The Effect of the Reciprocal Technique and the Technique Described in the Teacher's Guide on the Jordanian Secondary Students' Writing Skills in English

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A Dissertation for the Fulfillment of the Degree of Doctor of Philosophy in Curricula and Methods of Teaching English.

Graduate College of Educational Studies
Amman Arab University for Graduate Studies
2006
Authorization

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Finally, I am grateful to my father and mother, brothers and sisters, who enlightened my heart and provided me with hope.
Dedication

• To my parents who always wish me success in my life.

• To my brother Mr. Atif Fayez Al-Zu'be for his unlimited help and encouragement.

• To my brothers and sisters.
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Abstract
The purpose of this study was to investigate the effect of the reciprocal teaching technique and the technique described in the Teacher’s Guide on the Jordanian secondary stage students' in English writing skills in the governorate of Jerash.

The Subject of the study consisted of seventy eight male students in the first secondary class. The students were purposefully chosen from Al-Qabsi Secondary School for males in the academic year 2005/2006. The experimental and control groups were assigned into three groups. This study attempted at answering the main following question and the four sub skills:

1. Are there any significant differences in the students' mean scores of the two experimental groups and the control group on the total score of the English writing achievement post-test due to the teaching technique?
The researcher prepared a program based on the reciprocal teaching technique for one of the experimental groups and used the technique described in the Teachers’ Guide for the second experimental group, while the control group was taught according to its own teachers’ technique. At the end of the experiment, the post-test was administered for the three groups.

Before carrying out the experiment, a pre-test of writing achievement composition was administered to the three groups in order to measure students' actual level of writing composition by calculating mean scores and standard deviations of the three groups.

ANCOVA and MANCOVA (Multivariate Analysis of Covariance) were used to examine the significance of the treatment on the dependant variable. ANCOVA indicated that there were statistically significant differences in the total score of the writing achievement post-test mean scores among the three groups in favor of the two experimental groups. Post-hoc pair wise comparisons using LSD method was used and showed that there were significant differences in the total score of the writing achievement post-test mean scores between the two experimental groups in favor of the reciprocal teaching technique group.

MANCOVA was used and showed that there were statistically significant differences among the three groups in the sub skills of the
writing achievement post-test (ideas, organization, vocabulary and grammar) in favor of the two experimental groups. Post-hoc pair wise comparisons using LSD method was used to find whether those differences were significant. The results showed that there were statistically significant differences between the two experimental groups in some **sub skills** of the writing achievement post-test (ideas, vocabulary and grammar) in favor of the reciprocal teaching technique group.

Results revealed that the writing achievement of the students of the experimental groups significantly improved. The researcher recommended that the reciprocal technique and the technique described by the Ministry of Education could be used in teaching EFL writing. Applying the writing program through reciprocal technique provided opportunities to design texts and help students develop writing step by step. The researcher proposed suggestions for further research.
تأثير أسلوبي التعليم التبادلي والتعليم الموصوف في كتاب دليل المعلم في مهارات كتابة طلبة المرحلة الثانوية الأردنيين في اللغة الإنجليزية.

إعداد
أحمد فايز مطلق الزعبي

إشراف
أ.د. عواطف علي شعير

الملخص

هدفت هذه الدراسة إلى بيان أثر استخدام أسلوبي التعليم التبادلي والتعليم الموصوف في كتاب دليل المعلم في مهارات الكتابة لدى طلبة المرحلة الثانوية الأردنيين في اللغة الإنجليزية في محافظة جرش. تكونت عينة الدراسة من ثمان وسبعين طالباً من طلبة الصف الأول الثانوي موزعين على ثلاث مجموعات، وتم اختيار أفراد الدراسة قصدياً من مدرسة القابسي الثانوية للذكور في الفصل الثاني من العام الدراسي 2005/2006. سعت هذه الدراسة إلى الإجابة عن السؤال الرئيسي التالي:

1. هل يوجد فروق ذات دلالة إحصائية بين متوسط علامات الطلبة في مجموع علامة امتحان مهارات الكتابة البعدي بين المجموعتين التجريبتين والمجموعة الضابطة يعزى إلى أسلوب التدريس؟
قام الباحث بتصميم برنامج مبني على أساليب التعليم التبادلي لاستعماله في تدريس إحدى المجموعتين التجريبيتين، كما استخدم الباحث أساليب التعليم الموصوف في كتاب دليل المعلم في المجموعة التجريبية الأخرى، ودرست المجموعة الضابطة باستخدام الأساليب المعتادة لتعليمهم في المدرسة والخاص بالكتابة. وتشمل تكافؤ المجموعات، أجرى الباحث امتحاناً قبلية للكتابة ل كافة المجموعات قبل بدء التجربة، وقد تم التأكد من تكافؤ المجموعات بحساب الأوساط الحسابية والإنحرافات المعيارية للمجموعات الثلاث.

استخدم الباحث اختبار تحليل التباين المشترک لمعرفة إذا كان هناك أثر لطريقة التدريس على الاختبار البعدي للكتابة، وقد أشار تحليل التباين المشترک إلى وجود فروق ذات دلالة إحصائية في متوسط مجموع علامات الطلبة في العلامة الكلية لاختبار الكتابة البعدي لصالح المجموعتين التجريبيتين اللتين تم تدريسهما باستخدام أساليب التعليم التبادلي والتعليم الموصوف في كتاب دليل المعلم. ولمعرفة إذا كان الفرق هاماً بين المجموعتين التجريبيتين، استخدم الباحث طريقة LSD ( أقل فرق دال). وقد أظهرت نتائج المقارنات البعدية على وجود فروق ذات دلالة إحصائية بين متوسط مجموع علامات طلبة المجموعتين التجريبيتين في علامة اختبار الكتابة البعدي لصالح طلبة المجموعة التي ذُرِدت باستخدام أساليب التعليم التبادلي.

ولمعرفة إذا كان هناك أثر لطريقة التدريس على مهارات الكتابة الفرعية (الأفكار، التنظيم، المفردات، القواعد) استخدم الباحث اختبار تحليل التباين المتعدد، وقد أشارت نتائج التحليل المتعدد إلى وجود فروق ذات دلالة إحصائية في متوسط مجموع مهارات الكتابة الفرعية لعلامات اختبار الكتابة البعدي لصالح المجموعتين التجريبيتين اللتين تم تدريسهما باستخدام أساليب التعليم التبادلي والتعليم الموصوف في كتاب دليل المعلم. ولمعرفة إذا كان الفرق هاماً بين المجموعتين التجريبيتين، استخدم الباحث طريقة LSD (أقل فرق دال).
وأظهرت نتائج المقارنات البعدية على وجود فروق ذات دلالة إحصائية بين متوسط مجموع علامات طلبة المجموعتين التجربيتين في بعض مهارات الكتابة الفرعية لعلامات اختبار الكتابة البعدي (الأفكار، المفردات، القواعد) لصالح طلبة المجموعة التي درست باستخدام أسلوب التعليم التبادلي.

كشفت النتائج عن إنجاز كتابة طلبة المجموعتين التجربيتين وتحسينهم بشكل ملحوظ. وقد أوصى الباحث بضرورة استخدام أسلوبي التعليم التبادلي والتعليم الموصوف في كتاب دليل المعلم في تعليم الكتابة باللغة. وقد زود تطبيق برنامج الكتابة من خلال أسلوب التعليم التبادلي الفرص لتصميم النصوص والمساعدة في تطوير كتابة الطلبة بالتدريج. وكذلك اقترح الباحث عدد من الاقتراحات للبحث.
Chapter one

Introduction

Background of the Study

Writing is viewed as the most difficult language skill. Many factors need to be taken into account when writing is discussed. It needs thoughts and language as well as ability to write in a conventionalized way. So writing has its own types of organization and unity (Carol, 1992).

Learning to write is a developmental process that moves through observable stages. In accordance to observable stages, Whiteman (1981) believed that students are weak in writing because they do not practice it regularly and there is a noticeable imbalance in instruction in favor of grammar, punctuation and spelling drills, rather than actually having students to write. She also believed that methods and techniques of teaching writing inside the classrooms should be practical and convenient to the students so that they can translate the broad objectives of teaching writing into behaviorist patterns revealing that students are really able to express themselves into graphically and logically written forms. The process of development in writing means learning of strategies for structuring sentences in larger wholes that text in which the structural
forms and the functional aspects of a language interact to serve sociocultural meanings for which language is used.

Hung (1993) also claimed that writing is a very complex process in which numerous cognitive and metacognitive activities take place, for instance, brainstorming, planning, outlining, organizing, drafting, revising, and so on. In the English classroom nowadays, quite a lot of emphasis is placed on engaging students in some of the above-mentioned activities.

However, Hung (1993) can see that insufficient attention is paid to revision, which is a central and important part of writing, as it is able to enhance the quality of writing and facilitate the development of metacognitive knowledge. It is hard to believe that students can develop good revising abilities with the help of the verbal instructions from the teacher or the written instruction on the examination paper telling them that they should revise. The English teacher needs to think carefully about how he can intervene so that he can foster the revision ability of his students.

Even so, writing is an essential skill in foreign language learning that aims to give the learners the opportunity to develop the proficiency they need to write personal letters, essays, and research papers. In addition, writing skills enhance cognitive and linguistic awareness (Jayyusi, 1990).

Models of writing stress basic cognitive processes such as planning, on-line processing, and evaluation (Flower and Hayes, 1981); in addition,
they include “content resources”. Kellogg (1994) draws attention to two
different concepts, which are knowledge telling and knowledge
transforming. The letter concept and knowledge transforming focus on the
restructuring of knowledge in which the development of expertise is
essential to the writing skill (Bereiter and Scardamalia, 1987).

Moreover, since in real-life situations there is generally a specific
purpose for any writing, composition writing frequently takes the form of
letters, reports, and extracts from diaries. Heaton (1975:127) defined
composition as a task which involves the students in manipulating words in
grammatically correct sentences and in linking those sentences to form a
piece of continuous writing which successfully communicates the writer’s
thoughts and ideas on a certain topic.

Pink and Thomas (1998:186) commented on the original
composition namely, narration and description. Narration is the most
elementary type of composition which consists of a straightforward account
of real or imaginary events. It is simple, because the arrangement of the
facts presents no difficulty. All that the writer has to do is to present the
facts in proper sequence and group them into paragraphs according to the
stages in the narrative. Two errors are commonly made by students in
writing narratives, the confusion of tenses, the awkward practical and
gerundial constructions.
Description is writing about the way things appear, the way they are constructed, or the way they act. It usually takes one of two forms: Firstly, external description which enables the reader to visualize and recognize the object described. And secondly is the technical description which enables the reader to understand the structure of an object (Heffernan and Lincoln, 1988:106). Exercises in simple descriptions are very useful in giving practice in grouping facts into paragraphs, and the students should write several descriptive compositions on different subjects. A detail of composition arises in connection with descriptive subjects.

Despite the simplicity of these forms of composition, there were some frustrating problems faced students in writing composition like classroom environment, little practice and spelling but the major writing problems which the secondary stage students suffered from, were their inability to produce cohesive texts. Ababneh (1987:47) maintained “there were sequence and coherence in the ideas of the students’ writing in their native language, while no sequence or coherence was found in their ideas while writing in a foreign language.”

Buckingham (1979: 243) stated that the secondary stage students were expected to write coherent paragraphs, extend the use of vocabulary items they knew, and familiarize themselves with coordination, subordination and conjunction, in order that they composed on the
discourse level. Unfortunately, many students produce paragraphs that lack cohesion and unity although in most cases they have many ideas to express. They encounter great difficulties in presenting their ideas cohesively at the discourse level.

Sullivan (1988: 56) defines a coherent paragraph as "one that hangs together because it is planned and arranged deliberately to have order or sequence. To create this order, students must plan their courses with care, deciding first what the main topic is."

To produce cohesive and coherent texts, Kaplan (1987:15) believed that the writing activity needed planning, structuring and elaboration. He also stressed the idea that writing was a mental process, which was employed to transfer people’s thoughts. McCrimmon (1957:3) defines this mental process as “an attempt by one person to communicate to others ideas, facts or impressions that build up to the result which the writer has intended to achieve.” and “Writing is a process of discovery through which writers convey and discover meaning.” This process is not linear but rather a recursive one. Zamel (1983:160) justified this view of the writing process by maintaining that writers produced their ideas and modified them through their previous reading.

Writing and reading are related. People who read a lot have a much easier time getting better at writing. In order to write a particular kind of
text, it helps if the writer has read that kind of text. In order to take on a particular style of language, the writer needs to have read that language to hear it in his mind so that he can hear it again in order to compose it. Writing can also help people become better readers. In their earliest writing experiences, children listen to the relationships of sounds to letters which contributes greatly to their phonemic awareness and phonics knowledge. Writers also must learn how texts are structured because they have to create them. The experience of plotting a short story, organizing a research report, or making line breaks in a poem permits the writer, as a reader, to approach new reading experiences with more informed eyes. Zamel (1983).

Additionally, reading is a vital source of information and ideas. For writers fully to contribute to a given topic or to be effective in a given situation, they must be familiar with what previous writers have written. Reading also creates a sense of what one's audience knows or expects on a topic (The Writing Study Group of the NCTE Executive Committee, 2004).

Jayyusi, (1990) believed that writing at the secondary stage should not only depend on the students' ability to produce clear and correct sentences but it should also enable them to write whole texts with
appropriate pieces of communication. The characteristics of good writing should:

a) Provide opportunities for reinforcing language learned orally.

b) Proceed quickly from guided to free writing tasks.

c) Be balanced in terms of forms (letters, essays, and reports) and functions (narration, description, and composition).

d) Serve a specific function like seeking information, and cover a wide range of topics.

Jayyusi (1990) also maintained that one of the objectives of teaching English, as a foreign language at the secondary stage in Jordan was to be able to write English passages that were grammatically correct, properly punctuated and effectively organized. Accordingly, all Jordanian secondary school graduates are expected to develop facility in English to write well, effectively and confidently by using the prescribed technique used in teacher’s guide. But Rababah (2003:15) further stated “The results of the studies conducted in Jordan led to the conclusion that the goals set by the Ministry of Education were ambitious and had not yet been achieved.”

It is idiotic to assume that writing, one of the most complex of English language skills, can be taught within a few minutes a week allocated to them by the typical English curriculum. What is needed is a
Agreeing with Rababah, critics of current American education have consistently pointed out the shortcomings in the teaching of writing. The National Assessment of Education Progress in Writing believed that today's high school and college students had difficulty in writing because they were not taught how to write in elementary and middle school. They also expected secondary school could not make up the deficit in writing skills caused by a lack of prior instruction (Harp and Brewer, 1994:81).

In order to implement the characteristics of good writing, Palinscar and Brown (1984) proposed the reciprocal technique which was feasible for teaching writing composition. They were convinced that reciprocal teaching was a scaffold discussion technique that was built on four strategies that good writers used to write. The strategy uses four carefully selected supporting strategies - making predictions, generating questions, clarifying issues, and summarizing - each of which serves one or more definite purposes. Predicting requires students to rehearse what they have learned previously in their writing and begin the next section of the text with some expectations of what is to come. Questioning focuses students’ attention on main ideas and provides a check on their current understanding of what they are reading. Clarifying requires students to be actively
engaged as they are reading and helps them to unpack ambiguous, confusing sections of text. And Summarizing requires students to focus on the major content of the selection and determine what is important and what is not.

Oczuks (2003) stated reciprocal teaching as a research proven technique for teaching multiple writing strategies. The National Reading and Writing Panel has advocated the use of cooperative and collaborative learning with multiple writing and learning strategies and highly recommends reciprocal teaching technique as an effective teaching practice that improves students’ writing (National Institute of Child Health and Human Development, 2000).

After students have experienced extensive modeling of reciprocal teaching and achieved mastery of the four supporting strategies in the reading of text, teachers should use reciprocal teaching to teach writing. The four strategies play a critical role in the prewriting and composing phases of the writing process (Kellogg, 1994).

Slater and Horstman (2002) added that reciprocal teaching technique was the cognitive strategy best suited to assist struggling middle school and high school readers and writers. In reciprocal teaching, students and
teacher are working together to improve the students’ understanding of informational texts and their ability to monitor their writing.

There are many various factors that affect foreign language acquisition. Some of these factors could be the teacher or the technique, whether it is traditional or ineffective in teaching writing. In this context, the researcher assumes that language-learning technique is one of the most effective elements that affect foreign language acquisition in general and writing in particular.

Many Jordanian researchers found that most of their students were weak in writing. Some of these researchers are Al-Abed Al-Haq (1982); Ababneh (1987); Abu Al-Sha'ar (2000); Ramadan (2003); Darayseh (2003); and Abu-Seileek (2004). Al-Abed Al-Haq (1982:1), for instance, has written about the weakness of the Jordanian students in writing and emphasized the inability of many Jordanian students to write correct sentences and paragraphs.

In addition, being a language teacher at the school level, the researcher noticed that the prescribed technique in the Teachers’ Guide was not applied in the schools because some teachers used their own techniques in teaching writing. Thus, the students were not getting any better in writing.
As a result, the researcher incorporates the reciprocal technique beside the Teacher’s Guide technique to teach writing to the secondary stage students in order to improve their writing.

**Statement of the Problem**

Because the students are weak in the writing skills, this study aimed to investigate the effect of the reciprocal teaching technique and the technique described in the Teacher's Guide on the Jordanian secondary stage students in English writing skills.

**Questions of the Study**

The study aimed at answering one main question and four secondary questions. The main question is:

- Are there any significant differences in the students' mean scores of the two experimental groups and the control group on **the total score** of the English writing achievement post-test due to the teaching technique?

The secondary questions are:

a. Are there any significant differences in the students' mean scores of the two experimental groups and the control group on **the ideas** of the English writing achievement post-test due to the teaching technique?
b. Are there any significant differences in the students' mean scores of the two experimental groups and the control group on the organization of the English writing achievement post-test due to the teaching technique?

c. Are there any significant differences in the students' mean scores of the two experimental groups and the control group on the vocabulary of the English writing achievement post-test due to the teaching technique?

d. Are there any significant differences in the students' mean scores of the two experimental groups and the control group on the grammar of the English writing achievement post-test due to the teaching technique?

**Research Hypotheses**

The hypotheses of the study are the following:

- There would be no statistically significant differences at (α=0.05) in the students' mean scores of the two experimental groups and the control group on the total score of the English writing achievement post-test due to the teaching technique.

a. There would be no statistically significant differences at (α=0.05) in the students' mean scores of the two experimental groups and the control group on the ideas of the English writing achievement post-test due to the teaching technique.

b. There would be no statistically significant differences at (α=0.05) in the students' mean scores of the two experimental groups and the control
group on the organization of the English writing achievement post-test due to the teaching technique.

c. There would be no statistically significant differences at (α=0.05) in the students' mean scores of the two experimental groups and the control group on the vocabulary of the English writing achievement post-test due to the teaching technique.

d. There would be no statistically significant differences at (α=0.05) in the students' mean scores of the two experimental groups and the control group on the grammar of the English writing achievement post-test due to the teaching technique.

**Significance of the Study**

The significance of this study stems from the following considerations:

- It is hoped that this study will give practical suggestions for producing ideas in English writing composition.
- It is hoped that the findings of this study will be utilized in preparing texts the aim of which is to help in improving students' ability in writing skills.
- This study hopes to help EFL instructors to reconsider the role of reciprocal technique instructions and teachers in coordination with other language skills such as reading.
Limitations of the Study

The generalization of the study findings was limited by the following factors:

1. The subjects of the study are restricted to the first secondary class male students in the secondary schools of Jerash Directorate of Education.
2. The lesson plans developed by the researcher are restricted to the results of the writing skills of the study.
3. This study is limited by time duration. It was limited to one semester, namely the second semester 2005/2006.

Definition of Terms

In this research, a number of terms are used. They are defined and adopted by the researcher as follows:

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It is also a process which may refer to paying attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, and word choice (Richards and Renandya, 2002).

Reciprocal teaching is a cooperative learning instructional technique to enhance student’s writing of paragraph. It includes reading followed by
four strategies (Palinscar and Brown, 1984). Reciprocal teaching included the following steps:

*Questioning* is identifying the kind of information that provides the substance for an appropriate question.

*Clarifying* is describing any problems or misunderstanding by the leader and group members to clarify matters.

*Summarizing* is asking the students to write down the major claim (main idea) of the summary and then to write down the supporting details.

*Predicting* is anticipating what will come next about the contents of the upcoming section of text.

The technique described in the Teacher’s Guide is the technique described by the Ministry of Education in the Teacher’s Guide of the textbook (Phillips, et al. 1995). It has the following procedures:

*Topic defined* is telling the class what they are going to write about.

*Gathering information* is giving the students some relevant ideas to make use of and then asking students to study ideas in groups or pairs.

*Ordering information* is guiding students to put their ideas in logical order on that of the model.

*Planning* is asking students to think of an introductory sentence and write the last sentence.
**Drafting** is writing the article as a narrative composition (Students can do it individually, in pairs or groups) and then students ask their teacher if they need any help.

**Editing** is where the students exchange their drafts and read each other’s article discusses any mistakes made. Teacher encourages the students to suggest corrections for each other.
Chapter Two

Review of Related Literature

This chapter consists of two sections. The first section reviews the literature related to the process writing approach, the cooperative learning and Vygotsky's theory, while the second section reports the related studies followed by a conclusion.

Theoretical Background

Teaching Writing

There is no doubt that writing is the most difficult skill for foreign students to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. Foreign students have to pay attention to higher level skill of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

The Process Writing Approach

Process writing has long been used in English-language composition and English as a foreign language courses, and in recent years it has been adopted in foreign language classes as well. Nevertheless, many teachers and learners still see foreign language writing as an exercise to enhance the students’ knowledge of grammar and vocabulary. Explicit instruction on
the process of insightful writing is unusual in the foreign language classroom (Schlig, 2004:8).

The term process writing has been bandied about for quite a while in foreign language classrooms. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students through the various stages of the writing process but ‘to construct process-oriented writing instruction that will affect performance’. To have an effective performance-oriented teaching programme would mean that we need to systematically teach students skills connected with writing process that will enable them to realise specific goals at each stage of the composing process. Thus, process writing in the classroom may be construed as a programme of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point (Freedman, et al. 1987, p.13).

Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning
experiences for students were described by Richards and Renandya (2002:18) as follows:

**Pre-writing** is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and the gathering information for writing.

**Drafting** stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer’s ability to visualise an audience.

**Revising** is reviewing the texts on the basis of the feedback given in the responding stage. The students reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer’s intent is clear to the reader.

**Editing** is tidying up students’ texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer’s work for grammar, spelling, punctuation, dictioin, sentence structure and accuracy of supportive textual material such as quotations.
The major general finding from the research on teaching writing as a process is that student achievement is higher when the teaching approach emphasizes writing as a **process** rather than writing as a **product** (Cotton, 1988). French (1983) and Nasr (1979) claimed that teaching of writing had moved away from a concentration on written product to an emphasis on the process of writing.

Ivanic (1982:196) stressed what French and Nasr have claimed by stating that "The process approach to the teaching of writing concentrates on how to write rather than what the final product should be like, but it is often applied to writing composition on topics set by the teacher." Zamel (1982:99) claims that "an importance dimension of the writing process involves the period before the actual writing begins, that is, how writers get and form ideas before putting pen to paper." Raimes (1983) asserted that pre writing techniques gave students the opportunity to use all their ideas on a given topic, or to allow a topic to emerge out of communicate classroom activities. Botle (1997) also believed that pre-writing involved energizing student's participations in thinking, talking, and group writing activities that became organic components of the writing task.
Vygotsky Theory

Slavin (1995) pointed out that the history of cooperative learning could be traced back as far as the seventeenth century. He cited such educational theorists as Comenius in the seventeenth century, Rousseau in the eighteenth century, Pestalozzi in the nineteenth century and Dewey in the early twentieth century, who hold that some form of cooperation among students as essential to learning. Slavin also referred to Piaget and Vygotsky's developmental theories which emphasized the importance of discussion and joint problem solving among peers. Social interdependence theory, according to Johnson, Johnson and Holubec (1994) traced its roots back to Koffka in the early 1900's. Johnson, Johnson and Holubec (1994) also stated that nearly 600 experimental and over 100 correlation studies have been conducted on cooperative, competitive, and individualistic efforts to learn since 1898.

Vygotsky theorized that a child's development was a social process guided by adults and others who had more experience (Moll, 1990). Interaction between the student and the teachers fostered learning and development. Vygotsky emphasized the importance of cultural symbols (language and institutions) in that development. He argued that throughout history and across cultures teachers had created forms of behavior and
created new forms of behavior. For example, in order to understand how a child and adult interact in the school setting, teachers must make review to the tools of learning, and to the meaning that the interaction itself has for the participants (Tudge and Winterhoff, 1993:66). A child's development and learning ability is influenced by his past and cultural experiences to make new connections and modify his behavior and progress. Carrying this into writing, Briton, et al. (1975) stated that

*The strategies a writer uses must be the outcome of a series if interlocking choices that arise from the context within which he writes and the resources of experience, linguistic and non-linguistic, that he brings to the occasion. He is an individual with both unique and socially determined experience, attitudes and expectations ... (p.9).*

Vygotsky emphasized that historical and cultural aspects must be taken into consideration as a student develops understanding. It is through the use of everyday and it is through the use of everyday concepts that children are able to understand the concepts taught in school (Moll, 1990). Britton's idea here reflects that all the child's historical and cultural experiences are involved when he writes. The student has taken his everyday experiences and concepts and applied them to the material and assignments required at school. Vygotsky (1978) argued that "writing must be relevant to life".
In addition, Vygotsky suggested that the whole activity of writing must be employed, not just separate technical skills. Often writing is taught as separate skills: Punctuation, grammar, capitalization, spelling, and usage. These tools are necessary to writing and teachers should "demonstrate as to their usefulness in improving the quality and clarity of writing" (Hatch, 1991:77).

Reciprocal teaching allowed for the creation of a dialogue between students and teachers. This two-way communication became an instructional strategy by encouraging students to go beyond answering questions and engage in the discourse (Riddle, 1999). Foster and Rotoloni (2005) have shown that students who have been struggling with reading and are taught in writing how to think about text in this way are able to feel comfortable taking part in discussions and engaging with both fiction and non-fiction grade level texts. They begin to understand how to make sense of what they are reading whether it is in the context of pleasure writing, reading, classroom reading and writing, social studies text.

Vygotsky (1978:86) developed the concept of the zone of proximal development (ZPD), which was defined as "the distance between the actual developmental level as determined through independent problem solving and the level of potential development as determined through problem
Cooperative Learning

Cooperative learning is defined as "the instructional use of small groups so that students work together to maximize their own and each other's learning" (Johnson, Johnson, and Smith, 1991:1).

Cooperative learning focuses on students' taking responsibility for their learning by being given classroom opportunities to have authority in learning. That is, the classroom is pedagogically constructed so that students make choices about their learning and are seen as coworkers who bring talents to the classroom that need to be used for everyone to learn, thus "students can learn from each other" (Matthews, 1996:104). One implication of this mutual learning is that, as Fosnot (1991:5) states that "Learning needs to be convincing as something a learner does, not
something that is done to a learner." Collaborative writing fits nicely with the premises that support cooperative learning and logically shares the pedagogical presuppositions of active learning.

In reviewing current research in cooperative learning, Nunan (1999:3) contends that "Recent empirical work in literacy has supported the theoretically motivated arguments in favor of cooperative learning." Furthermore, Nunan (1992:1) offers the characterization of this strategy:

> Cooperative learning is a strategy of instruction which many people consider to be new to the field of education. However, it is a tried and true method long used outside the ESL/EFL fields. It has been only in the last two decades that CL has made inroads into the foreign language classroom.

In cooperative learning, learning is best achieved interactively rather than through a one-way transmission process. To provide on enhanced opportunity for interactive learning, students are generally encouraged to work in groups both in and out of class. Value is placed on cooperation among students rather than on competitiveness, and an individual's learning success or failure in one group is linked with the learning success or failure of other members of the group. Cooperative learning is an example of organized and managed group work. The objective of cooperative learning is to have students work cooperatively in small groups to attain academic as well as affective and social goals (Jacob, 1998:25).
Cooperative learning has been evaluated from various perspectives. Slavin (1995) described four major theoretical perspectives on cooperative learning and achievement: motivational, social cohesion, developmental, and cognitive elaboration.

- From a motivational perspective, cooperative learning enhances achievement through the use of word structures that create situations where group members attain personal goals only when the group is successful.
- From a social cohesion perspective, cooperative learning enhances achievement through the use of team-building and group self-evaluation that creates a positive climate where students care about one another and want each other to succeed.
- Turning to the development perspective, one finds that cooperative learning enhances achievement through peer interaction around appropriate tasks where, for example, more capable peers provide stepping stones or scaffolds in the development of other students' thinking. Theorists working from a cognitive development perspective have long emphasized the role of interaction. Thus, social interaction is viewed as a force in mental development (Piaget, 1980 and Vygotsky, 1978).
• Finally, viewed from a cognitive elaboration perspective, cooperative learning enhances achievement through structured activities in which students elaborate on their understanding of the material by explaining it to someone else (Slavin 1995).

Slavin (1996) reconciled these four perspectives by arguing that they are complementary rather than contradictory. Motivational determinants of cooperative learning include those factors that affect students' desire to learn with others. When positive interdependence or cooperation among group members exists, students worked together to learn. When students actively collaborate, they are motivated to help one another both as a group and as individuals.

**Reciprocal Teaching**

Reciprocal teaching is a cooperative learning instructional method in which natural dialogue models reveal learners' thinking processes about a shared learning experience. Teachers foster reciprocal teaching through their belief that collaborative construction of meaning between themselves and students leads to a higher quality of learning. Students take ownership of their roles in reciprocal teaching when they feel comfortable expressing their ideas and opinions in open dialogue. They take turns articulating and “thinking out loud” – talking through their thoughts - with each learning
strategy employed. The learning community is able to reinforce understanding and to see, hear, and correct misconceptions that otherwise might not have been apparent. All members of the community have shared responsibility for leading and taking part in dialogue during learning experiences (Foster and Rotoloni 2005).

Palinscar, et al. (1989:78) defined reciprocal teaching “as a dialogue between teacher and student.” This dialogue is described as reciprocal because each learner acts in response to another. This interaction may occur between teacher and student or between students. Oczuks (2003:3) included the goals of reciprocal teaching technique in a document entitled reciprocal teaching. These were as follows:

a. Using four strategies to improve comprehension.

b. Scaffolding instruction of the strategy by modeling, guiding, and applying the strategies.

c. Guiding students to become metacognitive and reflective in their strategy use.

d. Helping students to monitor their reading comprehension.

e. Using the social nature of learning to improve and scaffold reading comprehension.
Providing Instruction through a variety of classroom settings – whole-group guided reading groups and literature circles.

Riddle, (1999) points out that scaffolding and reciprocal teaching are effective strategies to access the zone of proximal development. Scaffolding requires the teacher to provide students the opportunity to extend their current skills and knowledge. The teacher must engage students' interest, simplify tasks so they are manageable, and motivate students to pursue the instructional goal. In addition, the teacher must look for discrepancies between students' efforts and the solution, control for frustration and risk, and model an idealized version of the act.

Reciprocal teaching allows for the creation of a dialogue between students and teachers. This two-way communication becomes an instructional strategy by encouraging students to go beyond answering questions and engage in the discourse. Palincsar and Brown (1984) conducted a study to demonstrate the Vygotskian approach with reciprocal teaching methods in their successful program. The teacher and students alternated turns leading small group discussions on reading. After modeling four reading strategies, students began to assume the teaching role. Results of this study showed significant gains over other instructional strategies.
Related Studies

Foreign Studies of Reciprocal Teaching

The use of the reciprocal technique in teaching writing is rather rarely since it was used mostly in teaching the reading skill. Craig, et al. (1993) used reciprocal teaching in their classrooms for at least a school year were observed and interviewed as part of an effort to develop a model of reciprocal teaching that would work well in classrooms. These teachers used conventional reciprocal teaching as a starting point for creating instruction they believed to be more powerful conventional reciprocal teaching and more effective in meeting their goals. This adopted teaching can now be specified in detail with respect to its structural characteristics that convincing scientific evaluations of it can be conducted.

Klinger and Vaughn (1996) investigated the efficacy of two related interventions on the disabilities that used English as a second language. All 26 students participated in the reciprocal teaching for 15 days and then they were randomly assigned for 12 days to 1 of 2 groups: reciprocal teaching with cooperative grouping or reciprocal teaching with cross-age tutoring. Analyses focused on understanding the performance of more or less successful students within the groups. Findings revealed that initial writing and reading ability and oral language proficiency seemed related to gains in comprehension that a grater range of students benefited from
strategy instruction than would have been predicted on the basis of previous research, and that students in both groups continued to show improvement in comprehension when provided minimal adult support.

Al-Fassi (1998) investigated the effects of strategy instruction on reading comprehension. This study examined whether reciprocal teaching technique (strategy instruction) was superior to traditional methods of remedial reading (skill acquisition) in large intact high school remedial classes. The results indicated that in this challenging setting strategy instruction was superior to traditional reading methods in fostering reading comprehension as measured by experimenter-designed reading tests. Consistent with previous research, no differences were found between the groups on two standardized measures of reading.

An interesting study was conducted by Moore and Wilkinson (1999) where students used a tape recorder to listen to story. The aim was to help students who did not have adequate decoding skills to participate in reciprocal teaching. They found that the students responded well to his approach and showed significant gains. They also found that the students felt more motivated because they could use a text that was of interest to their age level. Also they seemed to respond to the cooperative learning environment and peer support.
Irene, et al. (1999) investigated the effects of an L1 assisted reciprocal teaching procedure on ESL students’ comprehension of English expository texts. Results showed that students made gains on both standardized and experimenter-developed tests of reading comprehension. These gains maintained 3 to 4 weeks after the intervention as indicated by results from three follow-up probs. Moreover, students were able to transfer their comprehension fostering and monitoring strategies to novel tasks as indicated by their abilities to recall, and detect logical inconsistencies in expository text. Treatment effects were also revealed in results from a strategy interview and a think-aloud task.

Hacker and Tenet (2002) investigated teachers’ implementation and practice of reciprocal teaching in classroom. Data was collected primarily from the observation of 17 elementary teachers who participated in the implementation of reciprocal teaching over a three-year period. Results revealed numerous ways in which the three essential elements were added to reciprocal teaching by the teachers, the most common of which was writing. The need for researchers and educators who advocate new programs change with each teacher as he works to construct a new practice is highlighted by the results of this study.

Slater and Horstman (2002) believed that middle school and high school readers and writers were not receiving the instruction they need to
reach our nation’s goal of high literacy for all students. The authors provide background on the importance of cognitive strategy instruction with its emphasis on teacher’s using empirically validated learning strategies to help struggling learners become more strategic. They then move to a discussion of reciprocal teaching as an optimal choice for teaching both reading and writing because of its emphasis on teaching learners how to ask questions, clarify issues, summarize text, and predict future text content.

Fung, et al. (2003) investigated the effects of L1 assisted reciprocal teaching on 12 6th and 7th graders’ comprehension of English expository text. Student made gains on both researcher-developed and standardized tests of reading comprehension and showed evidence of qualitative changes in their comprehension processes when reading L1 and L2 texts.

Hashey and Conners (2003) conducted an action research project to examine the effect of reciprocal teaching on reading comprehension, in the content areas. Findings revealed that students benefited most from reciprocal teaching beginning at the third grade, several instructional strategies offered strong supports for reciprocal teaching, reciprocal teaching vastly improved the quality of classroom dialogues, and expository or informational texts are generally used to teach the reciprocal teaching procedure.
Le Fever, et al. (2003) examined the effects of a modified reciprocal teaching intervention for readers with poor decoding skills and poor comprehension. Tape assisted reciprocal teaching was used to help students with poor decoding skills develop cognitive and metacognitive strategies and improve their comprehension of high interest expository texts. Results showed that the poor decoders demonstrated improved application of cognitive and metacognitive strategies and improved comprehension. The students with adequate decoding skills also showed improvements in comprehension.

Al-Debes (2005) investigated the effect of using reciprocal teaching and semantic mapping reading strategies on the development of English reading comprehension of Upper Basic-Stage students. The sample of the study consisted of six ninth grade. They were 176 male and female students who were chosen on the ground of conveniences. They were distributed on four experimental groups and two control groups: three male and three female groups. Male schools had two experimental groups and one control group. Female schools had also the same design.

The findings of the study indicated significant differences among students’ mean scores due to the reading strategy being used. It also indicated that there were no significant differences among students’ mean scores due to students’ gender, but there were significant differences
among students’ mean scores due to the interaction between reading strategy and gender.

**Related Studies of Various Writing Techniques**

**Local and Arab Studies**

Abu Al-sha’ar (1999) assessed the relative effectiveness of the cooperative technique and the traditional technique of teaching writing on the writing of the first secondary graders in Irbid First Directorate of Education. It also attempted to help teachers realize the importance of applying the cooperative technique in teaching writing. Data analysis indicates that there is a highly statistical significant difference between the means (writing problem scores) of the control group and the experimental group in favor of the experimental group. Also the attitudes of the students towards the cooperative method are mostly positive.

Darayseh (2003) examined a program based on semantic mapping and brainstorming strategies on developing students’ writing ability and the role of these strategies in promoting their attitudes toward writing. The findings showed significant differences in favor of the experimental groups. They also indicated that there were significant differences between the mean scores of the students in the experimental group attributed to the teaching strategy in favor of the semantic mapping strategy. They also
indicated significant differences between the mean scores of the male and the female in favor of the female.

Ramadan (2003) investigated (a) the frequency of cohesive ties (b) types of cohesion (c) adequacy of cohesive ties and (d) patterns of errors violating cohesion in the written works of the 12th Graders of literary and scientific streams at public secondary schools in Jordan, the aim was to suggest sample activities and procedures to remedy the problematic area. The results revealed that students had serious problems in using cohesive devices in their written works. These results have led the researcher to prepare instructional materials, practical procedures and sample activities to overcome the difficulties.

Abu-Seileek (2004) explored the effect of designing a computer-assisted language learning (CALL) program and testing its effectiveness on students’ writing ability in English through teaching the experimental groups collectively and cooperatively. The population of the study consisted of the students of the first secondary class at the public schools. The findings of the study revealed that the differences were in favor of the experimental groups which studied via computer and computer cooperatively.

Al-Toubat (2004) investigated the effect of a discoursal technique on the learning of English writing skills by Jordanian academic eleventh
graders. The results indicated that there were statistically significant difference in their learning of English writing skills due to treatment, stream and gender in favor of the experimental group.

Ismail (2005) examined the effect of remedial program for higher basic stage students in the English reading and writing skills. The subjects of the study were 900 seventh and eighth and ninth grade students who were distributed into twelve schools in two directorates of education in Amman. The results of the study showed that there was a statistical significant difference between the grand mean scores of the two groups on the entire achievement posttest in favor of the experimental group. The results also showed that there was a statistical significant difference between the females’ means in the experimental group and their matched males’ means in the two skills of the achievement test attributed to the remedial program in favor of the female students.

**Global Studies**

Holdzkom, et al. (1982) investigated the effects that writing skills, gender, preparation, and knowledge of the composing process had on writing apprehension. Subjects were 42 male and 42 female high school seniors from rural or small city schools who were considered by their English teachers to be average or above average students. In addition to indicating gender and level of preparation in writing.
Each subject completed instruments designed to measure writing skills, writing apprehension, and knowledge of the composing process. Results showed that writers with more writing skills were less apprehensive about writing than were students with fewer skills. Other findings showed that the instrument designed to measure knowledge of the composing process was not reliable for females. Contrary to previous findings, males were not more apprehensive than females. He also found that the number of writing courses a student had taken had a positive relationship with apprehension. With those students taking more courses tend to be more apprehensive than those with fewer courses.

Hitchcock (1988) studied the effect of instructional activities (brainstorming and graphic organizer) on students’ ability to transfer meaning from reading to writing. A class of students read essays, worked through the instructional activities, and then wrote essays. The effectiveness of transfer was measured against a control group not using a specified instructional activity. Three independent graders using a six-point holistic scale rated the writing samples of the experimental and control groups. The experimental group demonstrated larger and more significant improvements during the study than did the control group. The qualitative analysis indicated that the instructional activities did indeed improve the effective relationship (attitudes) between students and reading
writing tasks. The researcher believes that the strong relationship between students’ attitudes and the instructional activities utilized is logical.

Schick (1992) compared secondary school boys' and girls' social, linguistics, experience and their relation to differential writing performance. Subjects included more than 1000 secondary students in their final year of compulsory schooling from each of three countries: Chile, Sweden and the United States. Results indicated that: (1) girls and boys engaged in distinct activities in their families; (2) girls' performance was superior to that of boys; (3) similar factors describing experiences emerged in all three countries; and (4) the model predicted performance in writing much better in Sweden than in the United States or Chile.

Kaminski, et al. (1993) investigated the organizational processes accessed during the composing process by elementary student writers whose teachers had been instructed by the Project READ/Inquiring School Initiative at the University in helping Children develop organizational structures. Students in the experimental classroom wrote regularly and were emphasized organization during prewriting activities to help them organize their thoughts prior to writing. Students in the control group were exposed to the use of visual organizers but with far less regularity than students in the experimental group. Results indicated that the number of students using higher levels of organization was greater in the experimental
group than in the control group for all levels of student achievement and students in the experimental group had greater awareness of their writing processes and had an easier time verbalizing about their writing behaviors.

Sorenson, et al. (1993) examined how instructors may motivate students to improve their writing skills. According to the motivation research in the psychology and management literatures, two of the most prominent motivational techniques were goal setting and reinforcement. The researchers examine what these literatures suggest about the effective use of such motivation techniques; assisted what had been done in business writing; compared goal-and punishment-based grading systems for students; and tested two exemplary systems to determine their effect on students' performance and perception. Results of this study indicated that although both goals- and punishment-based grading systems improved students' writing. They were perceived differently and they influenced students' writing in different ways.

Hayn (1993) studied the effectiveness of teaching prewriting strategies to beginning writers compared with traditional instruction. The sample consisted of 63 students enrolled in freshman composition classes at a Midwestern American university. Four groups were involved: two on campus and two from two high schools in the same city, one control and one experimental, at each location. At the end of the semester, two raters
trained on the holistic evaluation philosophy evaluated the essays generated by the two experimental groups. The findings showed no significant differences in writing ability in favor of any group of students, no matter what teaching methodology was used. The researcher believes that the small number of students in each class (about 8 students) might not enable the teachers to have satisfactory discussions about the target topics.

Parr (1995) examined the theories and practices students develop when they use a personal computer for writing. The data reported on here was gathered during a year-long evaluation of a computer innovation in which 47 students and their teachers received personal computers for use in class and at home. Data was obtained from questionnaires, interviews, observations, and written work. The students' theories are considered in terms of the preferred medium for writing, writing quality and writing behaviors. Preference for word processing was related to the ease and speed with which work could be produced. In terms of a theory of writing, speed aided generation and recording of ideas. Preference was also related to the facility with which text could be arranged and altered. These factors were seen to enable the production of better quality written work. Students were able to reflect on writing as shown by their ability both to identify the features of word processing that facilitated writing and to pinpoint changes in the way they went about composing in different mediums.
Meyer (1995) investigated whether there was any significant difference in test scores between students instructed in the use of graphic organizers during their creative writings and those students not instructed in their use. Two third-grade classes from different schools in New Jersey district were involved in the pre-test and post-test which were graded using both holistic scoring and fry Readability Formula. Results indicated that the students who used the graphic organizers showed improvement in their creative writing.

Hirvel (1997) conducted a study based upon the sentence “Four heads are better than one” a simple idea that seemed to apply to many areas of everyday life. The approach she used was to build communities of student readers and writers who together, read a text and wrote a paper about it. i.e. Students from cooperative groups that interpreted and responded to texts to produce collective, rather than individual, compositions.

Hirvel assigned (3-4 students per group) through out a period of 7 weeks. Through cooperative group production, students experienced valuable opportunities to improve their ability to read and write. They were able to practice the target language in authentic and meaningful communicative contexts as they interacted with each other, while completing the collaborative tasks. However, exchanging ideas through the
process of writing was very clear and enjoyable in a way that they participated jointly in producing the final product.

Wilhelm (1999) carried out a study the aim of which was to improve written and oral communication skills. Cooperative writing methods were used in this study. The sample consisted of graduate students who attended a course especially for this purpose. To improve global business communication skills, the product evaluation included grading a final written report. The researcher discovered that students were able to gather organized information, effect objectives, abstracts and reports, and finally, they were capable of giving long presentation.

Lavelle, et al. (2002) defined the writing approaches of secondary students by factor analyzing students’ responses to items regarding writing beliefs and writing strategies, and to compare the secondary approaches to those of college students. Related goal was to explore the relationships of the secondary writing approaches to perceived self-regulatory efficacy for writing, writing preferences and writing outcomes. Regression analysis showed that the processes in writing under a tired condition were different from those used when writing overtime and that students perceptions of writing self-regulatory efficacy were predictive of writing success under both conditions.
Hobbs, et al. (2003) examined the impact of media literacy on the development of reading comprehension and writing skills. This study seeks to evaluate the impact of a secondary language arts curriculum to determine its effects on students’ reading, listening and viewing comprehension, writing, and message viewing skills. Data was gathered on the entire population of 293 students at an American high school and on a random sample of 89 subjects from a control school who received no instruction in critically analyzing media messages. Comprehension and message analysis skills were measured in response to three non-fiction message formats. Results indicated that media literacy instruction improved subjects’ ability to identify main ideas in written, audio, and visual media. Statistically significant differences were also obtained for writing quantity and quality. It is concluded that media literacy instruction within a secondary school English language arts course can be effective in meeting traditional academic goals.

Lee (2003) described a classroom inquiry which investigated the teaching of coherence. In this study, coherence was defined in terms of a number of coherence-creating devices, and pedagogical materials were designed accordingly to teach the concept to a group of 16 ESL high school students in Hong Kong. Data was collected from their pre- and post-revision drafts, think aloud protocols during revisions, as well as post-study
questionnaires and interviews. The findings suggest that at the end of the explicit teaching of coherence, students improved the coherence of their writing and directed their attention to the discourse level of texts while revising. They also felt that the teaching of coherence had enhanced their awareness of what effective writing should entail.

Ellis and Yuan (2004) examined the effects of three types of planning conditions on 42 Chinese learners’ written narratives. After a critical appraisal of relevant research about planning in task based and writing research, three research questions were presented which aimed to explore the differential effects of two types of planning (pre task and careful online) on the fluency, complexity and accuracy of L2 written texts. Results showed that pre task planning enhances learner output in a written task; main festered in greater quantity, fluency, and complexity of language, although such planning appeared to have little effect on accuracy. It suggested that, if the goal is to ensure that L2 writers produced their highest quality work, they needed time for both types of planning.

Lee (2004) explored the existing error correction practices in the secondary writing classroom from both the teacher and student perspectives. Data was gathered from three main sources: (1) a teacher survey comprising a questionnaire and follow-up interviews; (2) a teacher error correction task; and (3) a student survey made up of a questionnaire
and follow-up interviews. The results revealed that both teachers and students preferred comprehensive error feedback. The teachers used a limited range of error feedback strategies, and only about half of the teacher corrections of student errors were accurate. The study also showed that the students were reliant on teachers in error correction, and that the teachers might not have been aware of the long-term significance of error feedback. Possible implications pertaining to ways of improving current error correction practices were discussed.

Shi (2004) examined how first language and the type of writing task affect undergraduates’ word usage from source readings in their English writing of 87 participating university undergraduates, 39 were native English speakers from a first year writing course in a North American university, whereas 48 were third year Chinese students learning English as a second language in a university in China. Using two pre selected source texts, half of the students in each group completed a summary task; the other half completed an opinion task. Students’ drafts and the source texts were compared to identify exact or near verbatim retention of strings of words from sources with or without acknowledgment.

A two way ANOVA indicated that both task and first language had an effect on the amount of words borrowed. The study found that students who did the summary task borrowed more words than those who wrote the
opinion essays, and Chinese students used source texts mostly without citing references for either task. The study suggests the need for balance between concern for appropriate L2 writing and the need to adhere to the explicit attribution practice in English academic writing.

Troia and Maddox (2004) examined writing instruction in the middle school context from the perspectives of special and general education teachers via focus groups and rating scales. They found that special and general educators alike valued a balanced approach to teaching writing, that both groups held a positive view of their teaching efficacy, and that both groups were strongly influenced by their teaching context. The teachers in our study, although supportive of balanced literacy instruction, were unsure of how to enact such an approach to teaching lower level writing skills and higher level composing strategies within a process-oriented framework. Moreover, they identified a number of factors that negatively influenced their efforts to deliver effective and comprehensive writing instruction: requirements to teach voluminous subject matter content, large numbers of students, substantial variation in student backgrounds and abilities, diminished student motivation, barriers to successful inclusion of students with disabilities and meeting these students' writing needs in the general education classroom, and underdeveloped or misaligned district-sanctioned writing curricula.
Andrews, et al. (2006) reported on the results of two international systematic research reviews which focused on different aspects of teaching grammar to improve the quality and accuracy of 5-16-year-olds' writing in English. The results showed that there was little evidence to indicate that the teaching of formal grammar is effective and that teaching sentence-combining had a more positive effect. In both cases, however, despite over a hundred years of research and debate on the topic, there was insufficient quality of research to prove the case with either approach. More research is needed, as well as a review of policy and practice in English with regard to the teaching of sentence structure in writing.

**Conclusion**

To recapitulate, the previous review of related literature (theoretical and empirical) has clearly assured the importance of activating the process phase utilizing the various writing strategies. Traditionally, writing as a product has focused on the product without paying attention to the process. Then the process approach which focused on activities of the methodologist has come to make writing step by step.

The present study is conducted to investigate the effect of the reciprocal teaching technique and the technique described in the Teacher’s Guide at the Jordanian secondary stage students' writing in English. The previous studies were mainly conducted on reciprocal reading. To the best
of the researchers' knowledge, no research exists to measure the reciprocal technique on writing. So this study can be considered as a pioneering study which adopts the reading strategies as the prewriting strategies followed by the reciprocal writing strategy.
Chapter Three

Methods and Procedures

This chapter describes the sample of the study, the research instrument and its validity and reliability. It gives an elaborate description of the writing lesson plans. In addition, it handles the procedures followed in this study and the data analysis procedures.

Subjects of the Study

Al-Qabsi Secondary School was chosen purposefully because the whole target population of the study in Jerash public schools lived under the same conditions. The participants consisted of seventy-eight male students enrolled in a male secondary school divided into two experimental groups and one control group. The teacher was a university graduate holding a B.A. in English.

Instrument of the Study

For the purpose of this study, the researcher developed one instrument to be used for the experimental groups and the control group as follows:
Writing Achievement Test

The researcher developed the achievement test to measure the achievement of writing among the three groups of the study. It was also used as a pre-writing test to determine groups’ equivalence in their writing and to record their pre and post-test scores. The test included one unseen topic to be used for writing a composition of three paragraphs. (See appendix 6)

Validity of the Instrument

A group of professors, supervisors and teachers of English judged the instrument for its suitability to the study purpose; consequently, their comments, mainly writing three paragraphs instead of four and correcting the language errors, were taken into consideration when producing the final copy of the instrument.

Reliability of the Instrument

The stability coefficient was measured according to Cronbach Alpha Formula to compute the test's reliability and it was found to be 0.85 which is considered acceptable to be used in this study.

Evaluation Criteria

Three teachers adopted the evaluation criteria used by the Jordanian Ministry of Education (1993) to evaluate students’ writing in Al-Tawjih
exam. A quick view of the criteria would show that a good balance is made between linguistic and rhetoric accuracy. This indicates that teachers should never emphasize grammatical and lexical accuracy, correct spelling and the use of mechanics at the expense of macro level and organizational level. (See appendix 7)

The criteria included in these lesson plans are as follows:

- **Ideas**: This criterion emphasizes the realization of the task, the relevancy of the content to the writing topic and the extent to which the content is communicative.

- **Organization**: It is concerned with the degree to which the ideas are clear, coherent, and well organized.

- **Vocabulary**: Enough attention is given to the effective use of word choice and idioms.

- **Grammar**: This criterion deals with language accuracy. It takes care of grammatical errors and whether these errors impede communication. (see appendix 8)

**Material of the Study**

It is a writing lesson plans for the first secondary students based on the writing objectives stated by the Ministry of Education in Jordan.
Objectives of the Lesson Plans

The three different groups should achieve the following objectives:

1. Express in writing one’s own ideas, feelings and points of view on a variety of topics using correct and appropriate English
2. Write a coherent, properly punctuated and well-organized essay or letter about a topic of general interest
3. Converse their knowledge and ideas while writing to further their writing development
4. Write a description of an event or an occasion of general interest
5. Increase vocabulary to be used in relevant situations
6. Write dictated passages with correct spelling and punctuation
7. Write appropriate and a well-organized composition of about 120 words (Jayyusi, 1990)

Content

All the writing topics are taken from the English course textbook “AMRA” which was described for the first secondary class in Jordanian public schools during the second semester of the scholastic year (2005/2006). The first secondary English course in Jordan includes eight units for the second semester as follows:

1. Who, Where, What
2. You Can Can It In a Can.
3. What is a Country?
4. Of the People, For the People, By the People
5. Survival!
8. Amman Mother and Child Health Training Center.

Each of these units includes one writing lesson (Focus on writing). This means that students are expected to have six writing sessions during three months of the second semester. Therefore, the lesson writing plans include six lessons. Thus, students in the two experimental groups (the reciprocal and the technique described in the Teachers’ Guide) and the control group are expected to write about six suggested topics during three months.

**Components of the Lesson Plans**

The reciprocal technique consists of the following:

1. *Teachers’ Lesson Plans*

   The researcher prepared action lesson plans for the teacher of one of the experimental groups (the reciprocal technique). Each plan includes a variety of techniques which are expected to be implemented in the class. (See appendix 4)
The lesson plans of the second experimental group are described in the Teacher's Guide used by the Jordanian Ministry of Education in the whole governmental schools in Jordan (described technique). Those plans include a variety of techniques which are expected to be implemented in the class. (See appendix 5)

2. Students’ Worksheets

These worksheets include the steps that students are expected to follow while having the writing lessons. (See appendices 4+5)

3. The Reading Texts

They are six texts which were adopted by the researcher to be used by the teacher while teaching according to the reciprocal technique. Some of these texts were taken from other sources e.g. Books and Internet. (See appendix 4)

4. Teaching aids

- students' book
- blackboard
- work book
- hand outs
- overhead projector
Procedures of the Lesson Plans

1. The Reciprocal Teaching Technique

Introduction

The teacher would ask students some simple questions in order to be sure that students understood the topic that they have read. The focus should be on their previous knowledge. (See appendix 4)

Predicting

1. Students are divided into groups of five students in each group.
2. Each group has a leader.
3. A short paragraph is presented on the board by using an overhead projector (See appendix 4).
4. Students read the presented paragraph silently for a few minutes.
5. The leader along with the group members make predictions about the contents of the upcoming section of text.

Questioning

6. The text segment is distributed to the students by using a handout (See appendix 4).
7. Students generate several questions on their papers from the text.
8. Students answer the questions they have generated as a group.
9. Students write down their individual responses to the questions.
10. Students share their answers with the leader.
11. Students make any revisions necessary to their responses.
12. Students generate final, clean drafts of their answers.
13. Teacher makes sure that their responses are accurate.

**Clarifying**
14. Students clarify any problems or misunderstanding caused by the questions.
15. Students write down and identify problematic sections in the text.
16. Teacher helps them to discuss the issue and resolve it as much as he can.

**Summarizing**
17. The leader along with the group members summarizes answers of the questions.
18. Students write down the main idea of the summary and then start writing down the supporting details.
19. Students write a final, clean copy of their three-paragraph composition.

**Evaluation**
- Teacher corrects students’ composition according to the suggested criteria and provides students with the necessary feedback.
- Teacher identifies the texts which are included by the Ministry of Education in their textbook (AMRA) of the reading lesson (focus on reading) as homework, and then he asks them to apply what they have
already learned. Teacher and researcher make the necessary feedback after collecting their papers to be sure they write composition correctly.

(See appendix 4)

**Validity of the Reciprocal Lesson Plans**

To guarantee the validity of the lesson plans that were prepared by the researcher, they were given to a group of TEFL specialists to examine their accuracy and adequacy. Their comments and views mainly focused on the arrangement of steps and linguistic mistakes, so the necessary modifications were made accordingly.

2. **The Technique described in the Teachers' Guide**

The program of the technique described in the Teachers’ Guide was based on the syllabus requirements as follows:

**Topic defined**

1. Teacher tells the class that they are going to write about the topic included in the Students’ Book).

**Selecting information**

1. Teacher gives them some notes about the topic.
2. Students study these notes in pairs.
3. Teacher leads them to think of how they are going to make use of this information or notes.
Ordering Information
1. Students put their ideas in logical order.
2. Teacher tries to make a chart on the board for less able students.

Planning
3. Students think of an introductory sentence.
4. Teacher asks them to write the last sentence.

Drafting
1. Students should now write the article as a narrative composition (they can do it individually, in pairs or groups).
2. Teacher allows the students sufficient time to write.
3. Teacher would be prepared to give help and encouragement whenever needed.

Editing
4. Teacher asks the students to exchange their drafts with their partners.
5. Students read each other’s articles, and discuss any mistakes made.
6. Teacher encourages them to suggest corrections for each other.
7. Teacher encourages them to comment on each other’s article.
8. Students get back their articles and correct their own mistakes.
9. Teacher goes around the class, and checks as many notebooks as he can.
The control Group

The control group was taught by the same teacher but using his own technique as follows:

1. The students were given the topic as homework for a week.

2. Teacher collects their papers.

3. After correcting the papers, Teacher returns these to students.

Design of the Study

The researcher used the quasi-experimental design. Three male sections were selected out of all the sections of the first secondary students in Jerash Directorate of Education public schools. Two of them comprised the experimental groups of the study and one the control group. The first experimental group was taught by the reciprocal technique while the second experimental group was taught by the technique described in the Teacher’s Guide and the control group was taught according to the teacher’s own technique. The independent variables are the techniques of teaching while the dependent variable is the students’ mean scores in the writing achievement test.
**Procedures of the study**

The researcher followed the following procedures in implementing his study during the second semester of the academic year 2005/2006:

1. Reviewing the literature related to teaching writing.

2. Analyzing the content of the second semester of (AMRA) Advance through More Relevant Activities textbook for the first secondary grade.

3. Using the lesson plans based on the technique described in the Teacher’s Guide.

4. Preparing the lesson plans based on the reciprocal technique of the study and establishing the content validity of the program.

5. Designing the achievement-writing test and the writing rubric.

6. Establishing the validity and reliability of the test.

7. Administering the pre-writing test to determine group’s equivalence in their writing (the dependent variable) and to record their pre-test scores.

8. Holding a meeting with the participating teacher to clarify the purpose of the study and to assign these experimental techniques to the two
sections, the reciprocal teaching technique and the technique described in the Teachers' Guide.


10. Keeping in touch with the teacher of the two sections, the reciprocal teaching technique and the technique described in the Teachers' Guide to guarantee that he is applying the lesson plans correctly.

11. Collecting students’ writing products all through the experiment and evaluating them according to the adopted evaluation criteria. The students’ were scores recorded for further analysis to discover their progression in the writing skills.

12. Administering post-test upon the completion of the experiment, to investigate the effect of the independent variables (the three different techniques) on the students' writing skills.

13. Correcting the papers by three teachers of the first secondary class through the rubric.

14. Analyzing the obtained data statistically so as to reach conclusions and suggest pedagogical implications and possible recommendations.
**Statistical Analysis**

Analysis of Covariance (ANCOVA) was test performed to detect any significant differences in the mean scores among the three groups on the total score of the writing post-test. Multivariate Analysis of Covariance (MANCOVA) was also preformed to detect any significant differences in the post-test mean sub scores of the writing achievement sub-skills among the three groups. All hypotheses were tested at the (α=0.05) level.
Chapter Four

Results of the Study

This chapter presents the results of the current research. It illustrates the data which the researcher collected in an endeavor to answer the research questions.

Result of the main question

To answer the main question of the study concerning whether there are any significant differences in the students' mean scores of the two experimental groups and the control group on the total score of the English writing achievement post-test due to the teaching technique, means and standard deviations are calculated as presented in Table (1) below.

Table (1)

Means and standard deviations for the total score of the writing achievement post-test according to technique variable

<table>
<thead>
<tr>
<th>Technique</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>26</td>
<td>5.88</td>
<td>1.751</td>
</tr>
<tr>
<td>Teachers’ Guide</td>
<td>26</td>
<td>4.27</td>
<td>1.343</td>
</tr>
<tr>
<td>Control</td>
<td>26</td>
<td>2.38</td>
<td>1.235</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>4.18</td>
<td>2.037</td>
</tr>
</tbody>
</table>

Table (1) shows a slight difference in the total score of the writing achievement post-test according to the groups (Reciprocal, Teachers' Guide and Control). The mean score of the reciprocal group was the highest
(5.88); the Teachers' Guide group was second with a mean of (4.27); and the lowest score was the control group with a mean of (2.38). One-way ANCOVA was used to find out whether there are any statistically significant differences in these means, and the results are tabulated in Table (2) below.

**Table (2)**

**One-way ANCOVA results for the total score of the writing achievement post-test related to technique**

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test (covariate)</td>
<td>76.048</td>
<td>1</td>
<td>76.048</td>
<td>67.095</td>
<td>.000</td>
</tr>
<tr>
<td>Group</td>
<td>149.471</td>
<td>2</td>
<td>74.736</td>
<td>65.937</td>
<td>.000</td>
</tr>
<tr>
<td>Error</td>
<td>83.875</td>
<td>74</td>
<td>1.133</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>319.487</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at (α= 0.05)

One-way ANCOVA shows that there are significant differences in the total score of the writing achievement post-test between the two experimental groups and the control group while the F value was (65.937). In addition, the adjusted means for the total score of the writing achievement post-test of the three groups were calculated according to the variable technique (Reciprocal, Teachers' Guide and Control), and Table (3) shows these adjusted means and their standard errors.
Table (3)

Adjusted means and standard errors according for the total score of the writing achievement post-test

<table>
<thead>
<tr>
<th>Technique</th>
<th>Adjusted Mean</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>5.836</td>
<td>0.209</td>
</tr>
<tr>
<td>Teachers' Guide</td>
<td>4.257</td>
<td>0.209</td>
</tr>
<tr>
<td>Control</td>
<td>2.445</td>
<td>0.209</td>
</tr>
</tbody>
</table>

Adjusted means were used to conduct post-hoc pair wise comparisons using LSD method (Least Significant Difference) to test the source of differences between the two experimental groups and the control group. The results are tabulated in Table (4) below.

Table (4)

Post-hoc pair wise comparisons using LSD method (Least Significant Difference)

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Reciprocal</th>
<th>Teachers' guide</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers' Guide</td>
<td>0.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>0.000</td>
<td>0.000</td>
<td></td>
</tr>
</tbody>
</table>

Table (4) shows that there is a statistically significant difference between the reciprocal group and the Teachers' Guide group in favor of the reciprocal group where the adjusted mean of the reciprocal group is (5.836), while the adjusted mean of the Teachers' Guide group is (4.257). Moreover, there is a statistically significant difference between the
reciprocal group and the control group in favor of the reciprocal group where the adjusted mean of the control group was (2.445), and there is a statistically significant difference between the Teachers’ Guide group and the control group in favor of the Teachers’ Guide group.

In order to test the four secondary questions, firstly, the **MANCOVA** (Multivariate Analysis of Covariance) was used, then One-way ANCOVA for each sub-skill was used to show any statistical differences. The results of the MANCOVA are presented in Table (5).

**Table (5)**

<table>
<thead>
<tr>
<th>Effect</th>
<th>Wilks’ Lambda Value</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas pre</td>
<td>0.924</td>
<td>1.396</td>
<td>0.245</td>
</tr>
<tr>
<td>Organization pre</td>
<td>0.865</td>
<td>2.659</td>
<td>0.040</td>
</tr>
<tr>
<td>Vocabulary pre</td>
<td>0.809</td>
<td>4.024</td>
<td>0.005</td>
</tr>
<tr>
<td>Grammar pre</td>
<td>0.798</td>
<td>4.301</td>
<td>0.004</td>
</tr>
<tr>
<td>Group</td>
<td>0.312</td>
<td><strong>13.433</strong></td>
<td>0.000</td>
</tr>
</tbody>
</table>

From Table (5) above, the **MANCOVA** shows that there are significant differences in the writing sub-skills among the two experimental groups (reciprocal and Teachers’ Guide) and the control group. The F value was (13.433) at (α= 0.05) level.

In order to test whether there are any statistically significant differences in the writing sub-skills between the two experimental groups
(reciprocal and Teachers' Guide) and the control group, the researcher uses One-way ANCOVA and presents the results of each sub-skill separately.

**Result of the first secondary question**

To answer the first secondary question of the study concerning whether there are any statistically significant differences in the students' mean scores of the two experimental groups and the control group on the ideas of the English writing achievement post-test due to the teaching technique, means and standard deviations for the ideas of the writing achievement post-test were calculated as presented in Table (6) below.

**Table (6)**

**Means and standard deviations for the ideas of the writing achievement post-test scores according to technique variable**

<table>
<thead>
<tr>
<th>Technique</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>26</td>
<td>1.81</td>
<td>0.63</td>
</tr>
<tr>
<td>Teachers' Guide</td>
<td>26</td>
<td>1.42</td>
<td>0.50</td>
</tr>
<tr>
<td>Control</td>
<td>26</td>
<td>0.65</td>
<td>0.49</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>1.29</td>
<td>0.72</td>
</tr>
</tbody>
</table>

As can be shown from Table (6), the reciprocal group’s mean scores on the ideas of the writing achievement post-test was highest (1.81), and the Teachers' Guide group was second with a mean of (1.42); the lowest score however was for the control group, (0.65). One-way ANCOVA was used to find out whether there are any statistically significant differences between these means, and the results are tabulated in Table (7) below.
Table (7)
One-way ANCOVA results for the ideas of the writing achievement post-test scores related to technique

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test (covariates)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas</td>
<td>0.66</td>
<td>1</td>
<td>0.66</td>
<td>2.54</td>
<td>0.115</td>
</tr>
<tr>
<td>Organization</td>
<td>0.82</td>
<td>1</td>
<td>0.82</td>
<td>3.15</td>
<td>0.080</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>1.25</td>
<td>1</td>
<td>1.25</td>
<td>4.81</td>
<td>0.032</td>
</tr>
<tr>
<td>Grammar</td>
<td>0.03</td>
<td>1</td>
<td>0.03</td>
<td>0.11</td>
<td>0.744</td>
</tr>
<tr>
<td>Group</td>
<td>16.76</td>
<td>2</td>
<td>8.38</td>
<td>32.21</td>
<td>0.000</td>
</tr>
<tr>
<td>Error</td>
<td>18.47</td>
<td>71</td>
<td>0.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>40.22</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at (α= 0.05)

One-way ANCOVA shows that there are significant differences in the mean scores of the ideas of students' writing achievement post-test between the two experimental groups and the control group while the F value was (32.21). In addition, the adjusted means for the ideas of the writing achievement post-test scores of the three groups were calculated according to the variable technique (Reciprocal, Teachers' Guide and Control), and Table (8) shows the adjusted means and their standard errors.

Table (8)
Adjusted means and standard errors according to the scores of ideas in writing achievement post-test

<table>
<thead>
<tr>
<th>Technique</th>
<th>Adjusted Mean</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>1.79</td>
<td>0.10</td>
</tr>
<tr>
<td>Teachers' Guide</td>
<td>1.42</td>
<td>0.10</td>
</tr>
<tr>
<td>Control</td>
<td>0.67</td>
<td>0.10</td>
</tr>
</tbody>
</table>
Adjusted means were used to conduct post-hoc pair wise comparisons using LSD method (Least Significant Difference) to test the source of differences between the two experimental groups and the control group. The results are tabulated in Table (9) below.

**Table (9)**

**Post-hoc pair wise comparisons using LSD method (Least Significant Difference)**

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Reciprocal</th>
<th>Teachers' Guide</th>
<th>control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers' Guide</td>
<td>0.011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>0.000</td>
<td>0.000</td>
<td></td>
</tr>
</tbody>
</table>

Table (9) shows that there is a statistically significant difference between the reciprocal group and the Teachers' Guide group in favor of the reciprocal group where the adjusted mean of the reciprocal group was (1.79), while the adjusted mean of the Teachers' Guide group was (1.42). There is also a statistically significant difference between the reciprocal group and the control group in favor of the reciprocal group where the adjusted mean of the control group was (0.67). In addition, there is a statistically significant difference between the Teachers’ Guide group and the control group in favor of the Teachers’ Guide group.
Result of the second secondary question

To answer the second secondary question of the study concerning whether there are any statistically significant differences in the students' mean scores of the two experimental groups and the control group on the organization of the English writing achievement post-test due to the teaching technique, means and standard deviations were calculated as shown in Table (10) below.

Table (10)
Means and standard deviations for the organization of the writing achievement post-test scores according to technique variable

<table>
<thead>
<tr>
<th>Technique</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>26</td>
<td>1.35</td>
<td>0.689</td>
</tr>
<tr>
<td>Teachers' Guide</td>
<td>26</td>
<td>1.08</td>
<td>0.484</td>
</tr>
<tr>
<td>Control</td>
<td>26</td>
<td>0.62</td>
<td>0.571</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>1.01</td>
<td>0.655</td>
</tr>
</tbody>
</table>

As can be shown from Table (10), the reciprocal group’s mean scores on the organization of the writing achievement post-test was (1.35) and the Teachers' Guide group was (1.08), but the lowest score was for the control group, (0.62). One-way ANCOVA was used to find out whether there are statistical significant differences between these means, and the results are tabulated in Table (11) below.
One-way ANCOVA results for the organization of the writing achievement post-test scores related to technique

<table>
<thead>
<tr>
<th>Organization</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test (covariates)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas</td>
<td>0.22</td>
<td>1</td>
<td>0.22</td>
<td>0.81</td>
<td>0.370</td>
</tr>
<tr>
<td>Organization</td>
<td>1.15</td>
<td>1</td>
<td>1.15</td>
<td>4.17</td>
<td>0.045</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>1.37</td>
<td>1</td>
<td>1.37</td>
<td>4.97</td>
<td>0.029</td>
</tr>
<tr>
<td>Grammar</td>
<td>0.96</td>
<td>1</td>
<td>0.96</td>
<td>3.47</td>
<td>0.067</td>
</tr>
<tr>
<td>Group</td>
<td>6.61</td>
<td>2</td>
<td>3.30</td>
<td>12.00</td>
<td>0.000</td>
</tr>
<tr>
<td>Error</td>
<td>19.56</td>
<td>71</td>
<td>0.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32.99</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at ($\alpha = 0.05$)

One-way ANCOVA shows that there are significant differences in the mean scores of the organization of students' writing achievement post-test between the two experimental groups and the control group while the $F$ value was (12.00). In addition, the adjusted means for the organization of the writing achievement post-test scores of the three groups were calculated according to the variable technique, and Table (12) shows these adjusted means and their standard errors.

Table (12)

Adjusted means and standard errors according to the scores of organization in the writing achievement post-test

<table>
<thead>
<tr>
<th>Technique</th>
<th>Adjusted Mean</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>1.325</td>
<td>0.104</td>
</tr>
<tr>
<td>Teachers' Guide</td>
<td>1.087</td>
<td>0.104</td>
</tr>
<tr>
<td>Control</td>
<td>0.626</td>
<td>0.103</td>
</tr>
</tbody>
</table>
Adjusted means were used to conduct post-hoc pair wise comparisons using LSD method (Least Significant Difference) to test the source of differences between the two experimental groups and the control group. The results are tabulated in Table (13) below.

**Table (13)**

**Post-hoc pair wise comparisons using LSD method (Least Significant Difference)**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Reciprocal</th>
<th>Teachers’ Guide</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ Guide</td>
<td>0.065</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>0.000</td>
<td>0.004</td>
<td></td>
</tr>
</tbody>
</table>

From Table (13), there is a statistically significant difference between the reciprocal group and the control group in favor of the reciprocal group, where the adjusted mean of the reciprocal group was (1.325), and the adjusted mean of the control group was (0.626). There is also a statistically significant difference between the Teachers’ Guide group and the control group in favor of the Teachers’ Guide group, where the adjusted mean of the Teachers’ Guide group was (1.087).

**Result of the third secondary question**

To answer the third secondary question of the study concerning whether there are any statistically significant differences in the students' mean scores of the two experimental groups and the control group on the
vocabulary of the English writing achievement post-test due to the teaching technique, means and standard deviations were calculated as presented in Table (14) below.

Table (14)

Means and standard deviations for the vocabulary of the writing achievement post-test scores according to technique variable

<table>
<thead>
<tr>
<th>Technique</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>26</td>
<td>1.42</td>
<td>0.504</td>
</tr>
<tr>
<td>Teachers’ Guide</td>
<td>26</td>
<td>1.04</td>
<td>0.344</td>
</tr>
<tr>
<td>Control</td>
<td>26</td>
<td>0.65</td>
<td>0.562</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>1.04</td>
<td>0.568</td>
</tr>
</tbody>
</table>

As can be shown from Table (14), the reciprocal group’s mean scores on the vocabulary of the writing achievement post-test was highest (1.42). and the Teachers' Guide group was second with a mean of (1.04); the lowest score however was for the control group, (0.65). One-way ANCOVA was used to find out whether there are any statistically significant differences in these means, and the results are tabulated in Table (15) below.
Table (15)

One-way ANOCVA results for the vocabulary of the writing achievement post-test scores related to technique

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test (covariates)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas</td>
<td>0.52</td>
<td>1</td>
<td>0.52</td>
<td>2.73</td>
<td>0.103</td>
</tr>
<tr>
<td>Organization</td>
<td>0.27</td>
<td>1</td>
<td>0.27</td>
<td>1.43</td>
<td>0.236</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>1.37</td>
<td>1</td>
<td>1.37</td>
<td>7.16</td>
<td>0.009</td>
</tr>
<tr>
<td>Grammar</td>
<td>0.30</td>
<td>1</td>
<td>0.30</td>
<td>1.56</td>
<td>0.216</td>
</tr>
<tr>
<td>Group</td>
<td>7.20</td>
<td>2</td>
<td>3.60</td>
<td>18.79</td>
<td>0.000</td>
</tr>
<tr>
<td>Error</td>
<td>13.60</td>
<td>71</td>
<td>0.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24.88</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at (\(\alpha = 0.05\))

One-way ANCOVA shows that there is a significant difference in the mean scores of the vocabulary of students' writing achievement post-test between the two experimental groups and the control group while the F value was (18.79). In addition, the adjusted means for the vocabulary of the writing achievement post-test scores of the three groups were calculated according to the variable technique (Reciprocal, Teachers' guide and Control), and Table (16) shows these means and their standard errors.

Table (16)

Adjusted means and standard errors according to the scores of vocabulary in the writing achievement post-test

<table>
<thead>
<tr>
<th>Technique</th>
<th>Adjusted Mean</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>1.437</td>
<td>0.087</td>
</tr>
<tr>
<td>Teachers' Guide</td>
<td>1.011</td>
<td>0.087</td>
</tr>
<tr>
<td>Control</td>
<td>0.668</td>
<td>0.086</td>
</tr>
</tbody>
</table>
Adjusted means were used to conduct post-hoc pair wise comparisons using LSD method (Least Significant Difference) to test the source of differences between the two experimental groups and the control group. The results are tabulated in Table (17) below.

**Table (17)**

**Post-hoc pair wise comparisons using LSD method (Least Significant Difference)**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Reciprocal</th>
<th>Teachers' guide</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ Guide</td>
<td>0.000</td>
<td>0.004</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>0.002</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (17) shows that there is a statistically significant difference between the reciprocal group and the Teachers' Guide group in favor of the reciprocal group where the adjusted mean of the reciprocal group was (1.437), while the adjusted mean of the Teachers' Guide group was (1.011). In addition, there is a statistically significant difference between the reciprocal group and the control group in favor of the reciprocal group, where the adjusted mean of the control group was (0.668). Furthermore, there is a statistically significant difference between the Teachers’ Guide group and the control group in favor of the Teachers’ Guide group.
Result of the fourth secondary question

To answer the fourth secondary question of the study concerning whether there are any statistically significant differences in the students' mean scores of the two experimental groups and the control group on the grammar of the English writing achievement post-test due to the teaching technique, means and standard deviations were calculated as presented in Table (18) below.

Table (18)
Means and standard deviations for the grammar of the writing achievement post-test scores according to technique variable

<table>
<thead>
<tr>
<th>Technique</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>26</td>
<td>1.31</td>
<td>0.471</td>
</tr>
<tr>
<td>Teachers' Guide</td>
<td>26</td>
<td>0.73</td>
<td>0.604</td>
</tr>
<tr>
<td>Control</td>
<td>26</td>
<td>0.46</td>
<td>0.508</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>0.83</td>
<td>0.633</td>
</tr>
</tbody>
</table>

As can be shown from Table (18), the reciprocal group’s mean scores on the grammar of the writing achievement post-test was highest (1.31). and the Teachers' Guide group was second with a mean of (0.73); the lowest score however was for the control group, (0.46). One-way ANCOVA was used to find out whether there are any statistically significant differences in these means, and the results are tabulated in Table (19) below.
Table (19)

One-way ANOCVA results for the grammar of the writing achievement post-test scores related to technique

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test (covariate)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas</td>
<td>0.07</td>
<td>1</td>
<td>0.07</td>
<td>0.38</td>
<td>0.539</td>
</tr>
<tr>
<td>Organization</td>
<td>1.03</td>
<td>1</td>
<td>1.03</td>
<td>5.36</td>
<td>0.024</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>0.70</td>
<td>1</td>
<td>0.70</td>
<td>3.63</td>
<td>0.061</td>
</tr>
<tr>
<td>Grammar</td>
<td>2.65</td>
<td>1</td>
<td>2.65</td>
<td>13.82</td>
<td>0.000</td>
</tr>
<tr>
<td>Group</td>
<td>9.49</td>
<td>2</td>
<td>4.74</td>
<td>24.78</td>
<td>0.000</td>
</tr>
<tr>
<td>Error</td>
<td>13.59</td>
<td>71</td>
<td>0.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30.83</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at (α= 0.05)

One-way ANCOVA shows that there are significant differences in the mean scores of the grammar of students' writing achievement post-test between the two experimental groups and the control group while the F value was (24.78). In addition, the adjusted means for the grammar of the writing achievement post-test scores of the three groups were calculated according to the variable technique (Reciprocal, Teachers' guide and Control), and Table (20) shows these means and their standard errors.

Table (20)

Adjusted means and standard errors according to the scores of grammar in the writing achievement post-test

<table>
<thead>
<tr>
<th>Technique</th>
<th>Adjusted Mean</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>1.324</td>
<td>0.087</td>
</tr>
<tr>
<td>Teachers' Guide</td>
<td>0.723</td>
<td>0.087</td>
</tr>
<tr>
<td>Control</td>
<td>0.454</td>
<td>0.086</td>
</tr>
</tbody>
</table>
Adjusted means were used to conduct post-hoc pair wise comparisons using LSD method (Least Significant Difference) to test the source of differences between the two experimental groups and the control group. The results are tabulated in Table (21) below.

Table (21)
Post-hoc pair wise comparisons using LSD method (Least Significant Difference)

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Reciprocal</th>
<th>Teachers' Guide</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers' Guide</td>
<td>0.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>0.000</td>
<td>0.045</td>
<td></td>
</tr>
</tbody>
</table>

Table (21) shows that there is a statistically significant difference between the reciprocal group and the Teachers' Guide group in favor of the reciprocal group where the adjusted mean of the reciprocal group was (1.324), while the adjusted mean of the Teachers' Guide group was (0.723). In addition, there is a statistically significant difference between the reciprocal group and the control group in favor of the reciprocal group where the adjusted mean of the control group was (0.454). Furthermore, there is a statistically significant difference between the Teachers’ Guide group and the control group in favor of the Teachers’ Guide group.
Chapter Five

Discussion, Conclusions and Recommendations

The purpose of this final chapter is to discuss the results of the implementation of the program as well as to draw conclusions and to propose recommendations for further studies.

Discussion of the Results

The results of this study indicated that there were statistically significant differences in the total of the writing achievement post-test mean score at ($\alpha = 0.05$) among the three groups (the reciprocal and the technique described in the Teachers’ Guide and the control) in favor of the two experimental groups. It also indicated that there were statistically significant differences in the total of the writing achievement post-test mean scores at ($\alpha = 0.05$) between the two experimental groups in favor of the reciprocal teaching technique group. Collected data is discussed in accordance with the questions of the study.

Results related to the main question of the study indicated that there were statistically significant differences at ($\alpha = 0.05$) in the achievement of the two experimental groups and the control group in the writing activity at the three-paragraph composition level. The findings show that the experimental group which largely made use of the reciprocal teaching
technique in learning the skills of writing activity was better in the writing total score achievement.

The analysis of covariance (ANCOVA) was carried out at the level of significance ($\alpha = 0.05$). The difference was in favor of the two experimental groups (the technique described in the Teachers’ Guide and the reciprocal technique) since the adjusted mean score of the reciprocal technique (5.836) and the adjusted mean score of the technique described in the Teachers’ Guide (4.275) were higher than the adjusted mean score of the control group (2.445).

These results in favor of the two experimental groups are expected because the researcher believes that shared experience among the subjects at the experimental group allows them to express their own thoughts more effectively; that is, they can investigate to identify a common solution. Besides, they can exchange their ideas freely. Moreover, these findings revealed that the more you use variety of strategies and techniques the more students’ writing developed.

Furthermore, this agrees with the findings of a variety of studies using different techniques, strategies or methods in teaching writing. For example, Hitchcock (1988) who stated the importance of instructional activities on students' ability to transfer meaning from their reading to their writing, Meyer (1995) stated that students who used the graphic organizer
were better in their creative writing. One of the objectives of teaching English, as a foreign language at the secondary stage in Jordan is to be able to write English passages that are grammatically correct, properly punctuated and effectively organized. Accordingly, all Jordanian secondary school graduates are expected to develop facility in English to write well (Jayyusi, 1990). This is consistent with results of this study which indicated that there were statistically significant differences in the total of writing achievement post-test mean scores (ideas, organization, vocabulary, and grammar) in favor of the two experimental groups. It also disagreed with Ababneh (1987) who highlighted the major writing problems which the secondary stage students suffer from such as their inability to produce cohesive texts.

Using the technique described in the Teachers’ Guide might help students develop writing compositions. Appropriately, the researcher found that the reciprocal technique and the technique described in the Teachers’ Guide followed the process-oriented approach to teaching writing.

Many Jordanian researchers such as Abu Al-sha’ar (1999), Darayseh (2003), Ramadan (2003), Abu-Seileek (2004), Ismail (2005), and Al-Toubat (2004) believed that the technique described in the Teachers’ Guide is a traditional technique which followed the product approach and
considered it as the control group in their researches. The technique described in the Teachers’ Guide was used in this study as an experimental group with the reciprocal one. Moreover, the technique described in the Teachers’ Guide is not the same as the traditional technique which is based on sheer historical momentum of outmoded theoretical assumptions, but it is the same as the process approach which is used to learn writing step by step with paying attention to achieve the best product possible.

In this study, the result is also consistent with theoretical assumptions cited in the background of the study by Kaplan (1987) who believed that the writing activity needed planning, structuring and elaboration. Prewriting activities included drawing, talking, thinking, reading, discussion and role playing which provided students with necessary ideas and information which might help them in writing. All of these prewriting activities agree with Richards and Renandya (2002) who considered the prewriting stage as a very important stage in teaching and learning writing. They asserted that during the prewriting stage, writers usually select a topic and plan the organization and presentation of their topic.

However, they are incongruent with the findings of some other studies such as Lee (2004) whose results indicated no significant differences in favor of the students of the experimental groups. The
disagreement between Lees' study and this study might have resulted from the instrument of the study. The instrument of the study was a questionnaire which was followed up by interviews. The questionnaire might not have permitted active and positive participation and interaction to take place.

Post-hoc pair wise comparisons using LSD method was conducted to test whether this difference between the two experimental groups was significant. The comparison between the technique described in the Teachers' Guide and the reciprocal technique was statistically significant in favor of the reciprocal teaching technique. These comparative high mean score of the reciprocal teaching technique could be attributed to the effectiveness of this strategy in learning and teaching writing.

The students themselves felt that it was easier for them to write while the basic ideas were displayed throughout reading texts in front of them. Utilizing reciprocal might arouse students' background language, and providing them with new appropriate vocabulary items used in writing. The reading text helped students a lot in finding out the suitable ideas and vocabulary used in writing. Consequently, they found it easy to write down answers of the generated questions and support the details of every paragraph. Zamel (1983) and Kellogg (1994) emphasized the period before the actual writing begins. They point out that the prewriting activities and
techniques help students to produce their ideas and modify them through their previous reading. This also agrees with Zamel (1983) who urged that writing and reading are related. People who read a lot have a much easier time getting better at writing. In order to write a particular kind of text, it helps if the writer has read that kind of text. In order to take on a particular style of language, the writer needs to have read that language to hear it in his mind, so that he can hear it again in order to compose it.

Many researchers utilized reciprocal technique for reading comprehension (Gardner and Pinto, 1993; Klinger and Vaughn, 1996; Al-Fassi, 1998; Moore and Wilkinson, 1999; Irne, et al. 1999; Hacker and Tenet, 2002; Slater and Horstman, 2002; Fung, et al. 2003; Hashey and Conners, 2003; Le Fever, et al. 2003; and Al-Debes, 2005). This study adopted reading in a prewriting strategy followed by the reciprocal writing strategies. The similarity between this study and those above that result in each one of them was in favor of the reciprocal teaching group.

Furthermore, the previous findings of those studies above may conform to Slater and Horstman (2002). They move in their study to a discussion of reciprocal teaching as an optimal choice for teaching both reading and writing because its emphasis is on teaching learners how to ask questions, clarify issues, summarize text and predict future text content. Learning becomes a reciprocal experience for the students and teachers.
To sum up, the results of this study provide clear evidence for the effectiveness of the proposed writing program based on reciprocal teaching technique in improving the sub-skills of students’ writing. In reciprocal teaching technique students and teachers will work together. And that will be for improving the students’ understanding of informational texts and their ability to monitor their writing.

Results related to the first secondary question of the study indicated that there was a statistically significant difference at ($\alpha= 0.05$) in the achievement of the two experimental groups and the control group in the ideas of the composition. The analysis of covariance (MANCOVA) was carried out at ($\alpha= 0.05$). This difference was in favor of the two experimental groups since the adjusted mean score of the reciprocal technique (1.79) and the adjusted mean score of the technique described in the Teachers' Guide (1.42) were higher than the adjusted mean score of the control group (0.67).

The findings showed that the experimental groups largely use instructions and content reading in learning the skill of writing. The results indicated that the technique described and the reciprocal technique caused too little improvement of the two experimental students' ideas of writing composition. This improvement might be due to the fact that the technique
described in the Teachers' Guide and the reciprocal instructions might be easy to deal with since they were offered step by step.

In view of the theoretical assumptions and empirical studies stated in the first part and second part of chapter two. Cotton (1988) cited that student achievement was higher when the teaching approach emphasized writing as a process rather than writing as a product. French (1983) and Nasr (1979) claimed that students are trained to generate ideas for writing, think of the purpose and audience, and write multiple drafts in order to present written products that communicate their own ideas. But the finding of this study is not consistent with the findings of the study conducted by Hayn (1993) who studied the effectiveness of teaching prewriting strategies to beginning writers compared with the traditional instruction and showed that there were no significant differences in the writing ability in favor of any group of students.

Post-hoc pair wise comparisons using LSD method was conducted to test whether the difference between the two experimental groups was significant. This comparative difference in favor of the reciprocal technique group than the technique described in the Teachers' Guide was possibly due to the effect of teaching students how to write composition according to the new way based on the reciprocal techniques where students were encouraged to find out the information they needed to write.
Moreover, cooperation between the teacher and the students indicated that the reciprocal technique stimulated students' active participation. The reciprocal technique group was highly motivated since they found the necessary content in the reading text about the topic, and since they themselves carried out all the activities individually and in groups. Meanwhile, the teacher played the roles of advisor and facilitator of learning by going around encouraging and offering help when necessary.

Furthermore, students showed a positive reaction towards this new technique since they were given the time to acquire information and text helped them in writing better composition of 120 words. Thus the superior text achievement of the reciprocal group is logically justified.

Additionally, the first finding of the study is in line with the theoretical assumptions cited in the background of the study by Flower and Hayes (1981) that included content resources in cognitive processes such as planning. Moreover, the first finding of the study may conform to Zamel (1983) who justified the view of the writing process by maintaining that writers produced their ideas and modified them through their previous reading. He also commented that people who read a lot had a much easier time getting better at writing.

The findings also agree to a certain extent with Foster and Rotoloni (2005) who have shown that students who have been struggling with
reading and are taught in writing how to think about text in this way are able to feel comfortable taking part in discussions and engaging with both fiction and non-fiction grade level texts. They began to understand how to make sense of what they are reading whether it is in the context of pleasure writing and reading. There is consistence between this study and the study conducted by Sorenson, et al. (1993) who examined how instructors might motivate students to improve their writing skills. The finding of this study is also consistent with Hayn (1993) who studied the effectiveness of teaching prewriting strategies to beginning writers compared with traditional instruction and showed that there were no significant differences in writing ability in favor of any group of students.

Results related to the second secondary question of the study indicated that there was a statistically significant difference at ($\alpha= 0.05$) in the achievement of the two experimental groups and the control group in the organization of the composition. The analysis of covariance (MANCOVA) was carried out at ($\alpha= 0.05$). This difference was in favor of the two experimental groups (the technique described in the Teachers' Guide and the reciprocal technique) since the adjusted mean score of the reciprocal technique (1.325) and the mean score of the technique described in the Teachers' Guide (1.087) were higher than the adjusted mean score of the control group (0.626).
Post-hoc pair wise comparisons using LSD method was conducted again to test whether this difference between the two experimental groups was significant. The comparison between the Teachers' Guide technique (1.087) and the reciprocal technique (1.325) was not statistically significant.

This higher mean score of the two experimental groups (the technique described in the Teachers' Guide and the reciprocal technique) than the control group was possibly due to the effect of teaching students how to organize their composition. Students were encouraged to revise their writing themselves. This revision of inferring may have enhanced their retention of the correct form used in the context of composition. Consequently, their errors were more minimized than before.

The findings show that the experimental groups largely made use of the organization in learning the skill of writing. This means that reading content in the reciprocal technique was found to be a beneficial tool in learning the correct mechanics of writing composition and so the introduction of Teachers' Guide technique based on the reading lesson of the textbook improved students' writing achievement.

The results agree with French (1983) and Nasr (1979) who claimed that teachers who used a process approach gave students time to organize ideas and feedback on the content of what they wrote in their drafts.
Students of the reciprocal group were responsive and cooperative with each other and with their teacher because they felt that the teachers were seriously working for their benefit. This is consistent with Riddle (1999) who claimed that reciprocal teaching technique allowed for the creation of a dialogue between students and teachers.

In light of the related studies of teaching writing stated in chapter two, the findings of this study were inconsistent with Craig (1993) who used reciprocal teaching as a starting point for creating instruction to be more powerful and more effective in meeting goals of students.

Results related to the third secondary question of this study are concerned with the vocabulary used in writing a composition. The analysis of covariance (MANCOVA) was also carried out at (α= 0.05). This difference was in favor of the two experimental groups (the technique described in the Teachers' Guide and the reciprocal technique) since the adjusted mean score of the reciprocal technique (1.437) and the adjusted mean score of the technique described in the Teachers' Guide (1.011) were higher than the adjusted mean score of the control group (0.668).

The reason of this result is that superiority of the two experimental groups to the control group was also possibly attributed to the technique of teaching which is based on the reciprocal teaching technique through contextualized texts. Moreover, the entire textbooks and the Teachers'
guide offer a variety of words concerning instructional writing activities or knowledge about how to help the students become strategic learners.

Post-hoc pair wise comparisons using LSD method was conducted again to test whether this difference between the two experimental groups was significant. The comparison between the Teachers' Guide technique and the reciprocal technique was statistically significant in favor of the reciprocal teaching technique. The first possible explanation for this finding is the fact that students who used the reciprocal group technique had the chance to make use of the abilities and skills of their classmates in the group. Buckingham (1979: 243) stated that the secondary stage students are expected to write coherent paragraphs, extend the use of vocabulary items they know, and familiarize themselves with coordination, subordination and conjunction, in order that they compose on the discourse level. Abu Al-sha’ar (1999) attempted to help teachers realize the importance of applying the cooperative technique in teaching writing. The result indicated that there was a highly statistical significant difference in favor of the group which was taught by using the cooperative technique. She also stated that the attitudes of the students towards the cooperative method were mostly positive.

Another possible explanation for the considerable differences in the results for the use of the reciprocal teaching technique was that students'
writing provided with free discussion allowed students to acquire enough suitable vocabulary throughout content reading texts. They could read texts and were willing to use the vocabulary they needed to write. They were also motivated as their teacher reported for acquiring new vocabulary at the first time related to the target topic directly. Vygotsky (1978) stated that this technique required the teacher and students to play untraditional roles as they cooperated with each other. Vygotsky suggested that the whole activity of writing must be employed, not just separate technical skills. Often writing is taught as separate skills: Punctuation, grammar, capitalization, spelling and usage.

Results related to the fourth secondary question of this study are concerned with the grammar in writing a composition. The analysis of covariance (MANCOVA) was also carried out at the level of significance ($\alpha = 0.05$). This difference was in favor of the two experimental groups (the technique described in the Teachers' Guide and the reciprocal technique) since the adjusted mean score of the reciprocal technique (1.324) and the adjusted mean score of the technique described in the Teachers' Guide (0.723) were higher than the adjusted mean score of the control group (0.454).

Adopting the technique described in the Teachers' Guide and the reciprocal teaching technique in teaching writing activity was less
successful in increasing the experimental groups' mean scores of grammar in writing achievement. Post-hoc pair wise comparisons using LSD method was conducted again to test whether this difference between the two experimental groups was significant. The comparison between the Teachers' Guide technique and the reciprocal technique was statistically significant in favor of the reciprocal teaching technique.

It is worth mentioning here that adopting the reciprocal teaching technique based on reading followed by writing composition as a technique in teaching writing activity succeeded in improving the students' proficiency in writing. It was really able to increase the students' mean of achievement to an acceptable level more than technique described in the Teachers' Guide.

This comparative high mean score of the reciprocal teaching technique could be attributed to the effectiveness of this technique in teaching writing. This technique generated effective participation of the students which created a free discussion through which the students were able to generate their questions and activate answers as well as grammar used correctly. The teacher who taught writing activity according to the reciprocal teaching technique stressed the importance of the reading texts which he presented during the questioning phase. He believed that those reading texts helped students generated more basic ideas and showed them
how grammar could be used logically and communicatively. The reading texts could provide students with typical contexts for learning the grammar rules. In addition, the meaning of the sentences in context may help students recognized the form of grammar used and then to organize their thinking ability to infer such a rule from the examples. Consequently, students' grammar errors would be reduced.

The view above is consistent with the theoretical assumptions cited in the background of the study. Writing needs thoughts and language as well as ability to write in a conventionalized way. So writing has its own types of organization and unity (Carol, 1992). This view again agrees with Heaton (1975:127) who defined composition as a task which involved the students in manipulating words in grammatically correct sentences, but inconsistent with Whiteman (1981) who believed that students are weak in writing because they did not practice it regularly and there is a noticeable imbalance in instruction in favor of grammar.

Conclusions

The relatively high mean score of the experimental groups is probably due to the effect of teaching students according to the proposed writing lesson plans which are based on the reciprocal teaching technique. Utilizing the reciprocal teaching technique contributed a lot to arousing students’ interests, activating their background, and providing them with
basic ideas and vocabulary items to compose their essays through reading in a pre-writing strategy followed by writing. Thus, introducing a text in a prewriting stage phase successfully in reciprocal technique has enhanced the quality and quantity of students’ writing. In addition, the technique described in the Teachers’ Guide is similar to the process approach. Teachers’ guide technique trained students to generate ideas for writing and giving time to organize ideas.

**Recommendations**

In the light of the results reached in this study, the researcher suggests a number of recommendations:

**Recommendations to the Ministry of Education and Curriculum Designers**

1. The ministry of Education in Jordan is called upon to hold regular special meetings and seminars to discuss the problems of teaching writing, and to provide teachers with the most innovative writing teaching methodology.

2. Curriculum designers and writing textbook designers in Jordan are advised to pay attention to the reading texts followed by writing technique which they presented during the pre-writing stage. These provide students with basic ideas and the appropriate content used to
write the actual composition. The reading texts can also show the students how language could be used logically and communicatively.

**Recommendations to Supervisors**

1. The supervisors have to be sure that those teachers in the classroom followed the technique which is described in the Teachers’ Guide correctly. This requires more than two or three visits to the classrooms to make sure that teachers are following the technique described in the Teachers’ Guide correctly.

2. The supervisors are called upon to hold meetings, seminars and workshops through which they train teachers on how to implement a successful writing lesson as the technique described in the Teachers’ Guide.

**Recommendations to Teachers**

1. Teachers are advised to place more emphasis on the pre writing stage which will motivate and provide students with enough knowledge (text reading) utilizing any appropriate instructional strategies such as predicting and questioning.

2. Teachers who teach writing should provide students with extra books to read, and pay attention to reading as a vital source of writing which should be taken into consideration in the classroom.
3. Teachers are also advised to allow enough time for their students to write in the classroom so as to get accustomed to writing on the spot under their supervision, taking into consideration the importance of immediate feedback.

4. Teachers who teach writing should be well trained in teaching methodology and have a deep understanding of the writing process.

5. Teachers who teach the writing technique in the Teachers’ Guide should follow the steps prescribed accurately.

6. Teachers should direct their students’ attention to the significant levels of the form composition in order to enable them to produce a well-organized communicative composition.

7. Above all, teachers should bear in mind the underpinning role and effect of writing on the four skills and eventually its effect on the teaching-learning process and students’ achievement.

8. In brief, teachers should work hard to improve their knowledge level and practices concerning how, what, why and when they teach to meet their ethical obligations.
Recommendations to Researchers

1. Further research is required to find out teachers and students’ attitudes towards the use of the reciprocal teaching technique in writing and other language skills.

2. Researchers are called upon to investigate the effect of different writing teaching techniques other than the reciprocal technique.
References:


TESOL Quarterly, 16 (2) 195-209.

Appendices
Appendix 1

A Letter from the Minister of Jordanian Education
to the Director of Jerash Directorate
الديانة الإسلامية

الوزير: أحمد عبد الحليم

الموضوع: البحث التدريبي

السلام عليكم ورحمة الله وبركاته.

يقوم الطالب أحمد أحمد عبد الحليم بدراسة عنوان "أثر أسلوب التعلم التفاعلي والمحدد في كتاب دليل المعلم في كتابة طلبة المرحلة الثانوية في اللغة الإنجليزية"، وذلك استنادًا لنتائج البحث على درجة الدكتوراه في تخصص مادة وطرق تعليم اللغة الإنجليزية. من جامعة عمان الأهلية لحالات العليا، ويجيب ذلك إلى تطبيق برنامج تعليمي في مادة اللغة الإنجليزية على عدد من المدارس التابعة لمديريكم.

يرجى تسهيل مهمة الطالب المذكور وتقديم المساعدة الممكنة له.

مع وافر الاحترام.

الدكتور فهد بن سليمان القضايا

مدير المدارس التدريبية

نسخة / الإسم رئيس قسم البحث التدريبي

نسخة / للmanuel 2/10/3
Appendix 2

A Written Approval from the Director of Jerash Directorate to the Male Secondary Stage Schools of Jerash
السلام عليكم ورحمة الله وبركاته

الإشارة / كتاب معالي وزير التربية والتعليم رقم / 226/2006 تاريخ / 2006/2/23 م يقوم الطالب
(اسم الطالب) بتقديم دراسة بعنوان "الأسسية التعليمية والاحتادية" وتمتد في كتاب "دليل العلمي في كأس العلوم".

المرحلة الثانوية الإعدادية في اللغة الإنجليزية. وذلك استنادًا إلى الاستدلالات الحصول على درجة السكوت والفص.

مناهج وطرق تدريس اللغة الإنجليزية من جامعة عمان العربية للدراسات العليا. ونحتاج إلى تقديم ما

هذا في مادة اللغة الإنجليزية على عينه من المدارس.

يرجى تسهيل مهمة الطالب المذكور وتقدم المساعدة الممكنة له.

واقبلاً الاحترام

مدير التربية والتعليم

مدير الشؤون الإدارية والتقنية

موارد الإشراف التعليمي

صاحب العلاقة

محمد سهاب

2/8
Appendix 3

The Form of the Three-Paragraph Composition
Lesson Plan

(To the teacher)

General Introduction

Grade: 1st Secondary

Lesson Three: Focus on Writing

Date:

Topic: How to write composition

- Teacher gives students the necessary form about what a short composition looks like on the page. Teacher shows this form on the board.

- Teacher explains the above form as follows:
Title:

- Teacher shows that title is often a fragment rather than a complete sentence. And title should do the following:
  1. Indicate what the composition is about.
  2. Provoke interest in the composition.
  3. Be as brief as possible.

- Title is written in the upper part of the page and centered.

First paragraph:

The composition should have a central purpose or objective that controls the whole paragraph.

- The purpose is expressed in the beginning paragraph.

- The first part of any composition is the introduction and it is usually quite brief.

Second paragraph:

The second part of the composition is the main part. It should be discussed as follows:

- Ideas. Students take these criteria while writing into consideration, these criteria are:
1. Getting the correct order

2. Keeping a balance.

3. Paving the way. (Your word choice, your sentence structure and the organization of your paragraphs should be smooth and readable).

- Illustration for these ideas.

**Third paragraph:**

The third part of the composition is the conclusion which is usually brief. It should enable the readers to get the main idea of the composition.
Appendix 4

A Sample of Lesson Plans and Students’
Worksheets for the Reciprocal Teaching Technique
Teacher’s Guide

Introduction

This teacher’s guide focuses on the principles, objectives, sample lesson plans and lesson form of the reciprocal technique. It acts as a link between the English teacher and the components of the reciprocal technique. It contains general procedures to teach via reciprocal technique; it will facilitate teacher’s work.

Overview

The reciprocal teaching that has been introduced by Palinscar and Brown (1984) is an instructional teaching in which writing composition is viewed as a problem-solving activity and thinking is promoted while reading. The technique is a group-problem activity in which students write a composition. During the writing, how do we get students to revise their work? Despite many lessons and emphases on the writing process approach, many students still view revision as simply checking spelling, grammar, and punctuation. This lesson designed to help secondary students develop more constructive peer feedback on writing using reciprocal teaching strategies. By (a) Predicting, (b) Questioning, (c) Clarifying and
(d) Summarizing. Students can transact not only with text from authors, but also with text written by their peers.

These conversational strategies can help to make the revision process more constructive and meaningful for students. They acquire and practice four writing strategies. During the early stages of reciprocal technique, the instructor assumes the major responsibility for instruction by explicitly modeling the four strategies. After the initial stage in which the teacher has modeled the process, students take turns leading the group dialogue and practicing the strategies on other section. At that stage, the teacher becomes a mediator who provides guidance and feedback tailored to the needs of the current dialogue leader and his or her respondents. The teacher gradually diminishes the scaffold assistance as students begin to control the four strategies. Eventually, the students undertake and share most of the thinking responsibilities.

**Assumptions:**

1. Self-learning, critical thinking and problem solving are major highlights of the reciprocal technique.

2. The reciprocal technique is a means of communication between teacher and students and among students themselves.
3. The reciprocal technique helps provide students with some of the language they will need to complete the writing task.

**Reciprocal Writing Program**

This section includes specific objectives, text reading, teaching strategies and evaluation procedures.
Lesson Plan (1)

(To the teacher)

Unit Ten: You Can Can It In a Can? grade: 1st Secondary

Lesson Three: Focus on Writing Date:

(Writing Activity)

Topic: Plastic Packaging

Objectives:

Students are expected to:

1. express in writing their own ideas, feelings and points of view on a variety of topics using correct and appropriate English.

2. write a coherent, properly punctuated and well-structured essay or composition about a topic of general interest.

3. converse about their knowledge and ideas while writing to further their writing development.

4. increase their vocabulary to be used in relevant situations.

5. write dictated passages with correct spelling and punctuation.

6. write appropriate and a well-organized composition of about 120 words.
Introduction:

- Teacher asks some simple questions in order to be sure that students understood the topic that they already have read. Teacher should focus on the students’ previous knowledge.

Predicting

1. Students are divided into groups of five students each.

2. Each group has a leader.

3. Teacher uses overhead projector to show the following paragraph related to the topic. For example:

   "Plastics packaging plays an essential role in protecting and preserving food by offering longer life protection for perishable goods, reducing waste, and use of preservatives while maintaining the taste and nutritional value of food at high level."

- Based on the segment just read, segments that have preceded it and the discussion thus far, the leader along with the group members makes predictions about the contents of the upcoming section of the text.

  e.g.

  - The use of plastic packaging in food preservation.
  - The advantages of plastic packaging.
  - The disadvantages of plastic packaging.
Questioning

- Teacher distributes this text segment to the students.

### Plastic packaging and food preserving

A lot of ways were used to serve food in the past and plastics packaging is used now. Traditionally, plastics are made of petroleum-based materials which are produced from non-renewable oil. A disadvantage is that traditional plastics are not inherently biodegradable, Plastics packaging plays an essential role in protecting and preserving food by offering longer life protection for perishable goods reducing waste and use of preservatives while maintaining the taste and nutritional value of food at high level.

In addition to protecting its contents and keeping food fresh and free from contamination, people want packages with clear identification and labeling which are easy to open and use. Year by year, plastics packaging transform and reinvent itself; it is evolving to meet the changing demands of modern society. Transparent packaging allows people to look at food without having to touch it, cutting down and other damages.

Plastics are popular packaging materials because of their low cost, low density and the ease with which they can be processed into a large range of different products. However, plastics are not ideal packaging materials they suffer from several disadvantages compared to glass and metal.
4. Students get several questions on their papers.

- **Teacher asks students to write questions in groups.**

  e.g.

  1. How did people preserved their food in the past?
  2. What are plastics made of?
  3. How can plastics packaging play an essential role in protecting and preserving food?
  4. Which kind of plastics packaging do you prefer nowadays?  
     Why?
  5. Why are the plastics packaging material popular?

5. Teacher asks students to write the answers of the questions they have generated as a group.

  e.g.

  1. Salting, cold and drying by the air and sun, which are the oldest methods of preserving food, but nowadays plastic is the most popular and fastest material for preserving food.
  2. Plastics are made from petroleum-based materials which are produced from non-renewable oil.
  3. Plastic packaging plays an essential role in protecting and preserving food by offering longer life protection for perishable goods, reducing waste and use of preservatives
while maintaining the taste and nutritional value of food at high level.

4. Transparent packaging because it allows people to look at food without having to touch it, cutting down on bruising and other damages.

5. Plastics are popular packaging materials because of their low cost, low density and the ease with which they can be processed into a large range of different products.

6. Students write down their individual answers to the questions.
   - Each Student writes his answers individually.
   - Teacher should be prepared to give help and encouragement whenever needed.

7. Students share their writing of the answers with the leader.

8. Teacher gives students a few minutes to make any revisions necessary to their answers.

9. Teacher asks students to write final, clean drafts of their answers.

10. Teacher should be sure that they are accurate in their writing.

Clarifying

11. Teacher asks students to clarify any problems or misunderstanding caused by questions.
12. Students write down and identify problematic sections in the text.

13. Teacher asks students to discuss the issue and solve it if possible.

14. Students write out the solutions to the problems or ambiguous points in the text.

**Summarizing**

- Teacher should be sure that all the questions have been answered and any misunderstanding has been clarified.

15. The leader and other group members summarize the text segment.

16. Teacher asks students to write down the major claim (main idea) of the summary.

* e.g.

“Plastic packaging plays an essential role in protecting and preserving food”

17. And then to write down the three-paragraph composition.
Plastic Packaging

Salting, cold and drying by the air or sun, which are the oldest methods of preservation food, but nowadays plastic is the most popular and fastest material for preserving food.

Plastics are made from petroleum-based materials which are produced from non-renewable oil. There is no doubt that plastics packaging play an essential role in protecting and preserving food by offering longer life protection for perishable goods, reducing waste and use of preservatives while maintaining the taste and nutritional value of food at high level.

Most people prefer transparent packaging because it allows people to look at food without having to touch it, cutting down and other damages. Finally, Plastics are popular packaging materials because of their low cost, low density and the ease with which they can be processed into a large range of different products.
18. Teacher asks students to exchange their versions.

- The goal of this procedure is to make sure the major claim and supporting details (answers of the questions) are present in each student’s version.

**Evaluation**

- Teacher corrects students’ composition according to the suggested criteria and provides students with the necessary feedback.

- Teacher chooses the texts which are included by the Ministry of Education in textbook (AMRA) as homework, and then he asks them to apply what they have already learned. Teacher and researcher make the necessary feedback after collecting their papers to be sure they write composition correctly.
Unit Ten
Lesson Three
(To the student)

Focus on Writing: (Writing Activity)

Plastic Packaging

Introduction:

1. Read the next text in pairs or groups and follow the steps in order to be able to write a correct and well-organized topic about plastic packaging.

Predicting:

2. The leader with the group members makes predictions about the content of the upcoming section of text

Questioning

3. Generate several questions on your papers from the text below.
Plastic packaging and food preserving

A lot of ways were used to serve food in the past and plastics packaging is used now. Traditionally, plastics are made of petroleum-based materials which are produced from non-renewable oil. A disadvantage is that traditional plastics are not inherently biodegradable. plastics packaging plays an essential role in protecting and preserving food by offering longer life protection for perishable goods reducing waste and use of preservatives while maintaining the taste and nutritional value of food at high level.

In addition to protecting its contents and keeping food fresh and free from contamination, people want packages with clear identification and labeling which are easy to open and use. Year by year, plastics packaging transform and reinvent itself; it is evolving to meet the changing demands of modern society. Transparent packaging allows people to look at food without having to touch it, cutting down and other damages.

Plastics are popular packaging materials because of their low cost, low density and the ease with which they can be processed into a large range of different products. However, plastics are not ideal packaging materials they suffer from several disadvantages compared to glass and metal.
4. Generate several questions on your papers from the text.

5. Answer the questions you have generated as a group

6. Write down your individual responses to the questions. And share your answers with the leader and other group members.

**Clarifying**

7. Clarify any problems or misunderstandings produces from questions, and write down any problem sections in the text.

8. Write out the solutions to the problems or ambiguous points in the text.

**Summarizing**

9. Summarizes answers of the questions. Then write down the main idea of the summary and then to start writing down the supporting details.

10. Generate final, clean copy of three-paragraph composition.
Lesson Plan (2)

(To the teacher)

Unit Eleven: What is a Country?  Grade: 1st Secondary

Lesson Three: Focus on Writing  Date:

(Writing Activity)

Topic: “The Arab Unity”

Objectives:

Students are expected to:

1. express in writing their own ideas, feelings and points of view on a variety of topics using correct and appropriate English.

2. write a coherent, properly punctuated and well-structured essay or composition about a topic of general interest.

3. converse about their knowledge and ideas while writing to further their writing development.

4. increase their vocabulary to be used in relevant situations.

5. write dictated passages with correct spelling and punctuation.

6. write appropriate and a well-organized composition of about 120 words.
Introduction:

Teacher asks some simple questions in order to be sure that students understood the topic that they have read. Teacher should focus on the students’ previous knowledge.

Predicting

1. Students are divided into groups of five students each.
2. Each group has a leader.
3. Teacher uses overhead projector to show the following paragraph related to the topic.

For example:

“Most of the people who live in the Middle East and North Africa are Arabs, but Arabs have only recently controlled the region. Ottoman Turks controlled most of the territory until World War I. The British and French replaced them in power. Many Arabs have dreamed of combining their individual countries into one pan-Arabic nation.”

- Based on the segment just read, segments that have preceded it and the discussion thus far, the leader along with the group members makes predictions about the contents of the upcoming section of the text.

e.g.

- The Arab Unity.
The Arab Unity

Most of the people who live in the Middle East and North Africa are Arabs, but Arabs have only recently controlled the region. Ottoman Turks controlled most of the territory until World War I. The British and French replaced them in power. Many Arabs have dreamed of combining their individual countries into one pan-Arab nation.

This continuous European aggression has had its negative impact on the unity of the Arab nation inflicting it with backwardness and creating the appropriate atmosphere for the spread of self-diseases. The Arabs lost their unifying impulse and retreated to a level inferior to the standard of a nation and nationalism, that is, sectarianism and tribalism.

The Arab nation is witnessing odd and tragic situation. It is disintegrated into more than 22 entities in each of which there is a statue and a regime where its people suffer from backwardness, oppression and failure of developmental program.

Stability of the world situation on the bases of national unity opens up the way to the establishment of new international relations.
based on acquaintance and appropriate atmospheres of cooperation and the establishment of human relations that are based on justice and equality which would bring about an appropriate atmosphere for peace.

Force has been adopted as a basis for establishing and acquiring rights, and viewing the external world through the interests of western and European states.

It’s just to remind you that Arab unity was delayed as a result of internal and external factors. The external factor is embodied in the imperialistic and Zionist interventions which led to a control of internal factors. Internal factor that is the failure of the elite to raise the national project, the shortcomings in the schemes and programs and their sticking in the mire of backwardness and dependency.

Therefore, the issue of the Arab unity and the establishment of a sizable political entity in this very region will be the only solution to the problems of the Arabs. That will ensure peace, stability and serve the causes of world Security and peace.

The advantage of the Arab unity is going to enable the Arabs to contribute effectively to build bridges of confidence and cooperation with other peoples. It is also going to realize progress and development, and guarantee solutions of problems for a 300 million population by the beginning of the twenty-first century. All that will constitute a corner stone for establishing an atmosphere of security and peace regionally and worldwide (Al-Hamdi, 1997).
4. Students get several questions on their papers.

- Teacher divides students to write questions in groups.

  e.g.

  1. Who controlled the Arab before the Arabs region?
  2. How many entities are there in the Arab nation?
  3. What is the nationality of most people who live in the Middle East and in the North of Africa?
  4. What did people suffer from in each entity?
  5. What do you think is the Arabs’ dream?
  6. How could the continuous aggression impact on the unity of the Arab nation?
  7. What is the role of force in the Arab unity?
  8. If there was Arab Unity. What Advantages will the Arab nation get it?

5. Teacher asks students to write the answers of the questions they have generated as a group.

  e.g.

  1. Ottoman Turks controlled most of the territory until World War 1. The British and French replaced them in power.
  2. The Arab nation is disintegrated into more than 22 entities.
3. Most of the people who live in the Middle East and in the North of Africa are Arabs.

4. Its people suffer from backwardness, oppression and failure of developmental program.

5. Many of the Arabs have dreamed of combining their individual countries into one pan-Arabic nation.

6. The continuous aggression has had its negative impact on the unity of the Arab nation inflicting it with backwardness and creating the appropriate atmosphere for the spread of self-diseases.

7. Force has been adopted as a basis for establishing and acquiring rights.

8. The Arab unity is going to enable the Arabs to contribute effectively to build bridges of confidence and cooperation with other peoples. It is also going to realize progress and development, and guarantee solutions of problems for a 300 million population by the beginning of the twenty-first century.

6. Students write down their individual answers to the questions.

   - Each Student writes his answers individually.
- Teacher should be prepared to give help and encouragement whenever needed.

7. Students share their writing of the answers with the leader.

8. Teacher gives students a few minutes to make any revisions necessary to their answers.

9. Teacher asks students to write final, clean drafts of their answers.

10. Teacher should be sure that they are accurate in their writing.

**Clarifying**

11. Teacher asks students to clarify any problems or misunderstanding caused by questions.

12. Students write down and identify problematic sections in the text.

13. Teacher asks students to discuss the issue and solve it if possible.

14. Students write out the solutions to the problems or ambiguous points in the text.

**Summarizing:**

- Teacher should be sure that all the questions have been answered and any misunderstanding has been clarified.

15. The leader and other group members summarize the text segment.
16. Teacher asks students to write down the major claim (main idea) of the summary

e.g. Main idea:
“The Arab unity is going to enable the Arabs to contribute effectively to build bridges of confidence and cooperation with other peoples.”

17. And then to write down the three-paragraph composition.
The Arab Unity

Ottoman Turks controlled most of the territory until World War 1. The British and French replaced them in power. The Arab nation is disintegrated into more than 22 entities. Its people suffer from backwardness, oppression and failure of developmental program.

Most of the people who live in the Middle East and in the North of Africa are Arabs. Many of the Arabs have dreamed of combining their individual countries into one pan-Arab nation. But the continuous aggression has had its negative impact on the unity of the Arab nation inflicting it with backwardness and creating the appropriate atmosphere for the spread of self-diseases.

Maybe the Arabs need to have the force which has been adopted as a basis for establishing and acquiring rights for the Arabs in general. The Arab unity also is going to enable the Arabs to contribute effectively to build bridges of confidence and cooperation with other peoples. It is also going to realize progress and development, and guarantee solutions of problems for a 300 million population by the beginning of the twenty-first century.
18. Teacher asks students to exchange their versions.

- The goal of this procedure is to make sure the major claim and supporting details (answers of the questions) are present in each student’s version.

**Evaluation**

- Teacher corrects students’ composition according to the suggested criteria and provides students with the necessary feedback.

- Teacher chooses the texts which are included by the Ministry of Education in textbook (AMRA) as homework, and then he asks them to apply what they have already learned. Teacher and researcher make the necessary feedback after collecting their papers to be sure they write composition correctly.
Unit Eleven
Lesson Three

(To the student)

Focus on Writing: (Writing Activity)

“The Arab Unity”

Introduction:

1. Read the next text in pairs or groups and follow the steps in order to
   be able to write a correct and well-organized topic about the Arabic
   unity.

Predicting:

2. The leader with the group members makes predictions about the
   content of the upcoming section of text.

Questioning

3. Generate several questions on your papers from the text.
The Arab Unity

Most of the people who live in the Middle East and North Africa are Arabs, but the Arabs have only recently controlled the region. Ottoman Turks controlled most of the territory until World War I. The British and French replaced them in power. Many of the Arabs have dreamed of combining their individual countries into one pan-Arab nation.

This continuous European aggression has had its negative impact on the unity of the Arab nation inflicting it with backwardness and creating the appropriate atmosphere for the spread of self-diseases. The Arabs lost their unifying impulse and retreated to a level inferior to the standard of a nation and nationalism, that is, sectarianism and tribalism.

The Arab nation is witnessing odd and tragic situation. It is disintegrated into more than 22 entities in each of which there is a statue and a regime where its people suffer from backwardness, oppression and failure of developmental program.

Stability of the world situation on the bases of national unity opens up the way to the establishment of new international relations based on acquaintance and appropriate atmospheres-of cooperation and the establishment of human relations that are based on justice and equality which would bring about an appropriate atmosphere for peace.

Force has been adopted as a basis for establishing and acquiring rights, and viewing the external world through the interests of western and
European states.

It’s just to remind you that Arab unity was delayed as a result of internal and external factors. The external factor is embodied in the imperialistic and Zionist interventions which led to a control of internal factors. Internal factor that is the failure of the elite to raise the national project, the shortcomings in the schemes and programs and their sticking in the mire of backwardness and dependency.

Therefore, the issue of Arab unity and the establishment of a sizable political entity in this very region will be the only solution to the problems of the Arabs. That will ensure peace, stability and serve the causes of world security and peace.

The advantage of the Arab unity is going to enable the Arabs to contribute effectively to build bridges of confidence and cooperation with other peoples. It is also going to realize progress and development, and guarantee solutions of problems for a 300 million population by the beginning of the twenty-first century. All that will constitute a corner stone for establishing an atmosphere of security and peace regionally and worldwide (Al-Hamdi, 1997).

4. Generate several questions on your papers from the text.

5. Write the questions you have generated as a group

6. Write down your individual responses to the questions. And share your answers with the leader and other group members.
Clarifying
7. Clarify any problems or misunderstandings produced from questions, and write down any problem sections in the text.
8. Write out the solutions to the problems or ambiguous points in the text.

Summarizing
9. Summarizes answers of the questions. Then write down the main idea of the summary and then to start writing down the supporting details.
10. Generate final, clean copy of three-paragraph composition.
**Lesson Plan (3)**

*To the teacher*

**Unit Twelve**: Of the People, For the People, By the People?

**Grade**: 1st Secondary

**Lesson Three**: Focus on Writing

**Date**:

**(Writing Activity)**

**Topic**: “Jordan”

---

**Objectives:**

Students are expected to:

1. express in writing their own ideas, feelings and points of view on a variety of topics using correct and appropriate English.

2. write a coherent, properly punctuated and well-structured essay or composition about a topic of general interest.

3. converse about their knowledge and ideas while writing to further their writing development.

4. increase their vocabulary to be used in relevant situations.

5. write dictated passages with correct spelling and punctuation.

6. write appropriate and a well-organized composition of about 120 words.
Introduction:

Teacher asks some simple questions in order to be sure that students understood the topic that they have read. Teacher should focus on the students’ previous knowledge.

Predicting
1. Students are divided into groups of five students each.
2. Each group has a leader.
3. Teacher used overhead projector to show the following paragraph related to the topic. For example:

"Some 41 percent of the country's total population of about 5 million is below the age of 15. Jordan has small ethnic minorities of Circassians and Chechens, as well as a Christian Arab minority, but well over ninety percent of the country's population is Muslim Arabs. Arabic is the official language but English and some French are also spoken."

- Based on the segment just read, segments that have preceded it and the discussion thus far, the leader along with the group members makes predictions about the contents of the upcoming section of the text.

  e.g.

  - The capital of Jordan.
  - The population of Jordan.
- Why is Jordan a country?
- Where is Jordan located?

Questioning

- Teacher distributes this text segment to the students.

---

**Jordan**

The Hashemite Kingdom of Jordan, as it's officially known, covers an area of 89,556 square kilometers, about three-quarters of which is desert. Jordan is located in Asia. It has a lengthy sandy border of over 700 km with Saudi Arabia to the east and south-east, and with Iraq in the north-east. Directly to the north is Syria, and the border with Israel and the West Bank is defined by the Jordan River. Amman is the capital and largest city of Jordan. It comes simply from its location, the friendliness of its people and the tranquility of its life. The city has seen a remarkable growth in both wealth and size.

Some 41 percent of the country's total population of about 5 million is below the age of 15. Jordan has small ethnic minorities of Circassians and Chechens, as well as a Christian Arab minority, but well over ninety percent of the country's population is Muslim Arabs. Arabic is the official language but English and some French are also spoken.

Government is stable, with leanings towards full democracy and due largely to the unique political astuteness of King Hussein, founded on bedrock of Muslim authority. Women are better integrated into
positions of power in government and business than almost anywhere else in the Middle East, and Jordanians are exceptionally highly educated.

Economic development, access to health and human services, and improved educational standards are linked to citizen participation, respect for the rule of law, and a transparent and accessible public sector. In Jordan, King Abdullah has demonstrated a sustained commitment to social sector reform and has initiated support for broader democratic reform initiatives. In the past few years, The Government of Jordan has worked to improve Jordan’s legal and regulatory framework and supported sweeping legal sector reforms, aimed at achieving full independence of the judiciary (Teller, 1998).

4. Students get several questions on their papers.

- Teacher divides students to write questions in groups.

e.g.

1. What is the official name of your country?

2. Where is Jordan located?

3. What is the area of Jordan?

4. What is capital city of Jordan?

5. What is the official language in Jordan?

6. What is the main religion in Jordan?

7. How many people are there in Jordan?
8. "Domestic extremism is virtually non-existent"

Prove this sentence through the text.

9. How can people benefit from economic development?

5. Teacher asks students to write the answers of the questions they have generated as a group.

e.g.
1. The official name of my country is the Hashemite Kingdom of Jordan.
2. Jordan is located in Asia.
3. The area of Jordan is 89,556 square kilometers, about three-quarters of which is desert.
4. Amman is the capital and largest city of Jordan. It comes simply from its location, the friendliness of its people and the tranquility of its life. The city has seen a remarkable growth in both wealth and size.
5. Arabic is the official language.
6. Over ninety percent of the Jordan's population is Muslim Arabs.
7. The population of Jordan is about 5 million.
8. Women are better integrated into positions of power in government and business than almost any where else in the Middle East, and Jordanians are exceptionally highly educated.
9. Economic development, access to health and human services, and improved educational standards are inextricably linked to citizen participation, respect for the rule of law, and a transparent and accessible public sector.

6. Students **write down** their individual answers to the questions.

   - Each Student writes his answers individually.
   - Teacher should be prepared to give help and encouragement whenever needed.

7. Students share their writing of the answers with the leader.

8. Teacher gives students a few minutes to make any revisions necessary to their answers.

9. Teacher asks students to write final, clean drafts of their answers.

10. Teacher should be sure that they are accurate in their writing.

**Clarifying**

11. Teacher asks students to clarify any problems or misunderstanding caused by questions.

12. Students write down and identify problematic sections in the text.

13. Teacher asks students to discuss the issue and solve it if possible.

14. Students write out the solutions to the problems or ambiguous points in the text.
Summarizing:

- Teacher should be sure that all the questions have been answered and any misunderstanding has been clarified.

15. The leader and other group members summarize the text segment.

16. Teacher asks students to write down the major claim (main idea) of the summary

e.g.
Main idea:

“Jordan has full of qualifications to be country.”

17. And then to write down the three-paragraph composition.
Jordan

The official name of Jordan is the Hashemite Kingdom of Jordan. Jordan is located in Asia and its area is 89,556 square kilometers, about three-quarters of which is desert. The capital and largest city of Jordan is Amman which comes simply from its location, the friendliness of its people and the tranquility of its life. This city has seen a remarkable growth in both wealth and size.

The population of Hashemite Kingdom of Jordan is about 5 million. Over ninety percent of them are Muslim Arabs. There is also a Christian Arab minority. Arabic is the official language in Jordan.

Government is stable, with leanings towards full democracy. Women who are better integrated into positions of power in government and business than almost anywhere else in the Middle East. In addition, economic development has promoted health, human services and improved educational standards too.
18. Teacher asks students to exchange their versions.

- The goal of this procedure is to make sure the major claim and supporting details (answers of the questions) are present in each student’s version.

Evaluation

- Teacher corrects students’ composition according to the suggested criteria and provides students with the necessary feedback.
- Teacher chooses the text which are included by the Ministry of Education in textbook (AMRA) as homework, and then he asks them to apply what they have already learned. Teacher and researcher make the necessary feedback after collecting their papers to be sure they write composition correctly.
Unit Twelve
Lesson Three
(To the student)

Focus on Writing: (Writing Activity)

“Jordan”

Introduction:

1. Read the next text in pairs or groups and follows the steps in order to be able to write a correct and well-organized topic about plastic packaging.

Predicting:

2. The leader with the group members makes predictions about the content of the upcoming section of text.

Questioning

3. Generate several questions on your papers from the text.
Jordan

The Hashemite Kingdom of Jordan, as it's officially known, covers an area of 89,556 square kilometers, about three-quarters of which is desert. Jordan is located in Asia. It has a lengthy sandy border of over 700 km with Saudi Arabia to the east and south-east, and with Iraq in the north-east. Directly to the north is Syria, and the border with Israel and the West Bank is defined by the Jordan River. Amman is the capital and largest city of Jordan. It comes simply from its location, the friendliness of its people and the tranquility of its life. The city has seen a remarkable growth in both wealth and size.

Some 41 percent of the country's total population of about 5 million is below the age of 15. Jordan has small ethnic minorities of Circassians and Chechens, as well as a Christian Arab minority, but well over ninety percent of the country's population is Muslim Arabs. Arabic is the official language but English and some French are also spoken.

Government is stable, with leanings towards full democracy and due largely to the unique political astuteness of King Hussein, founded on bedrock of Muslim authority. Women are better integrated into positions of power in government and business than almost anywhere else in the Middle East, and Jordanians are exceptionally highly educated.
Economic development, access to health and human services, and improved educational standards are linked to citizen participation, respect for the rule of law, and a transparent and accessible public sector. In Jordan, King Abdullah has demonstrated a sustained commitment to social sector reform and has initiated support for broader democratic reform initiatives. In the past few years, The Government of Jordan has worked to improve Jordan’s legal and regulatory framework and supported sweeping legal sector reforms, aimed at achieving full independence of the judiciary.

4. Generate several questions on your papers from the text.

5. Answer the questions you have generated as a group.

6. Write down your individual responses to the questions. And share your answers with the leader and other group members.

Clarifying

7. Clarify any problems or misunderstandings produces from questions, and write down any problem sections in the text.

8. Write out the solutions to the problems or ambiguous points in the text.
Summarizing

9. Summarizes answers of the questions. Then write down the main idea of the summary and then to start writing down the supporting details.

10. Generate final, clean copy of their three-paragraph composition.
Appendix 5

A Sample of Lesson Plans and Students’
Worksheets for the Technique Described in Teachers’
Guide
Lesson Plan (1)

(To the teacher)

Unit Ten: You Can Can It In a Can?  Grade: 1st Secondary
Lesson Three: Focus on Writing  Date:

(Writing Activity)

Topic: Plastic Packaging

Objectives:

Students are expected to:

1. express in writing one’s own ideas, feelings and points of view on a variety of topics using correct and appropriate English.

2. write a coherent, properly punctuated and well-structured essay or composition about a topic of general interest.

3. converse about their knowledge and ideas while writing to further their writing development.

4. increase vocabulary to be used in relevant situations.

5. write dictated passages with correct spelling and punctuation.

6. write appropriate and a well-organized composition of about 120 words.
Topic defined

1. Teacher tells the class that they are going to write about (plastic packaging).

Selecting information

2. Teacher gives them some notes about the topic.

In this kind of essay composition, we often use a particular structure.

Paragraph one: Introduction   a. what you are going to write about

Paragraph Two: Advantages    b. the good things
and Disadvantages            c. the bad things

Paragraph Three: Conclusion  d. what you think should happen

3. Students study these notes in pairs.

4. Teacher leads them to think of how they are going to make use of this information or notes.

Ordering Information

5. Students put their ideas in logical order.

6. Teacher tries to make chart on the board for less able students if there.

Planning

7. Students think of an introductory sentence.

8. Students write the last sentence.
**Drafting**

9. Students should now write the article as a narrative composition (they can do it individually, in pairs or groups).

10. Teacher allows the students sufficient time to write.

11. Teacher would be prepared to give help and encouragement wherever needed.

**Editing**

12. Teacher asks the students to exchange their drafts with their partners.

13. Students read each other’s articles, and discuss any mistakes made.

14. Teacher encourages them to suggest corrections for each other.

15. Teacher encourages them to comment on each other’s article.

16. Students get back their articles and correct their own mistakes.

17. Teacher goes around the class, and check as many notebooks as you can.

18. Teacher gives general feedback.
Focus on Writing: (Writing Activity)

"Plastic Packaging"

Topic defined

1. Write an essay of three-paragraph composition about the use of plastic packaging in Jordan.

Selecting information

In this kind of essay composition, use a particular structure.

Paragraph one: Introduction a. what you are going to write about
Paragraph Two: Advantages and Disadvantages b. the good things c. the bad things
Paragraph Three: Conclusion d. what you think should happen

2. Study these notes in pairs.

Ordering Information
3. Put your ideas in logical order.

**Planning**

4. Think of an introductory sentence.

5. Write the last sentence.

**Drafting**

6. Write the article as a narrative composition (you can do it individually, in pairs or groups).

7. Ask your teacher if you need any help.

**Editing**

8. Exchange your drafts with their partners.

9. Read each other’s articles, and discuss any mistakes made.

10. Suggest corrections for each other.

11. Get back your articles and correct their own mistakes.
Lesson Plan (2)

(To the teacher)

Unit Eleven: What is a Country?  Grade: 1st Secondary

Lesson Three: Focus on Writing  Date:

(Writing Activity)

Topic: The Arab unity

Objectives:

Students are expected to:

1. express in writing one’s own ideas, feelings and points of view on a variety of topics using correct and appropriate English.

2. write a coherent, properly punctuated and well-structured essay or composition about a topic of general interest.

3. converse about their knowledge and ideas while writing to further their writing development.

4. increase vocabulary to be used in relevant situations.

5. write dictated passages with correct spelling and punctuation.

6. write appropriate and a well-organized composition of about 120 words.
Selecting information

1. Teacher gives them some notes about the topic.

In this kind of essay composition, we often use a particular structure.

- Make notes about the Arab countries (e.g. history, culture, language, costumes, values, geography).

2. Students study these notes in pairs.

Ordering Information

3. Students put their ideas in logical order.

4. Teacher tries to make chart on the board for less able students if there.

Planning

5. Students think of an introductory sentence.

6. Students write the last sentence.

Drafting

7. Students should now write the article as a narrative composition (they can do it individually, in pairs or groups).

8. Teacher allows the students sufficient time to write.

9. Teacher would be prepared to give help and encouragement wherever needed.
**Editing**

10. Teacher asks the students to exchange their drafts with their partners.

11. Students read each other’s articles, and discuss any mistakes made.

12. Teacher encourages them to suggest corrections for each other.

13. Teacher encourages them to comment on each other’s article.

14. Students get back their articles and correct their own mistakes.

15. Teacher goes around the class, and check as many notebooks as you can.

16. Teacher gives general feedback.
Unit Eleven

Lesson Three

(To the student)

Focus on Writing: (Writing Activity)

“The Arab Unity”

---

Topic defined

1. Write an essay of three-paragraph composition about the reasons of the Arab unity.

Selecting information

2. Use these notes that you are collecting them about Arab countries to write about reasons of Arabs unity.

3. Study these notes in pairs.

Ordering Information

4. Put your ideas in logical order.

Planning

5. Think of an introductory sentence.

6. Write the last sentence.
Drafting

7. Write the article as a narrative composition (you can do it individually, in pairs or groups).

8. Ask your teacher if you need any help.

Editing

9. Exchange your drafts with their partners.

10. Read each other’s articles, and discuss any mistakes made.

11. Suggest corrections for each other.

12. Get backs your articles and corrects their own mistakes.
Lesson Plan (3)

(To the teacher)

Unit Twelve: Of the People, For the People, By the People?

Grade: 1st Secondary

Lesson Three: Focus on Writing (Writing Activity)

Topic: “Jordan”

Objectives:

Students are expected to:

1. express in writing one’s own ideas, feelings and points of view on a variety of topics using correct and appropriate English.

2. write a coherent, properly punctuated and well-structured essay or composition about a topic of general interest.

3. converse about their knowledge and ideas while writing to further their writing development.

4. increase vocabulary to be used in relevant situations.

5. write dictated passages with correct spelling and punctuation.

6. write appropriate and a well-organized composition of about 120 words.
Topic defined

1. Teacher tells the class that they are going to write about (Jordan).

Selecting information

2. Teacher gives them some notes about the topic.

In this kind of essay composition, we often use a particular structure.

Match the types of paragraph to the information of they contain.

a. Gathering information: culture, Language, Geography, population and Jordan’s movement towards democracy.

b. Drafting: write an entry for a dictionary of politics about Jordan.

- Describe the geographical location.
- Narrate the history of Jordan’s movement to democracy.

3. Students study these notes in pairs.

Ordering Information

4. Students put their ideas in logical order.

5. Teacher tries to make chart on the board for less able students if there.

Planning

6. Students think of an introductory sentence.

7. Students write the last sentence.

Drafting

8. Students should now write the article as a narrative composition (they can do it individually, in pairs or groups).
9. Teacher allows the students sufficient time to write.

10. Teacher would be prepared to give help and encouragement wherever needed.

Editing

11. Teacher asks the students to exchange their drafts with their partners.

12. Students read each other’s articles, and discuss any mistakes made.

13. Teacher encourages them to suggest corrections for each other.

14. Teacher encourages them to comment on each other’s article.

15. Students get back their articles and correct their own mistakes.

16. Teacher goes around the class, and check as many notebooks as you can.

17. Teacher gives general feedback.
Focus on Writing: (Writing Activity)  

“Jordan”

Topic defined

1. Write an essay of three-paragraph composition about the use of plastic packaging in Jordan.

Selecting information

2. Use these notes about Jordan to write about.

   In this kind of essay composition, we often use a particular structure.

Match the types of paragraph to the information of they contain.

   • Geographical location.
   • Narrate the history of Jordan’s movement to democracy.

3. Study these notes in pairs.

Ordering Information

4. Put your ideas in logical order.

Planning

5. Think of an introductory sentence.

6. Write the last sentence.
Drafting

7. Write the article as a narrative composition (you can do it individually, in pairs or groups).

8. Ask your teacher if you need any help.

Editing

9. Exchange your drafts with their partners.

10. Read each other’s articles, and discuss any mistakes made.

11. Suggest corrections for each other.

12. Get backs your articles and corrects their own mistakes.
Appendix 6

The Writing Achievement Test
Writing Achievement Test  
First Secondary Class  
Name:..............................................  section:.........

Write three-paragraph composition about Jordan of 120 words. Use this helpful information while writing:  
- Location, capital, and area.  
- How many its population, then talk about their language and religion.  
- Achievements of democracy and governance in 20th Century?
Appendix 7

The writing Achievement Evaluation Criteria
<table>
<thead>
<tr>
<th>Criterion Level</th>
<th>Ideas</th>
<th>Organization</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>Complete realization of the task. - Relevant. - Communicative.</td>
<td>Well-organized. - Clear, coherent. - Mechanics of writing are well-observed</td>
<td>Demonstrate a wide range of vocabulary. - Effective use of word choice, idioms...etc.</td>
<td>Mostly accurate. - Few mistakes. - Communication isn’t impeded.</td>
</tr>
<tr>
<td>Good</td>
<td>Noticeable fluency. - Mostly relevant. - Message can be understood.</td>
<td>Organized. - Ideas are partially clear and coherent. - Shows a reasonable use of writing mechanics.</td>
<td>Reasonable use of vocabulary to convey a message.</td>
<td>Occasional errors. - No global errors. - A good use of sentence construction.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>No complete realization of task. - Lack of ideas. - Not communicative but meaning is conveyed.</td>
<td>Loosely organized. - No noticeable coherence. - Frequent errors in the mechanics.</td>
<td>Limited range of vocabulary. - No effective use of vocabulary to convey message.</td>
<td>Frequent grammatical errors. - Use of one straight pattern.</td>
</tr>
<tr>
<td>Poor</td>
<td>Irrelevant ideas. - Not communicative. - No conveyed message.</td>
<td>Disconnected ideas. - Not organized. - No use of writing mechanics.</td>
<td>Little use of vocabulary. - Vocabulary is insufficient to convey meaning.</td>
<td>Global grammatical errors. - No mastery of sentence structure.</td>
</tr>
</tbody>
</table>
Appendix 8

Scoring of the Test
<table>
<thead>
<tr>
<th>Criterion Level</th>
<th>Ideas</th>
<th>Organization</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
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<tbody>
<tr>
<td>Very good 9-10</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2-3</td>
</tr>
<tr>
<td>Good 7-8</td>
<td>2</td>
<td>1-2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Acceptable 6-7</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1-2</td>
</tr>
<tr>
<td>Relatively acceptable 5-6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1-2</td>
</tr>
<tr>
<td>Poor (+fail) 4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Very poor 3-4</td>
<td>1-2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Very poor but with some relevant ideas 2-3</td>
<td>1</td>
<td>0</td>
<td>0-1</td>
<td>1</td>
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<tr>
<td>Irrelevant 0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>
Appendix 9

A sample of students’ writing papers
Writing Achievement Test  
First Secondary Class

Name: ........................................... section: .......... 

Write three paragraphs composition about Jordan of 120 words. Use this helpful information while writing:
- Location, capital, and area.
- How many its population, and talk about their language and religion.
- Achievements of democracy and governance in 20th Century?

The Jordan is an Arab country from both areas. The Jordan is located in the heart Asia.
The capital of Jordan is Amman. There are many areas.
Population in Amman: 500,000.
The language of Jordan is Arabic.
The education in the 20th century was built university, hotel and hospital.
Write three paragraphs composition about Jordan of 120 words. Use this helpful information while writing:
- Location, capital, and area.
- How many its population, and tell about their language and religion.
- Achievements of democracy and governance in 20th Century?

Jordan
 Kingdom

The location of Jordan in Asia. This hostiment of Jordan crossing place in Asia. The capital of Jordan Amman, it's very beatiful and the crowd. Jordan population. The area of Jordan 89,000
89 Kilometric.

The population of Jordan about 5 millions.

The population said language Arabic and the religion Islamic.

Secured development in the Jordan for:
example:-
1) built the hospitals and school(s...
Jordan is an Arab country which is a member in the United Arab League. It took its independence in 1946 and it has been called Transjordan before. Jordan is governed by a constitutional monarchy where the King is the head of the three authorities in the country. All Jordanian love their King Abdullah II, who politically followed the wise road of life in guiding his people. We wish him victory and we wish our country prosperity.
Writing Achievement Test
First Secondary Class

Name:.................................................. section:........

Write three paragraphs composition about Jordan of 120 words. Use this helpful information while writing:
- Location, capital, and area.
- How many its population, and talk about their language and religion.
- Achievements of democracy and governance in 20th Century?

Jordan

It located in Middle east the capital of Jordan is Amman the area of Jordan is about 90 km sq.

The population is about 6 million people Most of them speaks Arabic because Arabic is the formal language in Jordan. The religion is Islam and Chris.

The late King Hussein started the democracy then King Abdullah the second completes. All people in Jordan love King Hussein and his son. King Abdullah. Jordan imported oil and export tomatoes, potatoes, and olives. There is part man in Jordan all four years. the people respect the law in Jordan.

Lastly, Democracy I think that I can do every thing in Jordan.
Writing Achievement Test
First Secondary Class

Write three paragraphs composition about Jordan of 120 words.
Use this helpful information while writing:
- Location, capital, and area.
- How many its population, and talk about their language and religion.
- Achievements of democracy and governance in 20th Century?

Jordan is a small country with located in heart of middle east and Arabic language. Its main language is Arabic. Jordan is a small country. Its area about 23,000 Km² and Amman is its capital. The population of Jordan isn't high like another country. It's population about 9 million inhabitants. The religion of our country is Islam. The religion of all people system of nature is Monarchy.

The democracy in Jordan is active and it's lead us to built University, schools, hospitals, and Parks with many important thing in Jordan.

In the end, the Jordan is small country in its area but it is a strong country in its brains.

Thank you.
Writing Achievement Test
First Secondary Class

Name: ___________________________ section: ______

Write three paragraphs composition about Jordan of 120 words.
Use this helpful information while writing:
- Location, capital, and area.
- How many its population, and talk about their language and religion.
- Achievements of democracy and governance in 20th Century?

Jordan

The official name of my country is the Hashemite Kingdom of Jordan. Jordan is located in Asia. Amman is the capital and largest city of the Jordan. The area of Jordan is about 92,000 sq. km.

The population of Jordan (1997 estimated) is about 5 million people. The great majority of the Jordanian people are Muslims. Arabic are the official language, English and some French are also spoken. The currency is Jordanian Dinar. Jordan is a member of U.N.

Economic development, access to health and human services, and improve educational standards are urgently linked to citizen participation, respect for the rule of law, and a transparent and accessible public sector. In the past few years the government of Jordan has worked to improve Jordan's legal and regulatory framework and supported sweeping legal sector reforms, aimed at achieving full independence of the judiciary. In addition, women rights are almost better anywhere else in the world.