (5,6) above indicate that there is a statistically significant difference between pre- attitude and post-attitude in sample students' attitude towards making mistakes, their teachers' and peers'

feedback, their work being seen by their peers, accepting teacher's and peers' comments on their work, not to be hypersensitive concerning criticism, etc. in favour of the post-attitude. The suggested programme is effective in developing and measuring this attitude for students. Students learnt how to take mistakes as part of their learning, give and accept criticism in a good way.

Attitude (5)

The fifth attitude measures students' attitudes towards presenting their piece of writing well and submitting it to their teacher in time.

Table (27)
Results of the effectiveness of the suggested programme on the students' attitude towards presenting and submitting their piece of writing

| Paired Samples Statistics | | | | | |
|---------------------------|------|------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 6 | Pre | 5.36 | 47 | 1.552 | .226 |
| | Post | 6.19 | 47 | 1.227 | .179 |

Table (28)
T-test Results of the Mark categories of the students' attitude towards presenting and submitting their piece of writing
Paired Samples Test

| | | Paired Differences | | | | | T Value | df | Sig. (2-tailed) |
|--------|------------|--------------------|----------------|-----------------|---|-------|---------|----|-----------------|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 6 | Pre - Post | .830 | 1.222 | .178 | 1.188 | .471 | 4.657 | 46 | .000 |

Comparing the raw scores of the students' attitude towards presenting their piece of writing in a good way as well as submitting it to their teacher in time were statistically analyzed to determine whether there was a difference in the mean scores obtained by the students in the pre-and post-attitude scale. The increase in the mean as clarified in the tables indicates the effectiveness of the suggested program on the improvement in the students' attitude towards presenting and submitting their piece of writing. T-test results for the sample are represented in the table. The tables (9,10) above indicate that there is a statistically significant difference between pre- attitude and post-attitude in sample students' attitude towards presenting their piece of writing besides submitting it to their teacher in time in favour of the post-attitude. The suggested programme is both effective in developing and measuring this attitude for students.

Attitude (6)

The sixth attitude measures students' attitudes towards the writing skill, liking it and enjoying the writing process.

Table (29)

Results of the effectiveness of the suggested programme on the students' attitude towards the writing skill, liking it and enjoying the writing process

| Paired Samples Statistics | | | | | |
|---------------------------|------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre | 10.81 | 47 | 2.618 | .382 |
| | Post | 12.34 | 47 | 1.619 | .236 |
| Pair 7 | Pre | 46.85 | 47 | 8.851 | 1.291 |
| | Post | 59.30 | 47 | 6.345 | .925 |

Table (30)
T-test Results of the Mark categories of the students' attitude
towards the writing skill, liking it and enjoying the writing process
Paired Samples Test

| | | Paired Differences | | | | | T Value | df | Sig. (2-tailed) |
|--------|------------|--------------------|----------------|-----------------|---|--------|---------|----|-----------------|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | |
| Pair 1 | Pre - Post | 1.532 | 2.741 | .400 | 2.337 | .727 | 3.831 | 46 | .000 |
| Pair 7 | Pre - Post | 12.447 | 8.105 | 1.182 | 14.826 | 10.067 | 10.528 | 46 | .000 |

Comparing the raw scores of the students' attitude towards the writing skill, liking it and enjoying the writing process were statistically analyzed to determine whether there was a difference in the mean scores obtained by the students in the pre-and post-attitude scale. The increase in the mean as clarified in the tables indicates the effectiveness of the suggested program on the improvement in the students' attitude towards the writing skill, liking it and enjoying the writing process T-test results for the sample are represented in the table. The tables (11, 12) above indicate that there is a statistically significant difference between pre-attitude and post-attitude in sample students' attitude towards the writing skill, liking it and enjoying the writing process in favour of the post-attitude. The suggested programme is effective in developing and measuring this attitude for students.

The raw scores and the statistical differences imply that students' attitudes towards the writing skill and some of its sub-skills and other relevant supporting matters have changed for the better and students

began to have more positive attitudes towards generating ideas, working with their peers whether in pairs or group, class discussion, giving and accepting criticism, liking and enjoying the writing process, good presentation of their piece of writing, etc. This in turn indicates that the suggested programme based on the student-centered learning (SCL) approach is effective and can be practically applied.

Conclusion

The results shown in the tables above indicate that the programme used to improve some of the second year secondary stage students is effective. The statistical analysis using the "T" test showed the important statistical differences in order to prove the hypotheses of the study. The student-centered learning (SCL) Approach proved to be effective in improving some of the students' writing skills. It also helped students begin to build some writing habits that may help them be good student-writers. Students' attitudes towards writing became better and they realized that writing is an important skill that is worth effort and time.

Chapter V

Summary, Conclusion and Recommendations

5.0 Introduction

Learning a foreign language is part and parcel of this competitive age that is dominated by knowledge revolution. The English language is the medium language of communication everywhere. Learning English is intended to help students acquire a pretty reasonable command of the basic four language skills: listening, speaking, reading and writing. Special due care and attention are to be equally given to the four language skills as they are integrated and overlapped. The current study has been specially carried out to help students of the second year secondary stage to improve some of their writing skills and also improve some of their attitudes towards writing. The study was based on using some strategies of the student-centered learning (SCL) approach such as pair and group work, class discussion, peer correction, peer feedback, role play, etc. so as to give students the chance to express their ideas freely, learn from each other, help each other and be independent learners. Students became responsible with their teachers for their learning. The role of the teacher is still indispensable as a facilitator and to manage and organise the learning process.

5.1 Hypotheses of the Study

The researcher formulated the following hypotheses:

- 1- There is a significant statistical difference between the scores of the students on the pretest and those obtained on the posttest on the development of planning for, organising and presenting writing skill at the level of ($P. < 0.05$) in favour of the posttest.
- 2- There is a significant statistical difference between the scores of the students on the pretest and those obtained on the posttest on

the development of generating relevant ideas skill at the level of ($P. < 0.05$) in favour of the posttest.

- 3- There is a significant statistical difference between the scores of the students on the pretest and those obtained on the posttest on the development of students' using grammar, structures and making correct meaningful sentences skill at the level of ($P. < 0.05$) in favour of the posttest.
- 4- There is a significant statistical difference between the scores of the students on the pretest and those obtained on the posttest on the development of students' using some writing mechanics (such as spelling, punctuation, paragraphing, apostrophe, capitalisation, indentation, ...) at the level of ($P. < 0.05$) in favour of the posttest.
- 5- There is a significant statistical difference between the scores of the students on the pretest and those obtained on the posttest on the development of writing skill at the level of ($P. < 0.05$) in favour of the posttest.
- 6- There is a significant statistical difference between the scores of the students on the students' writing attitudes survey scale between the students' scores on the pre scale and those obtained on post scale at the level of ($P. < 0.05$) in favour of the post scale.

5.2 Results of the Study

After ending the language experiment of the present study, analysing data indicated that:

- 1- Concerning the first hypothesis, the scores of the students indicate that students' planning for, organising and presenting writing skill has been developed using (t-test) at the level of ($P. < 0.05$). Thus, in the light of these results, the suggested programme proved to be effective.
- 2- As for the second hypothesis, the scores of the students show high gains on the students' ability to generate relevant ideas skill

comparison using (t-test) at the level of ($P. < 0.05$). Thus, in the light of these results, the suggested programme proved to be effective.

- 3- As for the third hypothesis, the scores of the students show high gains on the students' ability to use grammar and structures to write correct relevant sentences skill comparison using (t-test) at the level of ($P. < 0.05$). Thus, in the light of these results, the suggested programme proved to be effective on the development of students' using grammar, structures and making correct meaningful sentences skill in favour of the posttest..
- 4- The suggested enriching programme proved to be effective in developing students' using some writing mechanics (such as spelling, punctuation, paragraphing, apostrophe, capitalisation, indentation, ...) skill comparison using (t-test) at the level of ($P. < 0.05$) in favour of the posttest.
- 5- Findings of the present study reveal that the student-centered learning (SCL) approach could provide a healthy non-threatening learning class environment based on empathy, mutual respect and good relations between the teacher and students and the students themselves. It also helped students to build and have positive writing habits and change their writing attitudes for the better.

5.3 Pedagogical Implications

The present study drives at achieving the points to come:

- Measuring the effect of the intended enriching programme on improving the students' performance in writing skill in general and writing a paragraph in particular as it was hypothesized that the student-centered learning (SCL) approach can improve the students' learning and how to write well.
- contributing to improving the attitudes of the students towards writing skill.

- developing some SCL exercises and strategies for the teachers to use.
- helping some EFL teachers change their method of teaching and that their role will still be of the same importance and that they will ever be there.
- including some information that can be used by teachers to assess themselves, their teaching, their students' performance, their teaching-learning class environment whether applying SCL or not.
- promoting the spirit of teamwork, empathy and tolerance inside the classroom as students are to give and accept constructive criticism, peer correction and peer feedback.
- using the SCL approach would be a prelude to instill the spirit of motivation, self-esteem, self-confidence inside the students.
- getting both the teachers and the students involved have new concepts that change can be for the better and being self-dependent learners are good for all on the short and long run.
- improving the students' performance in writing skill in general and writing a paragraph in particular as it was hypothesized that the student-centered learning (SCL) approach can improve the students' learning and how to write well.
- contributing to improving the attitudes of the students towards writing skill.
- developing some SCL exercises and strategies for the teachers to use.
- making some EFL teachers ready to change their method of teaching and that their role will still be of the same importance and that they will ever be there.

- including some information that can be used by teachers to assess themselves, their teaching, their students' performance, their teaching-learning class environment whether applying SCL or not.
- promoting the spirit of teamwork, empathy, rapport and tolerance inside the classroom as students are to give and accept constructive criticism, peer correction and peer feedback.
- using the SCL approach would be a prelude to instill the spirit of motivation, self-esteem, self-confidence inside the students.
- getting both the teachers and the students involved have new concepts that change can be for the better and being self-dependent learners are good for all on the short and long run.

5.4 Limitations and Obstacles

- 1- Although the researcher explained the spoke out the importance of the research for both the researcher and the participants alike, the culture of research is not enough for the students as some of them thought that the research is just useful for the researcher.
- 2- Despite the fact that it was clarified that the research is a win-win situation, one of those who negatively thought of the research was low at performance and less attentive once asked about some topics, particularly punctuation, that are necessary for writing although this was detailed before but she was less attentive. The researcher in turn explained the topic for the student who showed regret and apologized for that.
- 3- Some teachers objected to letting students go out of the class to attend the session with the researcher. One said that English, i.e. the research, is not more important than this colleague's subject. He also said that he was a good teacher and had good information to give to his students. I apologized to him saying that it was an educational optional research and the students themselves declared their willingness and desire to

take part in that research. It did not mean that a certain subject is more important than the other and if that colleague were doing a research, everyone in the staff would be happy to support and help him.

- Another one said that he was to explain very important information in his subject and the researcher will be the one asked before ALLAH if the students missed any of that information. Of course, the researcher explained that it was optional for the students either to attend this colleague's session or to attend the session of the programme with the researcher. Some attended the programme and the others attended the colleague's session and then joined the researcher in the second session.
- Another one said that he wanted to finish his syllabi.

Hence, the principal and the committee of the sessions time table were so flexible to adjust that and help the researcher.

- 4- The second term is not as long as the first one. This was a problem for both the researcher and the students as everyone was lashed with time and wanted to achieve their goals; the researcher to apply and finish his programme well and the students to finish the syllabi and make the utmost of the researcher's programme.
- 5- Getting official agreements took time to be finished.
- 6- Absenteeism of the students was a bitter problem. They are overloaded with homework and are sometimes absentee so as to finish their homework satisfactorily.
- 7- One of the best things the researcher recorded was that those who were absent in the day of the session, came to school at the time of the session wearing outdoor clothes to attend the session. Another student was absent one day, she asked the researcher to explain her the topic she missed. The researcher happily did that in the library.

8- Monthly tests were taken into consideration by the researcher by lessening and relieving the amount of homework. This was appreciated by the students and made them exert more efforts later as they felt that the researcher was keen on them getting high marks in the monthly tests and cared for their interest not for his own.

5.5 Recommendations

The present study is just a try to use the student-centered learning (SCL) approach in teaching English as a foreign language in the general secondary stage. It tried to use the approach to improve some of the writing sub skills for the second year students. The main focus was to enhance writing a paragraph. Here are some recommendations based on the findings of the study:

For the Students:

- 1- To effectively participate in classroom activities to help teachers create a healthy and non-threatening environment classroom and adopt the strategies of the SCL approach in studying the other subjects;
- 2- To expressing opinion, giving and accepting feedback constructively and politely to enjoy the learning process in general and writing in English in particular as The etiquette of dialogue should be given due care as it affects everybody inside and outside the educational establishments;
- 3- To pay attention to enhancing all language skills;
- 4- Build some good writing habits to know how to write well and use vocabulary and grammar rules in writing; and
- 5- Students should be always taught and reminded to be self-dependent, self-motivated and share in the learning process and not to be just passive receptive.

For the Teachers:

- 1- The student-centered learning approach (SCL) is to be widely used to develop the other language skills and also other subjects;
- 2- The student-centered learning approach (SCL) is to be widely used in all learning stages as it has positive outcomes on both the affective and the cognitive domains;
- 3- The healthy learning environment is of prominent importance for both the teacher and the students. It must never be threatening or demotivating;
- 4- Teachers are to be convinced of the importance of teaching the writing skill in the classroom;
- 5- Pair and group work, peer correction and role play and other SCL strategies should be activated inside the classroom to encourage interaction and avoid counteraction; and
- 6- The healthier the teacher-student and student-student relationships, the better the learning process will be.
- 7- All students should be included in the learning process taking care of their individual differences. Inclusion is essential as everyone matters.

For the Course Designers:

- 1- The student's set book and workbook are to include the strategies of the SCL. This in turn will give the students the opportunity to write more at school and make the students practise these strategies autopilot as practice makes perfect.
- 2- There should be more emphasis on the importance of writing well, not just for the exam paper but for developing one's both hard and soft skills.

- 3- Marking the writing question in the exam paper is to be greatly checked with more attention as the students and a number of teachers themselves have the impression that this question is not usually well marked and most teachers grade it by impression. Consequently, some students resist the idea of improving the writing skill as no one reads their piece of writing even in the final year exam. Some students take the process of trying to improve the writing skill as a time wasted and consider the whole matter as futile.
- 4- Bad impressions of students about the importance of all language skills, particularly writing, should be altered. The concept that all the four language skills are integrated should be spread and given more attention at an early age.
- 5- There should be a separate session for teaching writing in English (like what happens in teaching Arabic). There used to be six sessions a week but now there are only five ones.
- 6- The teaching material should contain more information about writing skills to be taught at every writing session.
- 7- The role of the teacher will ever remain pivotal and indispensable and should be more supported by all to be able to cordially carry out his/ her mission.
- 8- Teaching grammar should be related intensively with writing.

5.8 Suggestions for Further Research

However positive some findings have been identified on the benefits of using the student-centered learning (SCL) approach in this study, more research is still needed to further these findings.

- 1- It is suggested to use the same approach with the other English language skills in different school stages.

- 2- The effectiveness of using the student-centered learning (SCL) approach in other school subjects should be investigated.
- 3- The difficulties that may arise and may snarl applying and using the SCL approach should be investigated and analyzed.
- 4- The correlation of teachers' concepts about and motivation for the SCL and students' performance should be investigated.
- 5- The effectiveness of a programme based on technology in supporting using the SCL should be investigated.
- 6- Investigating and analyzing teachers' and inspectors' opinions about the effect of using the SCL approach in teaching EFL and other subjects.

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