A Proposed Strategy Based on Interactive Writing Approach to Develop Primary Stage Pupils'EFL Descriptive Writing Skills and Their Self-Efficacy

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Abstract

The purpose of this study was to enhance descriptive writing skills and self-efficacy of EFL sixth grade primary pupils through an Interactive Writing Approach Based Strategy. The researcher adopted the quasi- experimental design. The participants of the study included 72 pupils who were randomly drawn and divided into two groups: the control group (N= 36) and the experimental group (N= 36) from Al-Asslogi primary school, Sharkia Governorate in the school year 2015/2016. The experimental group was taught by the use of an Interactive writing Approach Based Strategy. On the other hand, the control group received regular instruction. The instruments of the study were: a) an EFL descriptive writing test to measure the development in the experimental groups' pupils, c) writing skills questionnaire, e) writing skill test(self-efficacy) to measure enhancement of identifying the writing in the experimental group pupils, f) writing scoring rubric and The strategy was taught over period three months approximately. The results indicated that there was statistical difference between the mean scores of the experimental and those of the control group in their descriptive writing and self-efficacy . It was concluded that the present study provide evidence for the effect of the Interactive Writing Approach Based Strategy to develop descriptive writing skills and self-efficacy.

Key words: **Interactive Writing Approach Based Strategy, Descriptive writing Skills and Self-efficacy .**

Introduction

A language is one of the most important characteristics of the human beings and it distinguishes them from all other living beings. Language, therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes .

Writing relies to the capacity of expression on paper. It assists portraying and exchanging facts easily and inference opinions without confusing. It is a vital contract that permits students evaluate the appropriateness of arguments and helps them understand how information is established in a specific context. Contextually, writing maybe regarded as one of the most difficult skills among the four linguistic skills; and it is the skill that obtains little treatments in the language learning classes despite its significance for academic advance in education (Sersen, 2011).

In the same context, Writing is viewed as a means of communication that need to be learned and mastered, being a solitary practice. Through it, the writer communicates and transfers his goals clearly and efficiently. So, it is essential to be mastered (Jesih, 2012).

Halliday (1999) quoted by Nunan ,suggested that writing language is used the following purposes: 1) For action (for i.e. public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computer manuals); 2) For information (for i.e, newspapers, current affairs magazines, advertisement, political panphlets); 3) For entertainment (for i.e. comic strips, fiction books, poetry and drama, newspaper features, film subtitles)

Writing serves as an instructional tool at the secondary level because, in addition to providing a means of self – expression and critical analysis, it provides purposeful rigor as young authors move toward their text goal (Lavelle et al, 2002). Additionally, Alipanahi et al, (2012) clarified that the writers need to explore learners and social situations to depict problems hindering their writings. In

addition, a writer demands a strategy to attain and frame the objective of his writings.

In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter (Keys, 2000; Shanahan, 2004; Sperling and Freedman, 2001).

Characteristics of descriptive writing:

1- Good descriptive writing includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive writing may also paint pictures of the feelings the person, place or thing invokes in the writer.

2-Good descriptive writing often makes use of figurative language such as analogies, similes and metaphors to help paint a picture in the reader's mind.

3-Good descriptive writing uses precise language. General adjectives, nouns, and passive verbs do not have a place in good descriptive writing. Instead,adjectives and nouns and strong action verbs are used to give life to the picture that is painted in the reader's mind.

4-Good descriptive writing is organized, including: chronological (time), spatial (location), and order of importance. When describing a person, you might begin with a physical description, followed by how that person thinks, feels and acts,can be a model.
WWW.http://book nuts reading club.com/ descriptive writing.

Context of the problem: From the researcher's experience as a teacher of English in the primary stage, She found that pupils of the sixth grade primary stage are poor in their descriptive writing skills in Zagazig are learning how to write correctly. To make sure of this, She conducted a pilot study to check the mastery of descriptive writing skills and attitudes toward them. A sample of 15 pupils of the sixth grade primary stage participated in the pilot study which focused on the following:

1- The EFL primary pupils lack some Descriptive Writing Skills.
2- A Writing test to identify the difficulties facing the EFL pupils.
3- Scale of Attitudes toward Writing The results of descriptive writing test indicated the following:

Table (1)

The pupils' results in the pilot study of Descriptive Writing skills

Skills	The percentage
Topic/ content development	13%
Structure	10%
Organization	10%
Descriptions/ word choice	10%
Introduction and conclusion	15%

Table (2):

The pupils' result in the pilot scale of self-efficacy toward Writing:

No	Level	Percentage
1	Students' attitudes towards enjoying English Writing**.**	15%
2	Students attitudes towards the value English Writing.	10%
3	Students attitudes towards nature English Writing.	10%
4	Students attitudes towards learning English Writing.	15%

Statement of the problem:

In the light of the aforementioned account, it came clear that the Sixth grade primary stage pupils' in Al-Asslogi school are poor of descriptive writing skills as has been revealed through the pilot study.

So , the current study will be attempt to investigate the effect of a strategy based on interactive writing approach on on developing EFL primary school pupils' descriptive writing skills and their attitudes.

Interactive writing is a teaching strategy supported by both social constructivist theory (Vygotsky 1978) and the emergent literacy approach (Clay 1975) that allows children and teachers to "share the pen" during writing lessons to create group texts. Vygotsky posited that a child's cognitive development occurs through
) metalinguistic knowledge and linguistic competence are drawn from first and interactions with peers and adults. He coined the term "zone of proximal development" which describes a child's need for scaffolding to advance to the next learning stage. Support is tapered as it becomes unnecessary until the child is independent with the new skill (Vygotsky 1978). Due to the social nature of the interactive

writing process and the vital role of the teacher as facilitator, Vygotsky's social constructivist theory best describes the theoretical foundation for this instructional strategy.

Interactive writing can be a valuable instructional method that greatly enhances
engagement in the classroom. This technique improves spelling knowledge, provides a letter–sound connection, and links the decoding process to writing. It reaches all students and ability levels by developing language and building schema. Classroom reading materials are created by children's language and experiences, which helps to illustrate the connection between written and oral language (Rubadue, 2002).

Principles of Strategic and Interactive Writing Instruction (SIWI):

Browen (2001) clarified that the principles of strategic and interactive writing instruction indicated that there are comprised of three main components: 1) strategic instruction rooted in cognitive theories of composing, 2) interactive instruction is based on sociocultural theories of teaching and learning, and 3second language acquisition theory. In addition to these three principles, there are four other sub-principles driving SIWI.

• Strategic means explicitly teaching the processes of expert writers to students. This may involve the use of word or symbol procedural facilitators.

• Visual Scaffolds means visually representing the writing processes, strategies or skills students need in the process of learning.

• Interactive means that students and the teacher share ideas, build on each other's contributions, and cooperatively determine writing actions when engaged in guided writing.

• Guided to Independent reflects the different kinds of classroom writing formats from most supported (i.e., group guided writing), to moderately supported (i.e., small group or paired writing), to least supported environment (i.e., independent writing).

• Metalinguistic Knowledge and Linguistic Competence are the two routes persons have in developing English language ability acquiring implicitly and learning explicitly. There are opportunities for both in every SIWI lesson(session).

• Balanced represents how attention is given to word-, sentence-, and discourse-level writing skills.

• Authentic means that writing activity has a real purpose and audience.

The teacher's role in interactive writing:

McCarrier, Fountas &Pinnell (1999) mention that other than the words the students already know, the teacher is challenging them to attempt words that are currently outside their repertoire. As such, the teacher needs to be ready to make suggestions or offer prompts around ways that a particular word might be approached.

The teacher might support the students in interactive writing by:

• initiating conversations around what the group will write about encouraging students to express themselves in ways that meaningfully communicate their ideas prompting students to consider differences between spoken and written language ("How can we write that?")

• modeling, questioning and focusing students on concepts, such as print conventions, sounds and patterns in words, and nuances between words ("Would it be better to say the family was rich or affluent?")

• facilitating students to re-read and suggest revisions to help make meaning clearer,emphasizing that good writers are attentive to checking that a text makes sense and sounds right, and that what mean being is communicate.

The students' role in interactive writing:

Roth, et al. (2012) examined the effects of Interactive Writing, a dynamic approach to writing instruction designed specifically for young children, on the independent writing of first graders enrolled in urban schools in a large metropolitan area. Children in the interactive writing condition (N = 49) showed greater grow the

measures of independent writing than a comparison group (N = 52). Students' written performance in response to a prompt indicated that those who participated in interactive writing not only improved in their overall independent writing but also made greater gains on nine out of 10 of the individual subcomponents of writing measured: ideas, organization, word choice, sentence
fluency, spelling of high-frequency words, spelling of other words, capitalization, punctuation, and handwriting. These results were obtained in classrooms that spent an average of 10.5 minutes a day engaged in interactive writing and thus demonstrated its potential as a daily practice to improve children's independent writing.

 Questions of Research

The problem of the study can be stated in the following main question: 'What is the effect of a strategy based on the interactive writing approach on developing primary School pupils' descriptive writing skills and their self-efficacy towards it?

 This main question can be sub-divided into the following questions :

1- What are the descriptive writing skills required for the sixth grade primary stage pupils?

2- What are their attitudes towards them?

3 - What is the framework of astrategy interactive   writing approach to help the primary pupils 'develop descriptive writing skills ?

4- What is the effect of this strategy on developing these kills?

5- What is the effect this strategy on developing the pupils' attitudes ?

Delimitations of the Study:

 The study will be delimited to:

1- A random sample of EFL sixth grade primary pupils.

2- Descriptive writing skills necessary for EFL sixth grade primary stage pupils

Purpose of the study:

The purposes of the current study are:

1- Identifying the effect of manipulating interactive writing on developing 6th graders' descriptive writing skills in English.
2- Finding out the effect of using an interactive strategy on 6th grade high and low achievers.

Significance of the study:

The results of this study will be hopefully expected to be benefit:

1- The pupils as it may help them to develop their descriptive writing skills and their attitudes towards writing.
2- The teacher it may provide teachers with practical procedures to develop their methods in teaching descriptive writing skills.
3- Syllabus designers it may provide them with variety of activities to enrich the curriculum especially concerning group work.
4- It may help English teachers of sixth grade primary school pupils' in organizing teaching and learning writing skills by using interactive writing motivationally.
5- Researchers it may pave the way for them to conduct more studies about using an interactive writing approach in developing other skills.

Hypotheses of the study:

In view of the aforementioned discussion and review of related literature and previous study, the following hypotheses can be formulated:

1- There is a statistically significant difference between the mean scores of the experimental two groups in the post administration of the descriptive writing test, in favor of the experimental group.
2- There is a statistically significant difference between the mean scores of the two groups in the post self-efficacy scale, in favor of the experimental group

3- There is a statistically significant difference between the mean score of the experimental group in pre/post descriptive writing skills test results, in favor of the post test results.

4- There is a statistically significant difference between the mean scores of the experimental two groups in the pre/post self-efficacy scale administrations in favor of the post results.

5- There is impacts of using a strategy based on interactive writing approach on the experimental group in' descriptive writing skills test.

6- There is impacts of of using a strategy based on interactive writing approach on the experimental group in' self- efficacy scale.

The study Intsruments:

The following instruments will be designe to use by the research in the light of the study variable:

1- A Questionnaire of descriptive writing skills.
2- Descriptive writing test
3- A Rubric of descriptive writing.
4- Ascale of attitudes toward writing.

Procedures of the study:

To answer the questions raised by this study, the researcher will follow the following procedures:

1-Reviewing literature and previous studies about the study veriables.

a- (the strategy)to crystallize the experimental frame.

b-Descriptive writing to conclude in sub-skills.

c-Attiudes to frame dimensions.

2-Designing the study instruments in the hight of its variables.

a-Awriting descriptive test in the hight of1.b.

b- An attitudes scale in the hight of 1.c.

3-Designing the study material in the hight of 1.a.

4-Choosing the study participants (experimenta and control).

5-Pre-administering the study instruments to both groups.

6-Administering the strategy to the experimental group.

7-Post administering the study instruments to both groups.

8-Comparing the pre to post result

9-Concluding the study results.

10-Recommenting and suggesting.

Data analysis

To determine whether students overall descriptive writing skills improved after implementing the experimental treatment using the Interactive writing approach based on strategy ,the hypothesis of the study were tested by using the Statistical package for social science (SPSS vre19) strategy.T-test was used in order

To check whether there is any difference between the mean scores of the treatment group on pre and post-administration.

Verifying the study Hypotheses

The first hypothesis

t-test was used to verify the first hypothesis which stated that "There was a statistically significant difference between the mean scores of the experimental group and those of the control group in the post administration of the descriptive writing test infavor of the experimental group".

A paired samples t-test was used (See Table 14).

Table (1): Comparison between the results of the Post Administration for Descriptive Writing Test to both the control and the experimental groups

Group	N	Mean	Std. Deviation	Std. Error Mean	T-value	Sig.(2-tailed)
Experimental	36	27.0556	10.63134	1.77189		
Control	36	22.1389	7.84184	1.30697	2.204	.034

The above table indicates that there was a statistically significant difference at 0.05 levels between the attained mean score of the experimental and that of the control one in favor of the experimental

group in the post administration of the Descriptive writing test. The estimated t- value was (2.204). It is significant at (0.05) level in favor of the post administration of the experimental group. The mean of experimental group in the post administration is (27.0566) and that of the control group was (22.1389). So, the mean of the experimental group was higher than that of the control one.

The second Hypothesis t- test was used to verify the second hypothesis which stated that "There was a statistically significant difference between the mean scores of the experimental group and those of the control group in the post administration of the writing test in favor of the experimental group".

A paired samples t-test was

used .

Table (2): Comparison between the Result of the Post Administration of the Writing Test for both Control and the experimental groups:

Group	Number	Mean	Std Deviation	Std. Error Deviation	T- value	Sig.(2-tailed)
Experimental	36	21.3333	2.00000	.33333		
Control	36	19.8966	2.02387	.37582	3.58	.000

The above table indicates that there was a statistically significant difference at 0.01 level between the attained mean score of the experimental and that of the control one in favor of the experimental group in the post administration of the writing test. The estimated t-value is (3.584). It is significant at (0.05) level in favor of the post administration of the experimental group. The mean of the experimental group in the post administration was (21.3333) and that of the control group was (19.8966). So the mean of the experimental

group   was   higher   than   that   of   the   control   one.

Moreover, the deviation of the experimental group is higher than that of the control group. The deviation of the experimental group was (2.00000) and that of the control group was (2.02387).

The Third hypothesis

t- test was used to verify the third hypothesis which stated that "There was a statistically significant difference between the mean scores of the experimental group in their performance in the pre and post administrations of the descriptive writing test in favor of the post administration"

A paired samples t-test was used.

Table (3): Comparing the Pre- and Post-Administrations of the Experimental Group on the Descriptive writing Test:

experimental Group	N	Mean	Std. Deviation	Std. Error mean	T-value	Sig.(2-tailed)
Pre-test	36	18.0286	7.47343	1.26324	4.435	0.000
Post-test	36	27.8286	9.70593	1.64060		

Table (16) shows that there was a statistically significant difference between the mean scores of the experimental group in the pre and post administration of the Reading comprehension test . As the mean scores on the pre-test was (18.0286) and it raised on the post-test to become (27.8286). The t-value was significant (4.435). This means that pupils Descriptive writing skills were improved which can be attributed to the use of the Interactive Writing Approach Based Strategy .

The fourth hypothesis

t- test was used to verify the fourth hypothesis which stated that "Interactive Writing Approach Based Strategy would be effective in improving the experimental group pupils'descriptive writing skiils."Cohen's (1988) equation was used to verify this hypothesis as shown in Table (2):

Table (19): Results of Cohen's Equation– Comparing the Pre- and Post-Administrations of the Experimental Group in the Descriptive Writing Test .

experiment al Group	N	Compared Mean	T-value	Df	95% Confidence Interval of the Difference		Cohen's Value
					Lower	Upper	
Pre-test	36	9.80000	4.435	34			1.0756
Post-test	36				5.30970	14.29030	

As indicated in the previous table , it is obvious that the final value of Cohen's equation for the experimental group, comparing its pre and post administration in the writing skills test is (1.0756). Based on that, it has been concluded that the Based Strategy is effective in improving   the   descriptive   writing   test   .

In the aforementioned table, Cohen's equation value is significant at 95% confidence interval of the difference between the pre and the post administration of the experimental group on the deriptive writing test.

The fifth hypothesis

t- test was used to verify the fourth hypothesis which stated that "There was a statistically significant difference between the mean scores of the experimental group in their performance in the pre and post administrations of the writing test in favor of the post administration"

A paired sample t-test was used .

Table (20): Comparing the Pre- and Post-Administrations of the Experimental Group on the Writing Test:

experimental Group	Number	Mean	Std. Deviation	Std. Error mean	T-value	Sig.(2-tailed)
Pre-test	36	9.5278	2.48982	.41497	36.250	0.000
Post-test	36	21.3333	2.00000	.33333		

Table (18) shows that there was a statistically significant difference between the mean scores of the experimental group in the pre and post administration of the writing test .As the mean scores in the pre-test was (9.5278) and it raised in the post-test to become(21.3333). The t-value was significant (36.250). This means that pupils writing skills were improved, which can be due to the Interactive \writing Approach Based Strategy.

The sixth Hypothesis

 t- test was used to verify the sixth hypothesis which stated that "Interactive writing Approach Based strategy would be effective in improving the experimental group pupils writing skills." Cohen's (1988) equation was used as shown in Table (19).

Table (21): Results of Cohen's Equation– Comparing the Pre- and Post-Administrations of the Experimental Group in the Writing Test :

experimental Group	N	Compared Mean	T-value	Df	95% Confidence Interval of the Difference		Cohen's Value
					Lower	Upper	
Pre-test	36	11.80556	36.250	35			11.38

					11.14441	12.46671	
Post-test	**36**						

As indicated in the previous table , it is obvious that the final value of Cohen's equation for the experimental group, comparing its pre and post administrations on the writing test is (11.38).Based on that, it has been concluded that the Interactive writing approach Based Strategy is effective in improving the pupils' writing skills In the aforementioned table, Cohen's equation value is significant at 95% confidence interval of the difference between the pre and the post administration of the experimental group on the writing test.

Results of the study :

The results of the present study revealed that the study sample (taught by the Interactive writing approach based strategy shows a significant improvement on the post administration of the descriptive writing and self-fficacy .

  The significant difference between the experimental and the control groups found in the post administration of descriptive writing test is due to teaching the interactive Writing Approach based Strategy which enhanced pupils descriptive writing . This supports the first hypothesis showed in table in which the mean of experimental group in the post administration was (27.0556) and that of the control group was (22.1389) with a t-value of (2.204).So, the mean of the experimental group was higher than that of the control one.

   In addition to, the significant difference between the experimental and the control group found in the post administration of writing test is due to teaching the Interactive Writing Approach Based strategy which enhanced pupils writing skills. This supports the second hypothesis showed in table (15) in which the mean of experimental group in the post administration was (21.3333) and that of the control group was (19.8966) with a t-value of (3.58).So, the mean of the experimental group was higher than that of the control one.

The significant difference find in the post administration of descriptive writing test is due to teaching the Interactive Writing Approach based Strategy which enhanced pupils descriptive writing . This supports the third hypothesis shown in table (3) in which the mean of the pre administration was (18.028) compared to the post administration with a t-value of (4.435).

The previous result showed that there is a significant difference at 0.95 between the mean scores of the study sample in their performance in the pre and post administration in developing reading comprehension favoring the post one.

According to the previous results, it is clear that the pupils were positive towards using the Interactive writing approach Based Strategy. As shown in table (17), $\eta2$ was (0.95) and the degree of freedom was (1.0756) which was more than (0.8), so the effect size was large. This ascertained that the interactive writing approach based strategy was using in developing pupils' descriptive writing .

The results of the current study revealed that the study sample (taught through the Interactive writing Approach Strategy) showed a significance improvement in the post administration of the writing test. The significant difference found in the post administration of writing test is due to teaching the Interactive writing Approach Based Strategy which enhances pupils' writing. This supports the fifth hypothesis shown in table (4) in which the mean of the pre- administration was (9.5278) compared to the post administration which was (21.3333) with a t-value of (36.250).

The previous result showed that there is a significant difference at 0.95 between the mean scores of the study sample in their performance in the pre and post administration in developing writing skills favoring the post one.

According to the previous results, it is clear that the students were positive towards using the Interactive writing Approach Based Strategy. As shown in table (19), $\eta2$ was (0.97) and the degree of

freedom was (11.38) which was more than 0.8; so the effect size was large. This ascertained that the Interactive writing Approach Based Strategy was effective in developing pupils writing skills.

Discussion

From the results and the discussion drawn from the present study, it can be concluded that:

1- Results of the study proved the effectiveness of the Interactive writing approach Based Strategy in developing the experimental group participants' descriptive writing and self-efficacy .

2- The pupils improved their ability to independently write the paragragh , provided appropriate vocabulary.

3- Interactive writing approach Based Strategy was used in developing primary school pupils descriptive writing skills. The pupils improved their ability to master important elements of paragraph writing and e-mail. They wrote a more organized e-mail, provided good introduction, supporting details and conclusion.

4- The Interactive Writing Approach Based Strategy provided pupils with the ability to control their behavior, they were more active, aware of their thoughts process, motivated, and like working in group.

5- Participants gain awareness in their writing process. They are allowed to plan their thinking and writing, monitor their thoughts and evaluate their own answer to enhance descriptive writing skills and self-efficacy .

6- The Interactive Writing Approach Based Strategy proved to be effective in helping pupils improve their communication skills.

7- The positive feedback given by the teacher to the pupils improved their thinking and writing performance.

Recommendations:

` In the light of the results drawn from this study, the following recommendations could be provided:

1- Teacher is advised to conduct EFL thinking and writing discussion groups with pupils as a way of sharing their thinking about writing work in order to enhance their understanding of what they write .

2-   Thinking teacher is recommended to play their roles as guides not the only source of information for pupils, to enable them compare, analyze and make decisions.

3-   It is preferable for descriptive writing skills and self-efficacy to adopt some of the Interactive writing approach based strategy while teaching writing to enable the pupils' reason inductively and deductively.

4-   Pupils are recommended to share responsibilities in their learning by asking questions about details in writing and writing work.

5-   Teacher is advised to undergo a good class atmosphere during descriptive writing in order to grab the pupil's attention and to enable them, especially the shy pupils, to express their opinion.

6-   It is preferable for pupils to share information in the writing e-mail and paragraphs. They are studying to help them get interested in studying the writing.

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WWW.http://book nuts reading club.com/ descriptive writing.

الملخص

تمثل الدراسة الحاليه محاولة لتنمية مهارات الكتابة الوصفية وكفائتهم الذاتية نحوها كلغة اجنبية لتلاميذ المرحلة الابتدائية من خلال استراتيجيهة قائمة على طريقة تدريس الكتابة التفاعلية،ولتحقيق هذا الغرض إستخدما الباحث نظام المجموعة التجريبية والمجموعة الضابطة،حيث إختار الباحث عشوائيا ستة وثلاثون طالباوطالبة من طلاب الصف السادس الابتدائية بمدرسة العصلوجي ب١ الابتدائي،إدارة شرق الزقازيق ، محافظة الشرقية، حيث إشتملت المجموعة التجريبية على ثمانية عشر طالبا وطالبة والتي درست باستخدام الاستراتيجية القائمة على طريقة التدريس الكتابة التفاعلية ،ثمانية عشر طالبا وطالبة للمجموعه الضابطة والتي درست بالطريقه التقليدية ،وقد قام الباحث بإعداد كلا من أ) اختبار لقياس مهارات الكتابه الوصفية،ب)واستبيان لقياس مهارات الكتابه وتطبيق كليهما كليا وبعديا،هذا وبعد إجراء التحليل الأحصائي توصلت الدراسة إلى النتائج التالية ١) وجود فروق ذات دلالة إحصائية بين متوسطي درجات طلاب عينة الدراسة في إختبارالكتابة الوصفية كلغة أجنبية قبليا وبعديا لصالح التطبيق البعدي ،٢)وجود فروق ذات دلالة إحصائية بين متوسطي درجات الطلاب المجموعة التجريبية والمجموعة الضابطةفي اختبار مهارات الكتابة الوصفية كلغة اجنبية قبليا وبعديا لصالح المجموعة التجريبية،٣)وجود فروق ذات دلاله احصائيه بين متوسطي درجات الطلاب المجموعه التجريبيه والمجموعة الضابطه في مهارات الكتابه قبليا وبعديا لصالح المجموعة التجريبية ٤) الاستراتيجية قائمه على طريقة تدريس الكتابه التفاعلية لها أثرا إيجابيا في تنمية مهارات الكتابة الوصفية وكفائتهم الذاتية نحوها كلغة أجنبيه لطلاب المرحلة الابتدائية.

Descriptive Writing Questionnaire

No	Item	Not at all	Hardly true	Moderately true	Exactly true
1	set the main idea clearly				
2	Write sentences that are grammatically				
3	Express the point of view freely				
4	Use the main sentences constituents such a subject, verb and object" clear to the reader.				
5	Use the words together on correct order				
6	Use vocabulary that convey the meaning clearly				
7	State the purpose clearly.				
8	Write short sentences at a reasonable speed correctly				
9	Use logical and chorological connective correctly.				
10	Use pronoun references clearly.				
11	Write answers to questions about reading material.				
12	Set the topic sentence				

	and conclusion clearly	
13	Use preposition meaningfully	
14	Use a range of sentence	
15	Describe situation by using their own language	
16	Set the beginning, the middle and the end of the paragraph and letter.	
17	Use convention of layout	
18	Use appropriate idioms and expression.	
19	Write a suitable headline that is relevant to the content.	

Attitudes toward Writing Scale

N o	Item	No t a t al l	Hardl y true	Moderatel y true	Exactl y true
1	I avoid writing whenever possible.				
2	I have not fear of my writing evaluated.				
3	I look forward to writing downs my idea.				
4	I am afraid of writing when I know might be evaluated.				
5	My mine seems to go blank when I start writing				
6	Expressing my ideas to writing is a waste of time				
7	I would				

	enjoy submitting my writing for evaluation and publication	
8	I like to write my ideas down.	
9	I feel confident of my ability to express ideas in writing	
10	I like to have friends read what I have written	
11	I am nervous about my writing	
12	People seem to enjoy what I write	
13	I like writing	
14	I never seem to be able to write	

	down my ideas clearly	
15	I am not good writer	
16	I like seeming my thoughts on paper	
17	Discussing my writing with others is as enjoyable experience	
18	It is easy for me to write a good letter	
19	I don't write as well as most people	
20	Writing is a lot fun	

Descriptive writing pilot test

(A)Circle the odd word and replace it with a correct one:

1- car-train-baker-actor-beach   (   )
2- visited-watched-film-walked   (   )
3- Sunday-dinner-Friday-Monday   (   )
4- bakery-restaurant-bottle- shop   (   )
5- good-clean-pizza-free   (   )

(B)Rearrange the following words to make correct sentences:

1- didn't- Hind- the- list- forget

…………………………………………

2-bottle- of- yesterday- water- She- one.

………………………………………….

3-to- do- How- school- go?

……………………………………..

4-there-Is- beside- your- bank- a- house?

…………………………………………………

(C) Writing the following an-email:

1- Write an email of four sentences: write an email to your friend Ramy. Tell him about your visit to the e and the animals you saw there. Your name Ahmed and your email ad friend's email address is ramy@yahoo.com.dress is ahmed @yahoo .com. Your friend's email address is ramy@yahoo.com.

To   :………………………………………..
From:……………………………………….
Subject:……………………………………….
Dear,………

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2- <u>Look and write a paragraph of Four sentences:</u>

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(D)Punctuate the following sentences:

1- delia played chess, but mona couldn t play

………………………………………………..

2-ali s family lives in Cairo near the zoo

…………………………………………………..