The Effectiveness Of Using Sheltered Instruction for Developing EFL Writing Skills Among Preparatory Official Language School

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Abstract

This study aims to examine the effectiveness of using sheltered instruction for developing EFL writing skills among preparatory official language school pupils. The participants of the present study consisted of two groups (experimental and control groups) of first year preparatory school pupils at EL Khosous Official Language School, El Khosous Educational Administration, Qaliupia Governement, Egypt during the first term of the academic year 2023/2024 includes 35 of each group. The researcher prepared EFL writing checklist. The teacher used pre-post EFL writing skills and quantitative and qualitative research method for collecting data. The results revealed that there was a statistical significant difference at using sheltered instruction between EFL writing pre-posttest for developing EFL writing skills among preparatory official language school pupils.

Key words*: Sheltered Instruction (SI), EFL writing skills, preparatory official language school pupils.*

استخدام التعليم المحمي لتنمية مهارات الكتابة في اللغة الإنجليزية كلغة أجنبية لدى تلاميذ المرحلة الإعدادية بالمدارس التجريبية الرسمية للغات

المستخلص:

هدفت الدراسة الحاليةلاختبار مدى فاعلية استخدام التعلم المحمى لتنمية مهارات الكتابة فى اللغة الانجليزية كلغة أجنبية لدى تلاميذ المرحلة الاعدادية بالمدارس الرسمية للغات. تكونت عينة الدراسة من مجموعتين تجريبية وضابطة (٣٥ تلميذا) لكل مجموعة من تلاميذ الصف الاول الاعدادى بمدرسة الخصوص الرسمية للغات ادارة الخصوص التعليمية محافظة القليوبية جمهورية مصر العربيةخلال الفصل الدراسى الاول ٢٠٢٣ م/٢٠٢٤م. تم اعداد قائمة المهارات الرئيسية والفرعية لمهارات الكتابة باللغة الانجليزية كلغة اجنبية.استخدمت الدراسة اختبار مهارات الكتابة فى اللغة الانجليزية كلغة اجنبية كاختبار قبلى وبعدى و اسلوب الاحصاء الكمى والكيفى لجمع البيانات والاجابة عن تساؤلات البحث. توصلت نائج الدراسة الحالية الى انه توجد فروق ذات دلالة احصائية بين متوسطى درجات المجموعة التجريبية والمجموعة الضابطة فى التطبيق البعدى فى كل من مهارات الكتابة الرئيسية ومهارات الكتابة الفرعية لصالح المجموعة التجريبية.

الكلمات المفتاحية:

التعلم المحمى – مهارات الكتابة فى اللغة الانجليزية كلغة أجنبية– تلاميذ المدراس الاعدادية الرسمية للغات.

Introduction

Nowadays, English language becomes one of the most essential factors of success, especially when English is considered the most widely used common language in the world today. English is the basic language for international communications in different fields such as tourism, economics, politics, media, and education. English has four skills: listening, speaking, reading, and writing. One essential productive skill that should be mastered by learners in the English language is writing because when learners can write appropriately they achieve a higher level of language proficiency. Besides, mastering the writing skill helps the learners to interact with the surrounding world efficiently.

Writing is a sophisticated, prestigious social activity of communication and an important skill for language learners. It is directly linked to people's roles in society. Writing is considered as a tool for creation and using ideas for communicative objectives in an interactive way. Accordingly, the successful transmission of ideas from an addresser to another via a text and this exchange of information through writing becomes a powerful means to promote and develop the language skill. (Koura and Zahran, 2017).

In writing process, possessing a dynamic understanding of the writing considered accelerate and deepen growth. Students too often tend to see writing as a product to be submitted rather than as a process that involves stages of pre-writing, drafting, and revision. The pre-writing stage comprises planning, acquisition of source materials, and initial structural mapping. The next stage, drafting, involves the initial first composition, while revision denotes any subsequent alterations. Particularly neglected for less-experienced writers are the revision stages. Apprentice writers seldom grasp that the writing process is itself a thought process. As a result, revision is conceived of more narrowly as error correction. Experienced authors, the writing process tends to be messy, recursive, open-ended. Writers should be encouraged to explore a variety of drafting strategies (Johnson and Rulo, 2019).

Moreover, writing is one of the four skills that require special attention as it is a productive language process and plays a great role in conveying a written message accurately and effectively. Moreover, it is

necessary in everyday life, in business and scholarly pursuits. It is a communicative skill to send, store and retrieve messages with the help of written symbols. It provides a permanent record of information, opinions, beliefs, feelings, arguments, explanation and theories. It allows learners to share communication not only with contemporaries, but also with future of past generations (Mashaly, 2019).

Based on the previous discussion, writing is one of the four skills that require special attention as it is a productive language process. It is considered as a tool for creation and using ideas for communicative objectives in an interactive way. Writing skills play a great role in conveying a written message accurately and effectively.

Importance of EFL writing skills

The aim of English language teaching is to develop communicative competence to help students produce written and oral language in social situations. One can deliver a great number of messages to all kind of readers through writing. Writing is the central element in the language teaching setting as students need to write down notes and to pass written exams (Abdelwahab, 2002). Writing has always formed a part of the syllabus in the teaching of English. It is an important productive skill that can be used in learning other receptive and productive skills. However, it can be used for a variety of purposes, ranging from being merely 'a backup' for grammar teaching to major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for the learner (Harmer, 2004).

Within the field of foreign language teaching, the teaching of writing has come to assume a much more central position. This is perhaps the result of two factors. On the one hand, command of good writing skills is increasingly seen as vital to equip successful learners. On the other hand; writing has been identified as one of the essential process skills in a world that is more than ever driven by text and numerical data (Hyland, 2003: xiii).

Chappell (2011) mentioned the importance of writing as follows: writing is the primary basis upon which learners' work, learning and intellect will be in college, in the workplace, and in the community, it expresses who is a person. It makes thinking visible, it helps moving easily facts, inferences, and opinions without getting confused- and

without confusing your reader. It helps learners' foster communication. It helps learners develop thinking skills. It helps learners make logical and persuasive arguments. Besides, it helps learners give a person a chance to later reflect on his/her ideas and re-evaluate them. It helps learners provide and receive feedback and prepare for school and employment.

Principles of EFL Writing Skills

Krotov (2016) stated that studies of writing process have identified some of the principles which all writers can learn; these hints may make the difference between being uncomfortable in a writing situation and being self-confident that they can do a good work. There is a list of these principles: Write coherent sentences; Write coherent paragraphs; Use short sentences; Be specific; Omit redundant words; Keep it simple; Use active voice; Avoid jargon, idioms, acronyms, and cultural references; Structure the writing; Put important things first ;Avoid strong claims and hype; Be factual; Pay attention to spelling; Pay attention to grammar; Use proper punctuation; Use text formatting to aid understanding; Use text formatting to aid understanding; Use tables and figures to aid understanding.

Criteria of EFL Writing Skills

Writing is the activity of being able to communicate with language through a graphic representation of ideas. Hence, writing could not be naturally acquired like speaking, so it should be learned. The reasons for teaching writing for EFL learners include: reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. The fact that writing requires some criteria of acceptability relative to different aspects of writing which include content, organization, vocabulary, language use, spelling, punctuation and accurate capitalization and paragraphing makes writing a very toilsome task for EFL learners (Hamadouche, 2010).

In addition, writing is a complex task which requires the coordination of fine motor skills and cognitive skills and reflects the social and cultural patterns of the writer's time. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols in the form of a formal alphabet. Among other things, writing places a heavy demand on working memory and to

a large extent depends on reading skills because the process of composing a text always involves reading and rereading of the unfolding text .Other fundamentals of successful writing include topic knowledge, the ability to rapidly access lexical items, a positive attitude towards writing, knowledge of text features, writing strategies, cognitive skills, visual-spatial performance and, in addition, spelling skills and strategies (Myhill and Fisher, 2010).

Aspects and Types of EFL Writing Skills

Kellogg (1999: 50) explained that writing performance depends on the writer's knowledge which is subdivided into various categories embodying linguistic, topical, text-structure, rhetorical, and metacognitive knowledge. Linguistic knowledge implies the writer's mastery of language including vocabulary and conventions. Topical or content knowledge means the information about the subject implicated in the writing task; it entails the writer's ideas. Text-structure knowledge refers to the aspect of the organization. Rhetorical knowledge encompasses the writer's voice and the ability to adopt a proper individual style.

Caskey (2010) added that there are four general purposes that lead someone to write, and these are known as the four styles, or types of writing: expository, descriptive, persuasive, and narrative writing. *Expository writing*: explains or informs. It talks about a subject without giving any opinions therefore it is usually true. *Descriptive writing*: focuses on communicating the details of a character, place, or event. Its main purpose is to describe. *Persuasive writing:* tries to bring others around to the author's point of view. Its main purpose is to convince. *Narrative writing*: tells a story. There will usually be characters and dialogue. Its main purpose is to tell a story. The writer has to know all these styles to identify the purpose of his or her writing and make sure it is something the audience wants to read.

Harris and Jones (2016) explained that there are five aspects of writing that students have to pay attention to during the writing process as:
1) Mechanics which refer to the use of graphic conventional of the language.
2) Language use which refers to the use of correct grammatical and syntactic patterns to bring out logical relationships in a paragraph.

3) Vocabulary which refers to the selection of words that is suitable to the content.

4) Organization which refers to the logical organization of the content (coherence).

5) Content that refers to the substance of writing consisting of a topic sentence, supporting sentences, and a concluding sentence.

Due to the importance of EFL writing skills, researchers dealt with the EFL writing skills development as follows:

Mohammed (2010) investigated the effect of the problem solving approach on developing prep stage students' EFL writing skills. The sample was (48). Results revealed that the effect of the proposed program on developing based on problem solving, first year prep school students' EFL creative writing skills. El-Kady (2011) conducted a study on the effectiveness of some instructional activities in developing EFL writing skills among second year prep school students. The study followed a pretest-posttest experimental-control group design. The study sample consisted of (100) .It was concluded that the program proved to be highly effective in developing second year prep school students' EFL writing skills.

In 2017, Koura and Zahran investigated the impact of habits of mind (HoM) based strategies on students' writing skills and autonomy. The sample was thirty three EFL students at Dreen Prep School (experimental and control group). The effect of using HoM on students writing skills and autonomy was profound and significant. Addition, Mashaly (2019) aimed at investigating the effect of blended learning on developing the EFL writing skills and writing self-efficacy of third year preparatory school students. The sample was 30 students: the control group=15 and the experimental group=15. The results revealed that there is a statistically significant difference between the mean of scores of the study participants in writing pre-post test and writing self-efficacy pre-post assessment, in favor of the post assessment.

Khalil (2022) aimed at the developing EFL prospective teachers' writing skills at the year first of specific Education using Electronic Brainstorming Strategy (EBS). The sample was EFL first year students (N=4) enrolled at the English section at Zagazig Faculty of Specific Education. Results revealed that the participants' EFL writing skills were developed significantly by using the electronic brainstorming strategy. Sirag (2022) aimed at exploring the effect of a program based on the

systematic approach for developing EFL secondary stage students' writing skills and reducing their writing apprehension. The researcher used the experimental and control group design, writing skills checklist, writing skills test, rubric for the writing skills test and writing apprehension test. The sample was 66 pupils .The results revealed that the effect of proposed systematic approach-based program in developing writing skills and reducing writing apprehension.

Also In 2022, Ashour (2022) investigated the effectiveness of guided discovery strategy in developing EFL preparatory school pupils' writing skills. The sample was 60 pupils .The researcher used experimental and control group design. The results revealed that using the guided discovery strategy had a positive effect on developing EFL prep stage pupils' writing skills. Also, Selim (2022) aimed at the investigating the effectiveness of using a constructivisim-based program on developing the EFL writing skills of third-year preparatory stage students. The sample was 60 students for an experimental and control group. The results revealed that the constructivism program has appositive effect on writing performance.

Sheltered Instruction

Krashen coined the term "sheltered instruction" to describe the methods used to teach limited English proficient (LEP) students enrolled in content area classes in a school district in Los Angeles, California. Originally viewed as the bridge between the students' primary language and the English only instruction provided in content areas, sheltered instruction was designed as a transitional program in the content areas. However, Krashen's concept of sheltered instruction became diluted as all ELLs, newcomers as well as those with minimal proficiencies in English and their native language, were placed in sheltered content classes. Therefore, sheltered content classes became classes of submersion rather than classes of immersion (Sodul, 1995).

Sheltered instruction is an approach for teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. It also may be referred to as SDAIE (specially designed academic instruction in English). Sheltering techniques are used increasingly in schools, particularly as teachers prepare students to meet high academic standards. However, the use of these techniques is

inconsistent from class to class, discipline to discipline, school to school, and district to district (Echevarría, and Short 2000).

Sheltered instruction is an approach to teaching English language learners which integrates language and content instruction. This approach, original concept, and underlying theory of comprehensible input are all credited to Stephen Krashen.SI has two pedagogies, which make grade-level academic content accessible for students who do not speak the target language while at the same time promoting target language development. It also highlights key language features and incorporates strategies that make content comprehensible in the target language (Short, Hudec and Echevarría, 2002).

Furthermore, sheltered instruction is a form of content-based instruction. The term "sheltered instruction" is used to describe teaching that utilizes methodologically-sound instructional techniques to help non-native English speakers gain English language skills and proficiency while learning academic subject content. It is an instructional approach that helps ELL students learn grade-level academic content by incorporating techniques and strategies that promote the English language acquisition process. Sheltered instruction frequently takes place in a separate sheltered classroom for ELLs, but sheltered instruction can take place in a mainstream classroom (Fritzen, 2011).

Sheltered instruction is a means for making grade-level content more accessible for ELLs while also promoting English language development. This approach combines second language acquisition strategies with content area instruction. Sheltered instruction teaches academic subject matter such as science, social studies, math and its associated vocabulary, concepts, and skills by using language and context to make the information comprehensible to ELLs. Sheltered instruction was developed as an approach that enables mainstream content teachers to provide instruction to these students within their own classes, rather than limiting appropriate instruction for ELLs to the ESL classroom. Since the 1990's, sheltered instruction has been advocated as an approach that will benefit ELL students (Echevarria, 2015).

In1999, Short and Echevarria mentioned that SI has some features as follows:

• A focus on content and language objectives.
• Making content comprehensible for students by:

- Connecting students' backgrounds and prior knowledge to content area concepts.

- Explicitly teaching content vocabulary, academic language, and language structures of the content area.

- Presenting cognitively demanding information and tasks in context-embedded ways (e.g., graphic organizers, visual representations)

- Using cooperative learning to facilitate content understanding and promote language development through language use.

- The use of alternate assessments to accurately determine what students know about a content area regardless of their English proficiency level**.**

Some researchers asEchevarria, and Graves, (2007); Echevarria, Vogt and Short, (2008); Echevarria, (2010); and Echevarria, (2015) asserted that high quality sheltered instruction for ELLs is cognitively challenging yet differentiated for students' academic and linguistic needs and abilities, and focuses on developing academic English. Some of its specific features include:

- **Focused instruction:** Students and teachers alike benefit from each lesson having an explicit content and language objective.
- **Tapping students' background:** All students come to school with a variety of experiences and knowledge.
- **Explicit vocabulary development:** An essential aspect of reading is vocabulary development.
- **Opportunities for interaction**: Language development is an active process and students learn English most effectively when they are actively involved in the process of communicating with each other. **Supplementary materials***:* Sheltered lessons are characterized by an abundance of supplementary materials.
- **Review/assessment**: ELLs need to review key vocabulary and concepts, and teachers need to assess how well students retain the

information through frequent feedback to students and informal assessments throughout the lesson.

Teaching strategies shown to promote meaningful participation in a sheltered instruction classroom included cooperative learning activities, as well as instructional approaches that were flexible enough to appeal to individual students' interests and abilities. Many strategies and activities were utilized to make content more comprehensible (Echevarria et al., 2008). There are some researchers who mentioned strategies that have been used with SI. Among which are : Anticipation Guide, Characterization Chart, Concept Attainment, Feature Analysis, Find Someone Who, Foldables, Frayer Model, Free-Form Mapping, Sketch to Stretch, Story-board, Two-Column Notes/T-Chart, Window Paning , and Words Across Contexts (Laine, 2009; Tesoro, 2009;Jackson, 2015; Markos and Himmel,2016, Zito-Nash, 2017; Elghotmy, 2018)**.**

As in Elghotmy (2018) SI strategies were developed as a resource to support English Language Learners (ELLs) within the classroom setting through the implementation of specific instructional techniques. These strategies were intended to enhance instruction of mandated curricula to ensure students not yet fluent in English comprehend and retain content. Echevarria, Richards-Tutor, Chinn and Ratleff, (2011) asserted that SI was intended to serve as a framework throughout the planning and implementation of instruction. It was designed to serve as an integrated approach to instruction to merge the teaching of content skills with those of language acquisition. The reality is that the strategies promoted by SI are excellent for building content knowledge, comprehension, and thinking skills of all learners.

Importance of sheltered instruction

Sheltered instruction plays a major role in a variety of educational program designs. It may be part of an ESL program, a late-exit bilingual program, a two-way bilingual immersion program, a newcomer program, or a foreign language immersion program. For students studying content-based ESL or bilingual courses, SI often provides the bridge to the mainstream and the amount of SI provided should increase as students move towards the transition out of these

programs. Any program where students are learning content through a nonnative language should utilize the sheltered instruction approach (Echevarria, and Short, 2000).

Sheltered Instruction is a way of teaching that makes lessons meaningful and understandable for second language learners. Sheltered instruction is used for content area instruction in all subjects such as social studies, math, science, reading and language arts instruction, and across grade levels. The goal of sheltered instruction is to provide access to the core curriculum by teaching in a way that is meaningful and understandable for second language learners and through these modified lessons, students learn the academic language. Sheltered instruction gives students an opportunity to learn the target language as they master important content and skills. Sheltered teachers know that these students are learning a new language at the same time they are learning new concepts, information, and skills and they make adjustments in lesson planning and delivery to facilitate their learning (Kareva and Echevarria, 2013).

The SI model does not require teachers to throw away their favored techniques, nor add copious new elements to a lesson. Rather, the sheltered instruction model brings together what to teach by providing an approach for how to teach it. The SI model offers a framework for selecting and organizing techniques and strategies and facilitates the integration of district or state-level standards for English as a second language and for specific content areas

(Echevarría, and Short 2000).

In addition, Teachers often use the Sheltered Instruction model. The instruction model aims to help ELLs develop academic skills and proficiency. This model includes eight components (lesson preparation, building background, comprehensive input, strategies, interaction, practice or application, lesson delivery and review and assessment) (Echevarria, Vogt and Short, 2012; Echevarria, Short and Vogt, 2008; Haase, 2013; Murillo and Alejandro, 2013).

SI enables the teacher to use multiple strategies in order to create an environment where language development can flourish by drawing on students' background knowledge and cultural experiences. Those strategies proved to promote meaningful participation in a SI classroom including cooperative learning activities, as well as instructional

approaches. These activities and approaches were flexible enough to appeal to individual students' interests and abilities. SI teachers modulate the level of English used with and among students and make the content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content, and native language support

(Echevarria , Vogt and Short, 2008).

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(Kareva and Echevarria, 2013).

Components of Sheltered Instruction

Krashen (1985) presents a detailed for sheltered English illustrated as:

- Beginning: (1) Mainstream (Art, Music, PE); (2) Sheltered (ESL); (3) First Language (All Core Subjects).

- Intermediate: (1) Mainstream (Art, Music, PE): (2) Sheltered (ESL, Math, Science); (3) First Language (Language Arts, Social Studies).

- Advanced: (1) Mainstream (Art, Music, PE, Science, Math); (2) Sheltered (Language Arts, Social Studies); (3) First Language (Enrichment Program).

As Weinhouse (1986) described sheltered English as "a program of instruction for language minority students consisting of three

components: sheltered English instruction, primary language instruction, and mainstream English instruction" (p.4). Sheltered English programs can contain key elements of three other approaches to teaching limited-English-proficient students: bilingual education, immersion, and content-based instruction.

- Bilingual Education. Bilingual programs have been effective in developing both English proficiency and academic competence by instruction in the primary language as well as in English. Where appropriate and feasible, sheltered English programs also include first language instruction.

- Immersion Education. Immersion programs teach a second language by providing sheltered instruction in content areas to students with limited language proficiency. In foreign language immersion programs, English-speaking students receive sheltered instruction in languages such as French, Spanish, or German. (In sheltered English programs, the sheltered instruction is in English.)

- Content-based Instruction. A number of programs, including sheltered English, have been designed with the aim of teaching English through the content areas.

The SI model does not require teachers to throw away their favored techniques, nor add copious new elements to a lesson. Rather, the sheltered instruction model brings together what to teach by providing an approach for how to teach it. The SI model offers a framework for selecting and organizing techniques and strategies and facilitates the integration of district or state-level standards for English as a second language and for specific content areas

(Echevarría, and Short 2000).

EFL Writing Skills and Sheltered Instruction

Sheltering instruction is helping English learners comprehend text and write to communicate, it is important to keep in mind two key factors that affect student learning: students' ability to read and write in the language of instruction; and students' background, culture, and interests. This factor can be mitigated, to some extent, by integrating

students' background experiences, knowledge, and interests into language arts instruction. Familiarity with the content of a text can offset comprehension difficulties stemming from a student's reading ability. When teachers use texts or choose writing assignments based on students' background and interests, they are presenting cognitively demanding content in context-embedded ways
(Peregoy and Boyle, 2008).

In addition, sheltered instruction lessons include opportunities for English learners to use listening, speaking, reading, and writing skills, but not all four domains are directly taught and assessed in one lesson. As teachers plan language objectives, they can consider students' language abilities as well as the language skills needed to accomplish the lesson's activities. SI has been used mainly with language arts, which includes two areas: reading and writing. Teacher can shelter instruction by using what a student already knows about reading and writing. A student's first language abilities are very important as an aid to the acquisition of reading and writing skills in English. Reading and writing were taught in two ways. Reading in two ways: learning to read (e.g., letter recognition) and reading to learn (e.g., comprehension). On the other hand, writing may be thought of as learning to write (e.g., spelling) and writing to communicate (e.g., telling stories)
(Markos and Himmel, 2016).

Due to the importance of sheltered instruction, some researchers conducted researches about effectiveness sheltered instruction as:
Haase (2013) investigated if a relationship occurred between Sheltered Instruction and the reading comprehension and writing development of students in first semester beginning Spanish as a second or foreign language (L2/FL) at a university in south Texas. The sample was limited to the students enrolled in three sections of the first semester beginning Spanish L2/FL course (N=94). The researcher took an active role as the instructor for each of the three participating groups. The researcher used pre/mid-term/post-tests administered during the course of the study for a more comprehensive view of the relationship between the instructional approach and acquisition of Spanish by the participants. The findings indicated that the SIOP model as a useful tool for planning and implementation of instruction in the L2/FL classroom at the university level.

However, to the researcher's best knowledge, there are no studies carried on the effectiveness of sheltered instruction on developing EFL Writing skills among preparatory official language school pupils. Through the research experiences, there is a low level in EFL writing skills among preparatory official language school. Because of this, further studies on the effectiveness of sheltered instruction for developing EFL writing skills are needed to be carried out in order to create a more effective curriculum regarding writing skills. Hence, this research aims to examine the effectiveness of using sheltered instruction for developing EFL Writing skills among preparatory official language school pupils.

Questions of the Study

In order to establish the effectiveness using sheltered instruction for developing EFL writing skills, the following questions were formulated in the study:

1. What are EFL writing skills required for first-year official language preparatory school pupils?
2. What is the program of sheltered instruction for developing some EFL writing skills among first-year official language preparatory school pupils?
3. To what extent is using sheltered instruction for developing EFL writing skills among first-year official language preparatory school pupils?

Hypotheses of the Study

The present study attempted to test the following hypothesis:

1) There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group that of control group in EFL Writing skills test on the post administration test in favor of the experimental group. This hypothesis has the following sub-hypotheses:

   i. There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group and that of control group in EFL Vocabulary skills on the post administration of EFL writing skills test in favor of the experimental group.

   ii. There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group and that of control group in EFL Content skills on the

post administration of EFL Writing skills test in favor of the experimental group.

iii. There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group and that of control group in EFL Grammar and syntax skills on the post administration of EFL writing skills test in favor of the experimental group.

iv. There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group and that of control group in EFL Organization skills on the post administration of EFL writing skills test in favor of the experimental group.

v. There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group and that of control group in EFL Mechanics skills on the post administration of EFL writing skills test in favor of the experimental group.

Research Method

The researcher used pre-post experimental-control group design to investigate using sheltered instruction on developing EFL writing skills among preparatory official language school pupils.

Participants

The participants of the present study consisted of two groups: experimental group(N=35) and control group (N=35) of first year preparatory school pupils at EL Khosous Official Language School, El Khosous Educational Administration, Qaliupia Governement, during the first term of the academic year 2023/2024.

Instruments

The teacher prepared AEFL writing skills checklist. The researcher also prepared and used a pre-post EFL writing skills test and a rubric to scope it.

The EFL writing Skills Pre-Post Test

Purpose of the EFL writing Skills Pre-Post Test

The EFL writing skills pre-post test was prepared by the researcher. It was used to identify the difference in the EFL writing skills.

Description of the EFL writing Skills Pre-Post Test

The EFL writing skills test was prepared to measure first year preparatory official language school pupils' EFL writing skills. The writing skills test consisted of three questions (Write a paragraph, describe an experiment, and punctuate).

Validity of the EFL writing Skills Test

For estimating the validity of the EFL writing skills test, the following methods were used:

Face Validity

The EFL writing skills test was submitted to 11 jury members specialized in EFL curricula and teaching methods. The jury members asserted the validity of the test for assessing EFL writing skills. They were asked to provide feedback regarding the following: (1) The suitability of the test item for measuring the EFL writing skills to first year preparatory official language school pupils, (2) The appropriateness of the test items to the pupils' level and (3) The validity of the test as a whole in achieving its intended goal.

Internal Consistency Validity

The test was to a sample of 70 first year preparatory official language school pupils, two groups experimental and control groups (n=35) of each group, in the first term of the academic year 2023/2024. The researcher used Statistical Package for the Social Science (SPSS) program (version 18) for estimating the internal consistency validity in:

a) The Internal consistency between a sub-skill score and the overall score for the main skill to which the sub-skill belongs

A. The consistency of a sub-skill score and the overall score for the main skills:

The internal consistency between the score of each sub-skill and the total score of the main skill was determined by calculating the Correlation Pearson coefficient between the students' score in each sub-skill and the total score for the main skill. The following table shows the coefficients of validity of the sub-skills of the writing test:

Table (1)

The correlation coefficient between the score of each sub-skill of Writing skills and the total score of the writing skills

Skills / Correlation	Vocabulary	Content	Grammar and Syntax	Organization	Mechanics	Writing skills
Vocabulary	1	0.722**	0.540**	0.572**	0.567**	0.887**
Content		1	0.659**	0.402*	0.472**	0.856**
Grammar and Syntax			1	0.567**	0.457**	0.781**
Organization				1	0.731**	0.746**
Mechanics					1	0.743**

*$(N = 35)$,**. Correlation is significant at the (0.05) level & **. Correlation is significant at the (0.01) level

The previous table illustrates all correlation coefficients are significant at the level of significance (0.01), which indicates the validity of the internal consistency between the sub-skills of the EFL writing test.

Discriminate Validity

To check the discriminatory ability of the EFL writing test; discriminate validity was calculated; 27% of the high scores were taken from the scores of the piloting (35) students, 27% of the low scores of the piloting sample, The non-parametric Test Mann-Whitney test was used to find out the significance of the differences between these averages. The following table shows the results of the differences between the mean ranks and the value of z between the two groups, and the results were as follows:

Table (2)*The Differences between the Mean Ranks and the Z Value Between the Two Groups of the Pre-post Test*

Skills	Group	N	Mean Rank	Sum of Ranks	Z– Value	Sig
Writing skills	High level group	9	14.00	126.00	3.623	0.01
	Low level group	9	5.00	45.00		

The previous table shows that there is a statistically significant difference between the two levels at the level of (0.01), which indicated that the test has a high degree of discriminatory validity.

Reliability of the EFL writing Skills for the Pre-post Test
The reliability of the EFL writing skills for the pre- posttest was computed in the following method:

- **Cronbach's Alpha Method**

Cronbach's alpha coefficient was calculated for the main skills of the test and for the test as a whole. The results are shown in the following table:

Table (3)*Cronbach's Alpha Coefficient for EFL Writing Test, and pre-post Test*

Skills	Writing skills
Cronbach's Alpha	0.844

(N = 35)

The previous table asserts that the value of Cronbach's alpha coefficient is high, which indicates that the test has a high degree of reliability.

The Rubric for Scoring the EFL writing Skills Test

The purpose of the analytical rubric was to score the pupils' responses to the EFL writing skills test. This rubric included a detailed description of each of the five main skills of the writing skills and the 17 sub-skills in order to help in scoring each pupil's test.

Therefore, this analytical rubric covers the five main skills in addition to the 17 sub-skills of the EFL writing. Each sub- skill was scored out of four as (4: excellent) represents high, (3: good) represents intermediate, (2: fair) represents low and (1: poor) represents the lowest. The scale is used to measure each skill and sub-skill.

The Sheltered Instruction Based Program

The purpose of the sheltered instruction based program is to develop EFL writing skills for Preparatory Official Language School Pupils.

A. Goals of the Sheltered Instruction Program

The sheltered instruction program aimed at developing EFL writing skills for first-year Preparatory Official Language School Pupils. Therefore, the program was designed to:

1. Identify the importance of sheltered instruction based program in the English language in particular.
2. Identify the importance of EFL writing skills in general and to first-year Preparatory Official Language School Pupils.

b. Features of the sheltered Instruction Program

In this program, sheltered instruction is the interaction between principles and stages of how the sheltered learns. The present study applied features stages based on (Echevarria, and Graves,2007; Echevarria, Vogt and Short, 2008; Echevarria, 2010; and Echevarria, 2015). This program used the following sheltered instruction to enhance EFL writing skills.

The Teacher's Guide and the Framework of the Sheltered Instruction Based Program

The teacher's guide showed how to implement SI program. It was prepared in order to help teachers and researchers to use sheltered instruction by presenting the detailed stages, principles and strategies of implementing the strategies.

The framework of the sheltered instruction program consisted of nineteen sessions. The program begins with an orientation session and the program objectives for the study participants. Moreover, the researcher presented what the sheltered instruction program is and what the EFL writing skills students have learned. The implementation lasted from 23-2-2023 to 2-1-2024.

The Role of the Researcher (Teacher)

The roles of the researcher were varied:

✠ Guide, motivator, facilitator, model, ideas generator, feedback provider, resource of information, monitor and evaluator, Presenting SI program aim, definition, benefits and steps,and illustrating how to integrate SI through classroom.

The Roles of the Pupils

✠ Searching on the internet about the topic of the session, describing graphic organizers, reading the passage and the topic silently and loudly, writing descriptions about topic and sharing with each other, cooperating with other pupils, communicating with teacher and other pupils, choosing leader for each group, and evaluating their activity.

3.8 Evaluation Technique

The pupils' progress was evaluated using both formative and summative evaluation:

A. Formative Evaluation

Pupils were given some activities to perform at the end of each session to make sure that the students achieved the objectives of the sessions.

B. Summative Evaluation

This was conducted at the end of using the sheltered instruction program. It included the administration of EFL writing post-test. The major aim of this type is to measure the achievement of the intended outcomes by using sheltered instruction program to develop some EFL writing skills for Preparatory Official Language School Pupils.

Data Analysis

Statistical Package for Social Science (SPSS) computer software-version 18 was used for analyzing the data.

Findings of the Study

Findings of the First Hypothesis

The following table presents the pupils' mean scores, standard deviations, where t-value and level of significance in EFL Writing skills test and sub-skills on the post administration in favor of the experimental group of the experimental and the control group.

Table (4) Results of the t-test Between the *Experimental Group and the Control Group in the Post- Test of* EFL Writing skills and sub-skills.

Skills	Full Mark	Group	Mean	Std. Deviation	t-value	α Sig	η2
Vocabulary skills	20	Experimental	17.06	1.41	11.281	0.01	0.652
		Control	12.54	1.90			
Content skills	20	Experimental	16.69	1.45	11.529	0.01	0.662
		Control	12.11	1.84			
Grammar and Syntax	12	Experimental	9.63	1.33	11.476	0.01	0.659
		Control	5.57	1.61			
Organization	8	Experimental	6.43	1.15	10.118	0.01	0.601
		Control	3.86	0.97			
Mechanics	8	Experimental	7.11	1.18	13.017	0.01	0.714
		Control	3.80	0.93			
Writing skills	68	Experimental	56.91	3.87	20.178	0.01	0.857
		Control	37.89	4.02			

(n1 = 35 & n2= 35) (DF = 68)

Table (4): This table indicates that the mean scores of the experimental group in the post administration of the EFL Writing skills test was higher than the scores of the experimental; where t-value is (20.178) and is significant at the (0.01) level. The effect size η2 is between (0.652 - 0.857) shows that it is high and greater than (0.14). Consequently, the first sub-hypothesis is confirmed.

i.   Findings also indicates that the mean scores of the experimental group in the post administration of the EFL Writing test was higher than the scores of the experimental in the EFL Vocabulary skills; where t-value is (11.281), and is significant at the (0.01) level. The effect size η2 is (0.652), which is high. Consequently, the first sub-hypothesis is confirmed.

ii. Furthermore, findings also indicate that the mean scores of the experimental group in the post administration of the EFL writing test was higher than the scores of the experimental in the EFL Content skills; where t-value is (11.529), and is significant at the (0.01) level. The effect size η2 is (0.662), which is high .Consequently, the second sub-hypothesis is confirmed.

iii.   Findings also indicate that the mean scores of the experimental group in the post administration of the EFL writing test was higher than the scores of the experimental in the EFL Grammar and Syntax skills; where t-value is (11.476), and is significant at the (0.01) level. The effect size ŋ2 is (0.659), which is high. Consequently, the second sub-hypothesis is confirmed.

iv.   Also, findings indicate that the mean scores of the experimental group in the post administration of the EFL writing test was higher than the scores of the experimental in the EFL Organization skills; where t-value is (10.118), and is significant at the (0.01) level. The effect size ŋ2 is (0.601), which is high. Consequently, the second sub-hypothesis is confirmed.

v.   Moreover, findings indicates that the mean scores of the experimental group in the post administration test of the EFL writing test was higher than the scores of the experimental in the EFL Mechanics skills; where t-value is (13.017), and is significant at the (0.01) level. The effect size ŋ2 is (0.714), which is high. Consequently, the second sub-hypothesis is confirmed.

Discussion

This study investigated the effectiveness of employing sheltered instruction to enhance EFL writing skills [vocabulary, content, grammar, organization, and mechanics] among preparatory official language school pupils. The program of sheltered instruction contains" lesson preparation, building background, comprehensive input, strategies, interaction, practice or application, lesson delivery and review and assessment" . This program helped for developing EFL writing skills. The degree to which different are affected by the program varies from most to least impacted [Mechanics skills, content skills, grammar and syntax, vocabulary skills then organization]. In order of the most affected skills to the least, it can be described as: Mechanics skills: the program helped pupils understand how to use correction tools and reviews that help improve these aspects, content skills: the program provided pupils a supportive environment to develop these skills through interactive activities and projects that stimulate critical and creative thinking, grammar and syntax skills: the program usually provided exercises and reviews that contribute to improving these skills, vocabulary skills: the program could significantly help expand and

improve vocabulary, and organization skills: the program helped pupils understand how to organize their ideas logically and develop coherent text structures.

Conclusion

Based on the quantitative analysis results, it's evident that the experimental group outperformed the control group in EFL writing skills test post administration, indicating a statistically significant difference in favor of the experimental group. These findings might be helpful to those who develop curriculum for EFL teachers to include EFL writing course. In addition, it might be beneficial to those who teach English, particularly EFL writing courses that include appropriate tasks and activities to develop EFL writing skills. The effectiveness of using sheltered instruction for developing preparatory official language school pupils" EFL writing skills was examined in this research. The pupils' scores improved on the EFL writing test. Hence, it is possible to develop the EFL writing skills at other educational stages. In addition, other studies can use sheltered instruction for developing EFL skills (listening skills and speaking skills) of preparatory official language school pupils.

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