

Using station rotation activities for enhancing English writing skills among primary schoolers

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Abstract: Writing skills are vital in teaching and learning of EFL. Therefore, the enhancement of these skills is necessary. This study aimed at enhancing the EFL writing skills of six-year primary schoolers at Al-Manar Language School through using station rotation activities. The participants were one group of twenty-eight students. The research adopted the quasi-experimental approach. A pre-post writing the test was administered to the experimental group. The treatment tool was Station Rotation. The writing posttest was administered to the experimental group after the treatment. Two statistical measures were used to analyze the data obtained. These were the t-test and eta square equation. It was found that using Station Rotation had a statistically significant effect on enhanced the writing skills of primary schoolers and practical significance.

Keywords: Station rotation, writing skills, Primary schoolers, Egypt.

Introduction

In the twenty first-century people communicate with others who live in various continents, countries, states and regions. In order to communicate well, people need a linking language that is understood by all people. English serves this purpose and people try to acquire it to attain their goals (Srinivas, 2017:67).

Learning English language increases vocabulary building of students which facilitate students' understanding of the four aspects of language skills, namely listening, speaking, reading and writing (Santos, 2019).

Among these four skills, each skill is very important for foreign or second language learners and they should not ignore any of these skills. These four skills are divided into two categories, receptive skills and productive skills. Listening and reading are considered receptive skills where the learner just receive and understand these skills and there is no need for the learners to produce language to do these. By contrast, speaking and writing are productive skills where learners have to produce language using these skills.

* Research derived from a master's thesis

Writing skills

Writing has been widely regarded as a significantly essential skill in the teaching and learning of English as a second language (ESL). As it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all other skills of listening, speaking and reading as they are all interrelated (Al Omari 2016: 1).

In addition, according to Srinivas (2019), writing skills give people including students a chance to share their ideas and feeling with clarity and ease to read. These skills also help students to keep their relations with others.

Irmawati (2015) stated that writing skills aim at developing communication among people and helping students to learn and study. In addition, writing skills reinforce the grammatical structure, idioms, and vocabulary that students have been taught. Moreover motivating students to write clearly gives them a chance to take risks, makes them adventurous, helps them go beyond what they have just learned to say and also engage students with the new dialect, where the push to communicate thoughts and the consistent utilization of eye, hand, and mind are methods to strengthen learning (Srinivas, 2019).

Moreover, Staya (2018: 2) observed that writing importance is attributed to conveying thoughts, ideas, and facts in easy language. Students have to learn that art of good writing which is essential in order to excel at both the academic and professional levels. It is noteworthy that good writing skills are needed for all that all students in order to accomplish their educational and employable requirements.

Stanley (2020) stated that writing is a productive skill that represents symbols and letters as a message by expressing meanings. The writing process is carried out by the teachers using three steps: prewriting, while, and post writing to help students to build knowledge. Prewriting. -It is a process aimed to gather information: choosing from a form and making a plan for organizing and elaborating ideas.

The second step is while – writing which the teacher has involved questions to encourage prior knowledge, practice and answer the tasks. In addition, the post-writing which focuses on checking grammar, punctuation and spelling.

Richards and Rodgers (2014) quoted that amongst the four skills to be taught by taught and learned, writing seems to be one of the most complex and difficult skill to master and require several imitation to be acquired by learners before mastering the skill and it requires a wide

range of strategies to be employed by English as a Foreign Language (EFL) and English as a Second Language (ESL) learner.

Furthermore Rajkumar (2013) stated that writing as a complex productive skill requires a lot of psycho-physical activities and internally corresponding co-ordination. In order to require such fundamental procedures, proposed obviously vibrant suggestions for achieving the objectives of writing skills.

Tucker (2015) in Sulistyorini, (2018) describes the following analysis to group the varied skills necessary for writing good process into five general components as follows:

Language structure is evaluating the ability to write correct and appropriate sentences.

Mechanical skills are assessing the ability to use correctly those conventions peculiar to the written language- e.g punctuation, spelling.

Treatment of content is the ability to think creatively and develop thoughts, excluding all irrelevant information.

Genre skills is the ability to manipulate sentences, paragraph, and use language effectively.

Judgmental skills are the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

In this a study, there are eight writing skills necessary for enhancing writing skills for the sixth-grade primary schoolers.

These skills are represented in the content, the organization, the mechanics, the genre, the grammar, the appearance, the vocabulary and the expression writing skills.

Hence, teachers should engage in different activities in the classroom to develop the students' writing skills. Furthermore, the learners have to applying these activities very actively and to perform the given assignments well. As writing involves many essential things, the teachers have to train their learners to write small paragraphs in English. While students do their assignments, the English teachers should assist them wherever they find any difficulty and prepare them to write better in English (Murphy et al., 2014).

As it is mentioned at the previous studies, teacher should also concentrate on various strategies that are useful in their teaching in order to motivate the learners towards learning these writing skills.

Furthermore, the teachers should also understand the levels and interests of the learners while choosing the topics for writing tasks and also think of different novel techniques and approaches of writing. One of the prominent strategy in nowadays improving right skills is station rotation model.

Station rotation

Hunsinger (2018) station rotation is a blended learning model which belongs to the larger umbrella of “Rotation Models”. A rotation model is when students move between learning stations, either on a fixed schedule, or at the teacher’s discretion, where at least one station incorporates online learning. While one group of students is engaged in independent online learning, the teacher facilitates activities for another group; activities such as small instruction, group projects, individual tutoring, or independent practice.

Furthermore, the station rotation model differs from the individual rotation model because learners rotate through all of the station not only those on their custom schedules (Stakerand, 2012) in (Hunsinger, 2018).

Basham et al. (2016) and Pane (2018) observed that station rotation is one model to personalized learning. In a station rotation activity, groups of students rotate among different types of learning modalities, such as computer- based instruction, group projects, individual tutoring, or paper-and-pencil assignments.

Tuker (2015) distributed the stages of this model into three stations. The first one is Teacher Led Small Group Instruction. The teacher uses an assessment, worksheet, or game to build on a newly introduced skill, or reinforce an existing skill or activity. Station two is Collaborative Activities. Students provide with more opportunities to work collaboratively and engage in a variety of activities that appeal to different learning modalities (auditory, visual, tactile and kinesthetic). These activities and tasks have to be varied to ensure every student to be is able to receive and process information in a way that works for them. Station three is Online Instruction. This component can take many forms ranging from working with content in a self-paced software program or a learning management system.

Moreover, McKnight (2016) figured that teachers have access to technology and some form or another to implement the Station Rotation model in their classrooms. The number of stations is flexible and can be adjusted to meet your lesson needs and time constraints. So, this is an easy model for teachers who are shifting from a traditional

teaching model to a blended learning model. Teachers can use this model within a traditional classroom. So, this is a figure about the Station Rotation Model.

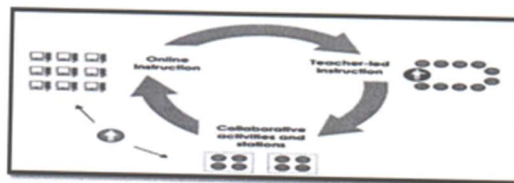


Fig. (1.1) Station Rotation Model. McKnight (2016, August 26)

Station Rotation offers realistic experience to language through searching and surfing the internet or through exposure to specific multimedia resources chosen by teachers. It offers a great opportunity to students who don't respond well to traditional instruction as it provides a chance for those learners to experience more than one type of learning experience; online learning, in which they could get exposed to more than one way of presenting the target content, and collaboration activities; in which they could collaborate with their peers to create a product or solve a specific problem. Furthermore, it accelerates the process of learning a foreign language as it gets learner involved in the process of their own learning (Abdelhakam, 2018).

Sulistyorini (2018) quotes that there are some challenges occurring while applying Station Rotation which are attributes to many reasons. First, teachers need to improve their skill to plan and organize the session well. Second, classrooms need to and organized learning management system to help fit each student to the right online content and to generate actionable reports for teachers. In addition, the online learning station needs to be easy for students to do on their own with minimal adult assistance.

It was observed that the strategy above was not used in conjunction with the writing skills as an intervention to enhance them. The present study aims to investigating whether Station Rotation may have an effect on enhancing the writing skills.

Statement of the problem

Primary school students have many deficiencies of writing skills. These deficiencies can be attributed to several reasons such as lack of effective methods for teaching writing and neglect students' abilities

and interests which can break their fears of writing. Moreover, to support these claims researcher conducted a biotic study. To explore the real situation among primary stage by applying a writing test for the sixth primary schoolers. Moreover, this research sought to use Station Rotation Strategy for enhancing English writing skills among primary schoolers as an intervention in enhancing the writing skills, as investigation. Hence, this research is sought to use some differentiated instruction-based activities for enhancing English writing skills among primary schoolers. This research attempted to answer the following main questions:

1. What are the writing skills required for EFL primary schoolers?
2. What are the features of some proposed Station Rotation Activities that may help for enhancing English writing skills among primary schoolers?
3. How far are the proposed Station Rotation Activities effective in enhancing the writing skills required for primary schoolers?

Study significance

This study may be useful for pupils, EFL teachers and curriculum developers. For pupils: it enhances the student' writing skills for primary pupils and improves their desire in developing their writing skills by practicing some activities through the Student's Work book and following the teacher' instructions. For EFL Teachers is as shed some light on the importance of some differentiated instruction activities that might help them in differentiating the methods of teaching writing in English syllabus and the way for applying these activities inside the class by following the teachers' guide book. Addition, Curriculum developers have to recognize the importance of including some differentiated instruction activities which is as suitable for learners' need and readiness.

Method

Design and participants

The present study adopted the quasi-experimental design. In addition, participants were one group of twenty-eight students in the sixth grade of primary stage. Their ages ranged between ten to eleven years old. This group was chosen from Al-Manar Primary School, Ismailia Governorate through the first semester of the academic year 2020-2021.

Instruments

- A writing skills checklist.
- A pre-post writing skills test.

The following is a detailed description of these instruments:

A writing skills checklist

- Aim of the checklist

The aim of this checklist was to identify EFL writing skills suitable for the sixth-grade primary schoolers to create the writing performance test to be administered pre and post suggested activities.

Description of the checklist

It contained a number of writing skills as well as these eight skills which are represented in the content, the organization, the mechanics, the genre, at the grammar, the appearance, the vocabulary and the expression writing skills. These skills that covers the productive skills suitable for the sixth primary schoolers. Each writing skill had three levels of importance. Each level of importance was given estimated value. The first level (important) (4), for the second level (neutral) (2) and the third level an (unimportant) (0). The checklist included given the ideas a good beginning, middle and end, going from where one to the other easily, using transitions words, making the main sentence constituents, such as subject, verb, and object, clear to reader, spell the words correctly, composing a sentence/ a paragraph/ an e-mail, using grammatical rules correctly, applying correct sentence structure. Furthermore, there was apart at the end of the checklist which requested to the jury to mention any suggested writing skills required for the sixth-grade primary schoolers that should be added to the checklist.

This checklist is prepared by the researcher through reviewing the reviewing literature to the area of writing skills students' Book, teacher's guide for student's book and the recommendations of the specialists and experts in the field of TEFL. According to their remarks the checklist was modified the juries who check the checklist and give their opinions. That is in terms its relevance/ irrelevance to student's level (see Appendix B).

The writing skills are necessary for enhancing writing skills are presented in the content, the organization, the mechanics, the genre, the

grammar, the appearance, the vocabulary and the expression writing skills.

Validity of the checklist

It took place through submitting the checklist to a panel of four jurors in EFL. The jurors suggested some modifications as follows (See Appendix B).

Designing the writing scale pre- post test

The aim of this test was to measure English theoretical background at the knowledge as well as the ideas of English major schoolers on assigned topic. This happened before implementing Session Rotation Strategy. Hence the progress in the writing could be attributed to the usage of the strategy which they have been exposed to. As for the posttest, it was investigating the effectiveness of using Station Rotation Strategy for enhancing English writing skills.

Description of the writing test

The pre-post writing test (Appendix D) was designed to assist students' progress in writing before and after the treatment. The researcher prepared a list of topics related to their curriculum "Time for English book". Then, all topics which the schoolers are going to write on were proposed. It was used as a pretest in order to measure the schoolers writing performance skills. It was used as a posttest to measure the effect of the proposed activities on the schoolers writing performance skills.

The test was distributed into eight questions. Each question measured a writing skill which is suitable and important for primary school development was its rubric. The questions of the test were as below:

- Find the mistake in each sentence and correct it.
- Complete the following story map design and retell it.
- Re-arrange the following words to make meaningful sentences.
- Select a synonym for the underlined word in the sentences from the box.
- Find out the parts of speech and supply the following spaces.
- Punctuate the following sentences.
- Writing an e-mail.
- Writing a paragraph.

Test validity

The validity of the test was proven through using:

a. content validity

- it was established by the jurors who were asked to express their opinions regarding.

- Appropriateness of the items to the level of the schoolers.

- Clarity of instructions.

-Following the jury members' recommendations, the test was modified into its final form.

b. Construct validity indicator:

The internal consistency of the test, which was administered to a random sample of (28) students, was calculated through the correlation between each item's score of each skill. The total score of the writing test is 40 (see Appendix B).

- reliability of the test

Prior to its being administered, the test was piloted on a small group to establish its reliability. The test was administered to (28) students from grade six primary stage. Person correlation coefficient has been used when the reliability value is calculated where person value found to be 0.78 which means that. There is a significant correlation between using Station Rotation Strategy and over all writing skills test and the test is reliable. The correlation between coefficient value of each item was calculated according to the total score of each skill which the item belongs to, this table (1.1) shows the results:

Table (1.1)
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 grammar& grammar1	28	.130	.510
Pair 2 ideas& ideas1	28	.548	.003
Pair 3 Appearance& appearance1	28	.421	.026
Pair 4 organization& orgnaization1	28	.068	.730
Pair 5 vocabulary& vocabulary1	28	-.176	.371
Pair 6 mechanics& mechanics1	28	.407	.032
Pair 7 genre& genre1	28	.279	.151
Pair 8 expression& expression1	28	.328	.089
Pair 9 total& total2	28	.521	.004

Table (1.1) shows that the correlation values are positive and significant at level of (0.01); where the correlation value of the scores of

each item with the total scores of the main skills were high (i. e. ranges from 0.130 to 0.548). These results indicate a strong positive correlation coefficient between each individual test item score and the total test score.

Test timing

The researcher calculated the mean of the time taken to answer the test. The researcher counted the durations that each student took to answer the test and divided them by their number (28):

$$\frac{\text{Sum of each student's mean time}}{\text{Student's number}}$$

The mean was 60 minutes for the writing test.

Designing the Station Rotation Activities

Description of the Station Rotation activities.

The Station Rotation-based activities used in this study were designed by the researcher to enhance EFL writing the skills for the sixth primary schoolers. The researcher designed a workbook which contains activities to be practiced by the students through five units. Most of these activities were performed in pairs, groups or/ and individually according to the type of each activity. These activities encouraged learners to be aware of some writing skills. The activities were presenting in the form of pictures presenting new vocabulary, flash cards, printed worksheets, realia and using the technology.

Furthermore, the researcher designed a teacher's guide which contained the instruction of teaching these activities to be taught by the researcher or any other teacher. This teacher's guide distributed each unit into activities with guidelines to apply these activities accurately and achieve the learning objective of each unit via answering some comprehensive questions, writing a piece of writing (i.e. a sentence, a paragraph, a letter or an an-email) as a product to for enhancing writing skills for this stage. There is an example of lesson plan to describe the steps and some instructions for applying station rotation model to enhance writing skills such; as genre and vocabulary writing skills, (See Appendices C&D).

Hypothesis of the study

1. There are statistically significant differences at (0.01) level between the mean scores of the experimental group students on the pre-test administration and those on the post-test administration in favor of the post-test scores and the writing skills test.

Procedures of the research

1. Reviewing literature previously studied related to the study variables.
2. Selecting the participants of the study.
3. Designing an initial checklist of writing skills appropriate for the sixth-grade primary students.
4. Submitting jurors, the writing skills checklist and modifying the checklist accordingly.
5. Designing a test for writing language skills with its rubric.
6. Checking the validity of the test.
7. Checking the reliability of the test.
8. Preparing Station Rotation-based activities.
9. Validating the Station Rotation Strategy-based activities.
10. Administering the pre-test for the experimental group.
11. Applying the station rotation strategy activities to the experimental group.
12. Administering the post -test for the group.
13. Analyzing statistical data to show the effectiveness of some differentiated and instruction activities, discussing the and explaining the results.
14. Providing conclusions, recommendations, and suggestions for future study.

Findings

Findings are presented in terms of answering the study questions as follows: In order to answer the first question of the study: what are the writing skills required for EFL primary schoolers? A checklist was prepared by the researcher through reviewing literature on the area of writing skills, student's book, teacher's guide and recommendations of the specialists and experts in the field of TEFL. According to their remarks, that checklist was modified. The jurors checked the checklist and gave their opinions. That is in terms its relevance/irrelevance to the students' level. These skills are presented in the content, the organization, the mechanics, the genre, the grammar, the appearance, the vocabulary and the expression writing skills (See appendix A).

To answer the second question of the study what are the features of some proposed activities based on station rotations that may help for enhancing English writing skills for EFL primary schoolers? The Station Rotation based-activities were designed by the researcher to

enhance EFL writing skills for the sixth primary schoolers. It was designed students work book which contained the activities to be practiced by students. Furthermore, the researcher designed a lesson plan which contained the instructions of teaching these activities to be taught by the researcher or any other teacher to apply these activities accurately and achieve the learning objectives of each unit via answering some comprehensive question, writing a piece of writing (i.e., a sentence, a paragraph, a letter or an-email) as a product for enhancing writing skills for this stage (See Appendices C&D).

To answer question number three “How far are proposed Station Rotation Activities effective in enhancing the writing the skills for the for primary schoolers? Hypothesis one stated that there are statistically significant differences at (0.01) level between the mean scores of the experimental group students on the pre-test administration and those on the post-test administration in favor of the post-test scores in the writing skills test. It was estimated that the mean scores of pre and post-measurements of the writing skills test, and then t- test paired was used to estimate the statistical significance difference between both mean scores of the pre and post measurements for writing the skills. Hence this hypothesis was confirmed. The following table shows the related findings for the pre and post -test for the writing skills.

Table (1.2)
Mean Values achieved by the learners for the pre-posttest for the writing skills

S		Mean	N	Std. Deviation	Std. Error Mean	t-Value
Pair 1	Grammar	2.0357	28	.79266		.14980
	grammar1	3.6786	28	.47559	-9.99	.08988
Pair 2	Ideas1	2.8929	28	1.77094	-11.21	.33468
	Content1	6.0357	28	.88117	-9.20	.16652
Pair 3	Appearance	2.6786	28	1.61138	-7.24	.30452
	appearance1	5.2857	28	1.01314	-6.14	.19147
Pair 4	Organization	1.9286	28	.81325	-9.27	.15369
	Organization1	4.0000	28	1.33333	-10.86	.25198
Pair 5	Vocabulary	2.3929	28	1.10014	-12.60	.20791
	Vocabulary1	3.8214	28	.39002	-15.56	.07371

	Mechanics	1.8929	28	.91649		.17320
Pair6	Mechanics1	3.5000	28	.74536		.14086
Pair7	Genre	2.2857	28	.93718		.17711
	Genre1	4.4286	28	.79015		.14932
Pair8	Expression	202857	28	.97590		.18443
	Expression1	4.6429	28	.67847		.12822
Pair9	Total	18.3929	28	6.66300		1.25919
	Total1	35.3929	28	4.49971		.85036

Findings in table (1.2) illustrate that students' mean score in each individual writing the skill in the post-test improved. The results also estimated t-value is significant at (0.01) level. This reflects that there is a statistically significant difference at (0.01) level between the mean scores of the pre-post administration in favor of the mean post-test scores of the experimental group and the writing skills test.

The findings reported in the study this study largely agree with those of Stiggins (2002), Shea (2015), Hung (2015), Yamat et al. (2011), El Helesi (2012), Njagi (2015) and Bahlol (2013) which confirmed the effectiveness of using activities for enhancing English skills, in general and writing skills, especially.

In this study, based on the above mentioned analysis of data, it can be concluded the Station Rotation Activities were effective in enhancing students' writing skills. This improvement can be attributed to the flexibility of the model, adjusting all students' academic levels, facilitating and varying the methods and the techniques of teaching. All these factors help to enhance writing skills.

Recommendations

In the light of the results of the current study, the following recommendations can be made:

- Schools should adopt modern technology, such as computers in teaching language.
- Applying Station Rotation Activities in order to facilitate the teaching process for writing skills more than the conventional devices.
- Time devoted to mixed activities and use technology for EFL primary schoolers should be increased.

- Writing skills courses should include textual diagrams and academic games to organize the writing material which is interpreted.
- Station Rotation-based activities should be used in organizing writing material; These mixed activities would help students learn at their own pace and they can master their writings and immediate feedback for the learners writing language skills.

Directions for future study

In the light of the results and recommendations drawn from this study, the following are suggestion for future research within the field of early literacy:

- A study using Station Rotation-based activities to enhance writing skills with different samples and places (i.e. preparatory stage or secondary stage).
- Seeking the effectiveness of using Station Rotation Activities to improve writing an essay for language schoolers.
- Contacting a follow-up study on this study in order to see whether Station Rotation Activities has the same influence on the productive skills (reading and speaking) on primary students.

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المستخلص: تعتبر مهارات الكتابة أساسية في تعليم وتعلم اللغة الإنجليزية كلغة أجنبية. لذلك، من الضروري تعزيز هذه المهارات. هدفت هذه الدراسة إلى تعزيز مهارات الكتابة باللغة الإنجليزية لدى طلاب الصف السادس في مدرسة المنار للغات باستخدام نشاط "المحطات التعليمية المتناوبة". شاركت في الدراسة مجموعة واحدة من ٢٨ طالباً. اعتمد البحث على منهج شبه تجريبي. تم تطبيق اختبار كتابة قبل وبعد التدخل على المجموعة التجريبية. واستُخدمت طريقة "المحطات التعليمية المتناوبة" كأداة للتدخل. بعد انتهاء فترة التدخل، تم تطبيق اختبار الكتابة مرة أخرى على المجموعة التجريبية. استخدم الباحثان مقياسين إحصائيين لتحليل البيانات، وهما اختبار "ت" ومعامل إيتا تربيع. أظهرت النتائج وجود تأثير إيجابي ذي دلالة إحصائية لأسلوب "المحطات التعليمية المتناوبة" في تعزيز مهارات الكتابة لدى طلاب المرحلة الابتدائية، بالإضافة إلى أهمية عملية هذا الأسلوب.

الكلمات المفتاحية: المحطات التعليمية المتناوبة، مهارات الكتابة، طلاب المرحلة الابتدائية، مصر.