The Effect of SPAWN Strategy in Developing Persuasive Writing Skills and Productive Habits of Mind

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Abstract
This research investigated the effect of SPAWN strategy in developing persuasive writing skills and productive habits of mind in the English language among second secondary grade students. The study adopted the quasi-experimental design, which involves two groups: experimental and control. For data collection, the researcher designed the following instruments and materials: the teacher's guide to teach persuasive writing and develop productive habits of mind by using SPAWN strategy, persuasive writing skills test and rubric, and the productive habits of mind scale. These instrument were applied to a sample of sixty students in the second secondary grade. Data were analyzed through Pearson's correlation coefficient, independent samples t-test, paired-samples t-test, and ETA squared. The findings revealed statistically significant differences between the mean scores of the experimental and the control groups in the post-administration of persuasive writing test and productive habits of mind scale in favor of the experimental group. Also, the results obtained through the paired-sample t-test and the Eta squared showed that the experimental group students achieved significantly higher scores in the post-tests. Besides, Pearson's correlation coefficient revealed the strong positive correlation between persuasive writing skills and the four selected productive habits of mind, which are: Thinking flexibly, Questioning and Problem posing, Apply prior knowledge to new situations, Creating Imagining and Innovating. In recommended , include the persuasive writing skills in second secondary grade students' textbook and teachers' guide to help teach, develop and evaluate students' persuasive writing skills effectively. Besides, including the procedures of SPAWN strategy in the teachers' manual to enhancing students persuasive writing and promote productive habits of mind.

 Keywords: SPAWN strategy, writing skills, habits of mind, persuasive writing, Saudi EFL students.

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Introduction

Teaching English as a foreign language achieves wide increasing interest; since the English language is considered as the global language that facilitates communication between people around the world. It is also the first language of science, technology, industry, and economy. Moreover, mastering English language skills is an essential requirement in many fields of work and study, as it is a condition that students must attain to proceed with their higher education in universities. And a need posed by many labor markets on many applicants (Rhman, 2011).

In response to the global trends in English language learning, the ministry of education in Saudi Arabia is making significant efforts to develop English language teaching practices in all educational stages. These efforts were demonstrated through The English Language Development Project in General Education. Besides, universities are holding conferences and workshops that aim to exchange experiences in the field of teaching English as a foreign language (TEFL). The first international conference of EFL education at the University of Jeddah, which was held on 31st of October 2016, was an example of the exerted efforts to promote efficiency level of TEFL and enhancing learning outcomes.

Fuller (2011) emphasized the importance of the English language as a requirement for scientific and economic progress, which assures the need to reconsidering teaching practices and learning objectives of the English language to keep up with the current demands, by preparing students for social and practical life through developing higher thinking and communication skills to help make a qualified generation that will be able to contribute effectively in their country's progress.

Effective teaching of English requires practicing all language skills through real-life situations. However, the writing skill is the most important and challenging skill; it is a process of exploring and paraphrasing ideas to construct meaning. It is an activity to solve a problem rather than just being mean of communication (Maarof & Murat, 2013). Mastering writing skills is an indicator of language proficiency. It requires a language learner to be able to write his ideas, convey meanings, and organize them to express his feelings (Ng, 2003).

Besides, several studies conducted in Saudi Arabia revealed students' weak mastery of writing skills in general education as well as university education. Javid & Umer (2014) and Alkhairi (2013) asserted that there are severe problems in students' academic writing due to the superficiality of ideas and inappropriate use of lexical items, grammar and, vocabulary besides the inability to write different kinds of essays.

Shukri (2014) emphasized that writing activities, which include problem-solving, reading, and critical writing, are still challenges in writing instruction. She added that Saudi students often hesitate before writing about some issues of their everyday life, when related to religion, politics, and customs. Moreover, they do not experience "writing transforming approach", which reflects the writer's creativity and critical thinking. In contrast, they are using "knowledge telling approach" that depends on retelling information without analyzing and with apparent absence of a student's voice in writing.

Persuasive essay is one type of challenging writing for students. It requires students to express points of view and consider the perspectives of other people on a specific issue that needs to be clarified and supported by evidence to persuade the reader. This type of writing is different from descriptive or comparative essay. It requires high order thinking skills as an explanation, logical analysis, problem-solving, and critical thinking (Philippakos, MacArthur & Coker 2015). Persuasive essay improves analytical and critical thinking skills and leads students to creativity and using logic. It also qualifies students to act effectively and to make the appropriate decisions in situations they may face in everyday life. It enhances students' ability of meeting an audience and communicate their ideas with explanations and providing real reasons to support views. Besides, improving listening and speaking skills during discussion and criticism. Thus, it encompasses multiple strands of language arts (Dickson, 2004).

The ability to persuade becomes an essential component of our everyday life. With the rapidly changing world, and due to the spread of social media, students used to write for a real audience and express their opinions on relevant topics. In contrast, these opportunities are limited inside classrooms (Atkins, 2011). The need for developing students' ability to express opinions and assure persuasion is increased as one of the necessities in the written communication.

Despite the importance of persuasive writing, it doesn't receive sufficient concern in our schools. Shukri (2014) stated that the method of teaching depends basically on textbooks with very familiar topics and don't provide students with the chance to experience creative and critical writing. Thus, students may not have adequate experience in developing problem-solving skills and critical analysis. She also recommended adopting teaching methods and curriculum that enable students to be independent writers.

Because writing is connected to thinking, developing persuasive writing skills requires developing high order thinking skills through various writing activities that depend on a text or a discussion on a specific issue, which can be achieved by providing students with chances to reconstruct meaning from documents and employ their knowledge and views to produce excellent writings. Then, these skills become mental practices that occur habitually in their daily life. This idea was assured by Tremmel (1992) emphasized the connection between the habits of mind and arts of language, specifically writing.

Productive habits of mind are the intelligent behaviors, guides, and motivators that are practiced by individuals in a new situation and require employing the previous experience to make final decisions. Productive habits of mind include; persistence, managing impulsivity, listening to others with understanding and empathy, think flexibly, thinking about their thinking, striving for accuracy, questioning and posing problems, applying past knowledge to new situations, thinking and communicating, gathering data through all senses, creating and imagining, responding with wonderment, taking responsible risks, finding humor, thinking interdependently and learning continuously (Costa & Kallick, 2008).

With the increased attention to the need for adopting effective learning instruction, the SPAWN strategy is an effective multi-purposes learning strategy. It is a cognitive instructional strategy that integrates reading and writing to target different subject areas. It is designed to engage

students in a flexible and critical thinking while examining a text and forming their targeted writing responses. This learning strategy provides students with opportunities to recall previous knowledge, generate ideas and, employ them in new situations (Seidel, Perencevich & Kett, 2005).

SPAWN strategy helps to consider multiple perspectives, assess and evaluate reasons and consequences of a particular issue to persuade others with points of view by responding to the given writing prompts including (S: special Power – P: problem-solving -A: alternative points of view – W: What if? – N: next!) (Rojas, 2007). Additionally, this type of integrating reading and writing, as in SPAWN strategy, helps improve the quality of written argumentation and promote critical thinking skills (Newell et al. 2011; Standish, 2005; Moore, 2009). SPAWN as a cognitive strategy is linked to critical thinking; since the goal for teaching critical thinking is to use cognitive strategies to promote reasoned and goal-directed thinking that help students in making correct judgments based on a careful weighing of available evidence (Dunn, Halonen, & Smith, 2009).
The researcher can conclude that SPAWN learning strategy with its five different types of writing prompts can help in enhancing students' persuasive writing by giving them a chance to analyze reading material and form their conclusion on a particular topic. Besides, engaging with SPAWN writing prompts can help to promote thinking and productive habits of mind.

Statement of the problem
Recently, developing writing skills has received ample concern due to the role of academic writing in the learning process and knowledge transformation. Indeed, many studies in Saudi Arabia investigated students writing performance in different stages and recommended the importance of reconsidering writing instruction in English language teaching to treat serious weaknesses among students. Besides, adopting new methods to enable students to write different types of essays to demonstrate the own writer's voice through a variety of topics (Alkhairi, 2013; Javid & Umer; 2013; shukri, 2014). Accordingly, it is essential to improve persuasive writing skills since persuasive writing is one of the most common types of writing prompts in many writing textbooks (Barzanji, 2016). Many researchers emphasized the importance of developing thinking skills as habits of mind among students and providing them with opportunities to practice a variety of habits of mind based activities through contexts; since developing habits of mind is reflected positively on students' learning performance (Bee,seng & Jusoff, 2013; Swart, 2008; and Khoon, 2006).

Hypotheses
1- There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores obtained by students of the experimental group and those of the control group in the post-test of persuasive writing skills.
2- There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores obtained by students of the experimental group in the pre and posttest of persuasive writing skills.
5- There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores obtained by students of the experimental group and those of the control group in the post administration of the productive habits of mind scale.
6- There are no statistically significant differences at ($\alpha \leq 0.05$) level between the mean scores obtained by students of the experimental group in the pre and post administration of the productive habits of mind scale.

7- There is no statistically significant correlation at ($\alpha \leq 0.05$) level between the mean scores obtained by students of the experimental group in the posttest of persuasive writing skills and post administration of the productive habits of mind scale.

Literature Review

The Role of Reading in Writing Instruction

Before exploring the role of reading in the writing instruction, it is essential to illustrate reading-writing connection. According to Hirvel (2004), reading and writing have various common constructs such as rhetorical structure, linguistic features of written text, examining lexical and characteristics of the writing. The writing and reading processes followed a similar development. Tavares (1990) illustrated the connection between these skills:

> "These two skills involve some analogous aspects in two levels: the surface and deep levels. The surface level involves the mechanical skills which students are required to master. In reading they focus attention on decoding and subskills, while in writing they have to master punctuation spelling, grammar, etc., these mechanical similarities, however, do not go beyond the importance of deeper similarities which involve the transaction between reader and writer. Both skills entail composing: we have to reflect, read, make the message meaningful" (p.59).

Tsai (2006) stressed the importance of linking writing and reading in college EFL courses. He stated that teachers of English as a foreign or second language have managed to teach writing and reading independently. Nevertheless, writing and reading share similar features, and learners are more likely to benefit from the teaching program that merges writing and reading activities in a way that make them complete each other. Implementing this concept in real teaching conditions would not be a problematic challenge when EFL writing teachers are conscious of the advantages of the reading-writing linking, and wisely device teaching practices.

According to Tuan (2012), the correlation between reading and writing helps EFL students improve their writing skills. However, despite the fair amount of studies conducted in this field. Horning and Kraemer, (2013) still believed that even in the United States, where English is spoken as a first language, connecting reading and writing to facilitate learning is not paid sufficient attention by teachers . Hao & Sivell (2002) claimed that teaching writing in isolation of reading might affect the development of writing skills. When reading and writing are not integrated into the writing instruction, students may struggle to transform knowledge and skills they have acquired from reading into their writing. Fageeh (2003) also recommended connecting reading and writing as a pedagogical phenomenon to overcome the weakness in the students' writing abilities.

Furthermore, (Carson, 1993) stated that reading was recognized as the basis for writing, especially in academic settings. The integration of reading into writing enables students to develop both critical thinking and critical literacy through the ability to transform information for their own

purposes in reading and to synthesize their prior knowledge with another text in writing. Employing reading in writing instruction is one model that results from this connection. Reading –to- write, is an approach arose from the relationship between the two skills, also underscores the fact that most writing, particularly in academic contexts, depends to a large extent on reading input, either directly from source texts or indirectly from background knowledge, which itself results from experiences with texts. Additionally, Grabe (2001), clarified that " reading –to –write " is a notion which requires writers to examine resources and read them in many perspectives as if they search for specific information and apply reading strategies to match task expectations for the writing.

The connection was well demonstrated in the two general directions that reading -to-write has followed since its foundation in the 1980s. They are input-based and output-based approaches. The input-based is in which learners use reading as input tool for learning about writing in the target language. The output based approach is one in which students must transfer content from the material they read to a text they write. (Hirvela, .2004).

SPAWN Reading-Writing Strategy

SPAWN is a post-reading, reading, and writing strategy that was found by Martin, Martin, & O'Brien 1984 and introduced later in 2003 by Brozo. It is a series of writing tasks that require students to examine the content of reading from multiple perspectives, and then creatively apply their knowledge to their writing or discussion tasks (Alvermann, Phelps & Ridgeway, 2007; Rasinski, Blachowicz & Lems, K. 2006). It is a cognitive instructional strategy that is targeting different subject areas. It is designed to engage students in a flexible and critical thinking and encourage creativity by moving beyond the text and manipulating aspects of the reading selection to produce new possible responses and create new results. SPAWN assignments cues bring complexity and engagement to student-text interaction. It encourages students to be responsible for extending learning (Kett, Perencevich & Seidel, 2007).

SPAWN is stands for five categories of writing prompts (Special Power, Problem Solving, Alternative Viewpoints, What If? and Next), which can be used in numerous ways to stimulate students' predictive, reflective, and critical thinking about content-area topics (Fisher, Brozo, Frey, & Ivey, 2011);

 S (Special Power): Students are allowed to change some aspects of the text or topic. Their writing should explain what was changed, why, and the effects of this change.
P (Problem Solving): Students can write possible solutions to problems that suggested in the text
A (Alternative Viewpoints): Students write about a topic or re-tell a situation from a unique and alternative perspective.
W (What If?): The teacher introduces a change in some aspects of the topic, then asks students to write new responses based on that change.
 N (Next): Students can write anticipation of what the author will discuss next, explaining the logic behind their conjecture.

SPAWN writing prompts are tailored to fit the learning goals in any subject area. The goal is to encourage students to write thoughtfully and verifiably about a topic, the writing prompts are designed in a way that help students use the textual evidence in their written responses and promote critical thinking about aspects and ideas behind the content (Brozo, 2017).

According to Fisher et al. (2008), the procedure of SPAWN strategy are as follows:
1- Start by targeting the thinking skill students should be exhibiting, such as anticipating, reflecting, solving a problem, or analyzing information.
2- Next, select the prompt of SPAWN that target your learning objective. For example, if you want your students to express their opinions in critical ways, the Alternative Viewpoints prompts writing of this nature. If, on the other hand, you want students to brainstorm to find new resolutions, the Next and Problem Solving prompts may work best.
3- Then present the SPAWN prompt to whole students by writing it on the board or displaying it from the computer. For anticipatory prompt, students should see it and start writing before presenting the new material. For reflective prompt, it should be presented after covering the new content.
4- Allow students to form their responses within a reasonable time. In most cases, adequate responses take 10 minutes..
5- Students can discuss and share their SPAWN responses with the class to encourage discussion and check for logic and accuracy.

SPAWN strategy entirely engages with Bloom's taxonomy of cognitive learning objectives as follows:

Remember: recalling what has just read from the text in as much detail as possible.
- Understand: summarizing parts of the reading material.
- Apply: determining how this information is useful to his/her understanding of the subject.
- Analyze: determining how your suggestions are different from the author.
- Evaluate: Why do you believe your ideas might be better than a classmate's idea? Do you think your ideas were better than what the character did within the text?

Additionally, Kett et al. (2007) stated that SPAWN is an exciting approach to reading that serves to extend learning. By using this strategy, teachers can engage students in creative and critical thinking in an organized way. When attaining far-term goals of the SPAWN strategy, the student will use the ideas learned in SPAWN to examine texts more critically and will have more creative options. As a result, SPAWN strategy helps students produce creative works by responding to the prompts. For example, based on the teacher's prompt of SPAWN category "Next", students can write new stories, anticipate new actions or create original ideas as new series for the reading. These outcomes represent the category "create" in Bloom's taxonomy.

SPAWN strategy offers limitless opportunities to enhance students thinking. Its effectiveness is based on teachers ability to create effective writing prompts to help students elicit deeper-level thinking about the material under discussion, this ability is one of the necessary skills of good teaching (Adler 1982 as cited in Sujariati, Rahman &Mahmud, 2016). Rojas (2008) highlighted the benefits of using SPAWN strategy as demonstrating comprehension of texts and develop ideas through brief written responses. It helps supporting interpretations and explanations with evidence from the text. Through discussion, students can express opinions and make judgements that demonstrate point of view, and make connections between text writing and own lives. SPAWN helps in producing imaginative responses that show development, organization, insight, and effective language bedside   allowing students to share the process of writing to respond to written texts.

Persuasive Writing

Writing is a mixture of cognitive processes and social factors. In the course of its process, writers are involved intellectually and emotionally in the experience of writing, (Kristmanson, Dicks & Le, 2009). Therefore, when students experience the process of writing, the teacher needs to find out a challenging context in which argument is a natural part of classroom discourse, to give students authentic opportunity to write and enhance self-expression to motivate students (Bruton, 2005; Herrera, 2002). Persuasive writing is one specific genre of expository writing, and in comparsion to other writing genres, persuasive writing is a complex and challenging task with the purpose of convincing the reader to accept a particular position or point of view. Novero (2015) provided the following definition of persuasive writing as presented in The National Assessment Governing Board. It is "the ability to express one's opinion by arguing in favor of or against a particular viewpoint in a logical manner, thereby changing and affecting readers' point of views or actions" (p.8). The difficulties of persuasive writing are represented more in students' little experience of reading persuasive texts. Moreover, the challenges of considering opposing positions create new challenges to writing, since people used to pay attention to reasons that confirm their opinions and ignore conflicting reasons. But on the other hand, critical thinking, which is one of the main reasons for teaching persuasive writing, requires careful consideration of different perspectives (Philippakos, MacArthur & Coker 2015).

Besides, persuasive writing and argumentative writing are sometimes used interchangeably, But Moore (2009) stated that "persuasion is designed to cause an audience to act and argumentation is designed to act on the audiences' beliefs and understandings of an issue" (p.48). Sachar (2013) illustrated the difference " in differentiating the two, argumentative writing uses claims and evidence to develop the argument, while persuasive writing uses techniques that appeal to emotions or credibility" (p.31). Additionally, persuasive writing is a challenging communicative task that requires the writer to have sufficient knowledge of the topic and "perspective-taking skills"; which means the ability to weigh both sides of an issue, the ability to integrate multiple points of view, and oral language competence (Nippold & Ward-Lonergan, 2005).

For many adolescents, persuasive writing poses linguistic challenges because effective persuasive writing involves organizing discourse by developing argumentation structure through a series of ideas. Indeed, the academic persuasive text merely goes beyond expressing emotions or actions towards real events and require writers to illustrate positions towards particular issue (Berman & Nir-Sagiv 2004). Andrews, Torgerson, Low and McGuinn (2009) stated that writing to persuade, argue or advise is considered as " part of the meta-genre of non-fiction writing including essays, reviews, opinion pieces ,and advertisements", because these types of writing are all generally concerned with 'argumentational' writing (p.292). One explanation for the difficulty in composing the persuasive text, is the need for anticipating the attitudes, beliefs, and arguments of the audience without dialogic feedback. Writers need to appeal to their audience by presenting their position clearly, delivering arguments in a coherent and logical way, supporting their claims with relevant justification and elaborations, considering counterarguments that might be raised by the audience, and finding ways of refuting them (Rieke & Sillars & Peterson, 2001, p. 109). Other discussions of the persuasive writing genre have focused on aspects of text structure. Graham and Harris (2005) stated that persuasive writing involves taking a position on a particular topic and defending it through writing. The quality of persuasive writing depends on a large extent on the quality of the evidence offered to support a claim.

Recently, persuasive writing is all around us, in advertisements. newsletters, TV programs, social media, and even in everyday conversation. Researchers and practitioners have increasingly demonstrated that mastering persuasive writing skills is essential for developing academic writing in all content areas. Mastering persuasive writing skills prepares students for college entrance examinations such as the Scholastic Aptitude Test (SAT), (IELTS), and (TOFEL), which contains parts of persuasive writing tasks. It is a new demand in the recent economic and social environment that can empower individuals at work and in social life (Little, 2007; Bakry & Alsamadani, 2015; Elson, 2011; Nippold, Ward, Lonergan &Fanning, 2005).

Teaching persuasive writing requires choosing effective strategies to help students generate ideas, discuss and evaluate viewpoints, and, collect appropriate reasons and evidence in collaborative work. Indeed, being a reader and examining persuasive text as a starting point of writing have a positive effect on students writing, especially when combined with any writing instruction (Read et al, 2014; Standish, 2005; Moore, 2009). Besides, Al-Shaer (2014) and Gardner (2015) emphasized the positive effect of prewriting strategies and concept mapping on improving students' persuasive writing. Employing these strategies in the writing process help make the relationship between ideas more apparent and meaningful, and foster students' recognition of organizational patterns within the provided texts.

Productive Habits of Mind
Teaching students thinking skills to promote behaving positively and productively when facing problems have become a significant part of the learning process. In the 21st century, it is essential to use deep thinking activities that enable students to go beyond situations to reasoning and

applying knowledge to solve problems and create new meanings in and outside schools. Today's life and work environments require more than core content knowledge. Students should be prepared with skills such as innovation, communication, productivity, flexibility, collaboration, leadership, social skills, critical thinking and problem solving (Costa & Kallick, 2008). Burgess (2012) informed that curriculum guidelines adopted numerous approaches to enhance student thinking skills and incorporate critical thinking skills, flexible and creative thinking, problem-solving and reflective choices, he stated that Costa's habits of mind approach incorporate most of these beneficial elements.

The habits of mind framework has been developed through Costa and Kellick's work, and subsequently through the work of Marzano in 1992. Marzano developed "Dimensions of Learning", and in his fifth dimension of learning, he presented the habits of mind. Initially, Costa and Kellick's work started with a professional discussion in 1982. Then, developed their ideas through classroom experiments that have shaped the current habits of mind concepts (Campbell, 2006). Costa & Kallick (2008) define a habit of mind as " a pattern of intellectual behaviors that leads to productive actions, it is a composite of many skills, attitudes, past experiences, and proclivities that leads to valuing one pattern of intellectual behaviors over another" (p.17).

Table 1. *Productive Habits of Mind*

Source	habits of mind	
Costa& Kallick 2008	1- Persisting. 2- Managing impulsivity. 3- Listening with understanding and empathy. 4- Thinking flexibly. 5- Thinking about your thinking (metacognition). 6- Striving for accuracy and precision. 7- Questioning and posing problems. 8- Applying past knowledge to new situations.	9- Thinking and communicating with clarity and precision. 10- Gathering data through all senses. 11- Creating, imagining, and innovating. 12- Responding with wonderment and awe. 13- Taking responsible risks. 14- Finding humor. 15- Thinking interdependently. 16- Remaining open to continuous learning

Developing productive habits of mind prepares students to be problem solvers, knowledge transformer, and a lifelong learner. Elyousif and Abdelhamied (2013) recommended teachers to establish a link between the content, developing thinking skills, and developing habits of mind through building an attractive environment that helps apply thinking skills in authentic situations, designing challenging tasks that require students to think, communicate, anticipate, search,

explore, solve a problem, and make a decision, and encourage students to ask questions such as why, how, what if, collect and evaluate different perspectives from class discussion.

Habits of mind have been implemented through English language teaching as well as all subject cores. According to the National Council of Teachers of English (2011), preparing students for postsecondary education requires fostering 21st-century skills as well as habits of mind through reading, writing, and critical analysis. These habits of mind help students succeed in a variety of fields and disciplines. One way to present the process of critical thinking is developing critical reading and writing which demand to move from surface-level interpretation to critical response to written text. The framework emphasizes the relationship between habits of mind and critical thinking, It suggests some procedures such as generating a variety of questions concerning to the text, using inquiry as a process to develop writer's questions in relation to authentic audiences, and examining multiple perspectives to build new meanings. Obviously, and unlike Science and Mathematics, research in implementing habits of mind in the field of English language teaching and learning seems to be rare. Despite of that, there was an attempt by Shu Hong Bee, et al. (2013) to investigate the use of habits of mind in English as a second language reading. Through the analysis of the data, he found that students engaged in all of the habits of mind throughout the reading sessions. The habits most frequently observed were: questioning and posing problems, thinking and communicating with clarity and precision, and thinking flexibly. Many habits of mind were found to be utilized in clusters, meaning that a couple of the habits would be used together, or possibly lead from one habit to another during the sessions. The findings suggest that through group discussion and habits of mind, the building of knowledge can be enhanced when effectively utilized within an ESL reading classroom.

Methodology
Research Design
It was the experimental method with a quasi-experimental design, which based on the pre-posttest of non-equivalent group design. According to Ary, Jacobs, Razavieh, & Sorensen (2009), this research design is best suited in educational research because subjects are usually divided into classes, and the random assignment of subjects by the researcher is often not possible.

The sample was selected purposefully from the eighty-eight secondary school, second grade. Two classes were selected randomly, the first class consisted of (30) students and treated as the experimental group, and the second class also consisted of (30) students representing the control group. The study sample reached (60) students.

Materials and Instrument
Teacher's Guide: the teacher's guide aims to help second secondary grade teachers prepare, and design effective writing prompts with SPAWN strategy to improve persuasive writing skills and some productive habits of mind. This guide was developed after reviewing the related literature, the previous studies, the Saudi English Language Framework (SELF), the second secondary grade textbook, besides consulting some specialists in the major of English language curriculum and

instruction. It is consisted of three parts: the first part describes SPAWN learning strategy, the second part explains the use of SPAWN strategy in improving persuasive writing and some productive habits of minds and the third part presents lesson plans for some persuasive writing activities from the required textbook of the second secondary grade (Traveller 3).

Persuasive Writing Test and scoring rubric: the test based on writing a persuasive essay in response to a given prompt. Consisted of one writing prompt with a brief introduction to the topic. Students should express their opinions by writing a persuasive essay in response to this prompt. They should maintain the main elements of persuasive writing in their essays. The researcher developed a four-points scoring rubric for scoring persuasive writing tests. The scoring rubric was derived from the prepared list of persuasive writing skills. Each main skill represented a main criteria of persuasive writing. The criteria were: Opinion or Position, Reasons and Support, Points of view, Organization, and Language Conventions.

The validity of persuasive writing test: the persuasive writing test was piloted on a sample of (25) second secondary grade students to compute the internal consistency of the test. The correlation coefficients of test items ranged between (0.77 - 0.84), the items of the test correlate with the total degree at the significant level (0.01), which confirms that the test was consistent and valid as a tool for the research.

The Reliability of the Test: the Cronbach Alpha reliability coefficient was (0.87), which is very acceptable in educational and social studies and indicates that the persuasive writing test is reliable and can be applied to achieve the research aims.

The Productive Habits of Mind Scale: this scale aimed at assessing students' use of some productive habits of mind before and after the experiment of teaching by using SPAWN strategy. Only four habits were selected they are: Thinking flexibly, Questioning and Problem Posing, Apply prior knowledge to new situations and Creating, Imagining, and Innovating**.** Table (2) shows the reasons behind choosing these four habits of mind, specifically by describing the function of each category of SPAWN strategy concerning the selected productive habits of mind.

Table 2. *the similarities between spawn strategy categories and the selected productive habits of mind*

SPAWN Category Function ◄———►	**Productive Habit of Mind 's aim**
S: special power. N: next. Stimulate students thinking to predict, reflect and produce creative responses.	*Creating, imagining and innovating* Students can try different ways of generating new, original, and novel ideas.

A: Alternative viewpoints. Write about aspects of the text from a different and new perspective.	*Thinking flexibly.* Students should look at the topic in another way! .And be able to change perspectives, generate alternatives, and consider options.
W: What if: Introduces an unexpected change in one of the text aspects, then responding by writing based on that change. Students can introduce their own *What if?* questions and response to them.	*Questioning and Problem Posing:* Students should improve their questioning attitude; and developing questions by examining the text and finding problems to solve.
P: Problem Solving. Respond to problems or suggested in the text by creating clear and appropriate writing response.	*Applying past knowledge to new situations.* Students should be accessing prior knowledge and experience. Being able to transfer knowledge beyor the situation to solve problems

The scale designed to assess the selected productive habits of mind. For each habit of mind, there are two parts.

Part A: consists of a table with five expressions describing five behaviors. The student should choose the degree of practicing each behavior. There are three responses for each expression, always, sometimes and rarely.
Part B: contains a writing prompt. The student should respond to the prompt by writing a short paragraph.

The Productive Habits of Mind Scale Scoring: as mentioned above, part A involves three levels of responses, always (3 points), sometimes (2 points), and rare (1 point). Thus, the maximum score for this part is (15) points, and the minimum is (5) points.

The researcher designed a short holistic rubric that is based on Costa and Kallic's description of each productive habit of mind to assess responses on part B in the scale. Holistic scoring "assesses student's ability to construct meaning through looking at the piece of writing in its entirety" (Cooper et al., 2015). Thus, the holistic rubric is suitable for assessing a short writing paragraph. The rubric contained the four productive habits of mind. Under each habit of mind, there are three levels of performance. The levels assigned a score from "1" (the lowest), to "3" (the highest).
The Validity of internal consistency: the correlation coefficients for the items of the test ranged between (0.77 -0.85), the items of the scale correlate with the total degree at the significant level (0.00).

The reliability of the scale: the Cronbach Alpha reliability coefficient was (0.87), which indicated that the productive habits of mind scale is reliable and can be applied to achieve the research objectives.

Treatment

Two of the second secondary grade classes were randomly assigned, one treated as the experimental group, and the other as the control group. The experiment of teaching by SPAWN strategy was applied only in the experimental group. The two groups did the pre and post means of gathering data (a pre-posttest of persuasive writing and productive habits of mind scale). The results of the pretests of the two groups ascertained the homogeneity and equivalence of them. Implementing the experiment based on the prepared teacher's guide on the experimental group for four weeks. The first two classes provided an introduction to persuasive writing and productive habits of mind. It was important for the students to be aware of what they are going to learn. Lessons of the treatment include the following: Activity (4b), Writing based on an e-mail expressing opinion. Activity (7a) letter to the editor expressing an opinion. Activity (7a) Write an essay to the school principle expressing your view about English Language virtual classes. Activity (7a) write a letter to the editor expressing your opinion.

Results

Result of Hypothesis One

The researcher used the t-test to explore the difference in the mean scores between the experimental group and the control group on the posttest of persuasive writing skills.

Table 3. *T-test results of the differences between mean scores obtained by the two groups in persuasive writing skills post-test*

persuasive writing skills	Group	N	Mean	Standard deviation	T test	p-value	η2	Effect size
Opinion & Position	Control	30	2.30	0.54	4.38	0.001	0.28	High
	Experimental	30	3.10	0.46				
Reasons & support	Control	30	2.66	0.88	4.08	0.001	0.23	High
	Experimental	30	3.30	0.54				
Points of view	Control	30	1.63	0.65	5.22	0.001	0.38	High
	Experimental	30	2.86	0.55				
Writing organization	Control	30	2.13	1.16	5.26	0.001	0.32	High
	Experimental	30	3.06	0.43				
Language conventions	Control	30	2.80	0.86	4.02	0.001	0.24	High
	Experimental	30	3.50	0.66				
Persuasive writing skills	Control	30	11.56	0.68	5.83	0.001	0.37	High
	Experimental	30	15.80	0.48				

Table (T)=1.293 at level α = 0.05 , degree of freedom =58

Result of Hypothesis Two

To validate the hypothesis, the researcher used the paired t-test to determine the significance of the differences in mean scores of the experimental group in the pretest and posttest of persuasive writing skills.

Table 4. *Paired sample t-test results of the differences between the pre and posttest of persuasive writing skills for the experimental group*

Persuasive writing skills	Group	N	Mean	Standard deviation	Mean deference	T test	p-value	η2
Opinion & Position	Pre test	30	2.33	.47	.76	4.17	0.001	0.23
	Post test	30	3.10	.88				
Reasons & Support	Pre test	30	2.46	.62	1.13	6.42	0.001	0.42
	Post test	30	3.30	.65				
Points of view	Pre test	30	1.43	.50	.83	5.22	0.001	0.32
	Post test	30	2.86	1.16				
Writing Organization	Pre test	30	1.83	.46	1.43	6.42	0.001	0.44
	Post test	30	3.06	.86				
Language Conventions	Pre test	30	2.3667	.61495	1.23333	6.713	0.001	0.34
	Post test	30	3.5000	.68229				
Persuasive writing skills	Pre test	30	10.3833	3.300	5.4501	6.594	0.001	0.33
	Post test	30	15.8334	0.4875				

Table (T)=1.293 at level α = 0.05 , degree of freedom =58

Result of Hypothesis Three

To validate this hypothesis, the researcher used the independent t-test to determine the significance of the differences between mean scores obtained by both groups in the post administration of the productive habits of mind scale.

Table 5. *T-test results of the differences between mean scores obtained by the two groups in the post administration of the productive habits of mind scale*

Productive habits of mind	Group	N	Mean	Standard deviation	T test	p-value	η2	effect size
Thinking Flexibly	Control	30	13.03	1.21	16.16	0.001	.91	High
	experimental	30	17.33	.80				
Questioning and Problem Posing	Control	30	12.86	1.13	17.29	0.001	.81	High
	experimental	30	17.13	.73				
Apply past knowledge to new situations	Control	30	12.83	1.01	20.13	0.001	.83	High
	experimental	30	17.23	.62				
Creating, Imagining and Innovating	Control	30	13.10	1.2	14.50	0.001	.87	High
	experimental	30	17.20	.84				
Productive habits of mind scale	Control	30	51.90	3.15	25.21	0.001	0.91	High
	experimental	30	68.90	1.91				

Table (T)=1.293 at level α = 0.05 , degree of freedom =58

Result of Hypothesis Four

To validate this hypothesis, the researcher used Paired T-Test.

Table 6. *Paired sample t-test results of the differences between the pre and post administration of the productive habits of mind scale for the experimental group.*

Productive habits of mind	Group	N	Mean	Standard deviation	Mean deference	T test	p-value	η2
Thinking Flexibly	Pre test	30	12.63	1.03	4.83	23.03	0.001	0.90
	Post test	30	17.33	.80				
Questioning and Problem Posing	Pre test	30	12.26	.82	4.63	23.00	0.001	0.90
	Post test	30	17.13	.73				
Apply past knowledge to new situations	Pre test	30	12.40	1.27	4.70	19.02	0.001	0.86
	Post test	30	17.23	.62				
Creating, Imagining and Innovating	Pre test	30	12.56	1.38	4.86	15.78	0.001	0.81
	Post test	30	17.20	.84				
Productive habits of mind scale	Pre test	30	49.71	3.35	19.18	25.11	0.001	0.97
	Post test	30	68.89	8.95				

Table)T)=1.293 at level α = 0.05 , degree of freedom =58

Result of Hypothesis Five

To validate this hypothesis, the researcher used Pearson correlation coefficient to determine the relation. The table shows the value.

Table 1. *Correlation between posttests scores for the experimental group*

Pearson correlation coefficient (r- value)	**p-value**
0.79**	0.**00**

Discussion

Considering the effect size values, which indicated a strong positive effect of SPAWN strategy on persuasive writing skills, the effected skills can be ranked from the highest to the lowest as follows: Points of view skill recorded the highest degree of change. It showed students' ability to consider alternatives points of view on particular issues. The category "A" in SPAWN strategy, which means (Alternative Viewpoints)**,** provided students with prompts to write about a topic or re-tell a situation from unique and alternative perspectives. SPAWN 's Alternative Viewpoints prompts created by the teacher help students share and discuss opinions with classmates and compare them to what provided in the given materials. Language organization recorded the second highest degree of change, as a consequence of SPAWN focused activities that require reading and examining

persuasive essays before responding to the prompts. Students examine essay patterns, styles, and organization every time they respond to SPAWN strategy. "S: Special Power" prompt of SPAWN strategy help students form the main opinion or position to be written in the introduction, "P: problem-solving", "A: alternative viewpoints", and "W: what if?" prompts help them generate ideas to form the paragraphs and "N: next" help formulate a call to action to be placed in the conclusion of their essays. Implementing reading in writing instruction improves students writing skills and the quality of the written production in a whole (Ferlazzo &Sypnieski, 2014; Tuan, 2012; Newell et al., 2011). Furthermore, the organizers and worksheets in the teacher's manual helped students to organize their ideas about opinions and illustrate the structure of the persuasive essay. Expressing opinion and position skills come third. According to Rojas (2008), SPAWN strategy helps students form opinions and make judgments by analyzing and evaluating texts from a critical perspective. The category "S: special power" in SPAWN strategy provided students with a prompt that requires writing a change on any aspect of the text according to their opinion and write the consequences. This procedure helps students overcome the fears of writing their own opinion or position toward some issues. Therefore, integrating reading in writing instruction, as in SPAWN strategy, provides reading sources tohelp studens shape opinions about to the topic, which confirms that writers' knowledge about a topic improves his writing performance (Plakans and Gebril, 2012, Lin, 2003). Language conventions skills came the fourth on the table. Examining persuasive texts enhances students' ability to choose accurate words to support persuasive writing. And as mentioned before, this procedure allows them to notice a variety of well-developed sentence structures, correct grammar, spelling and punctuation in the reading materials. Reasons and support skills came the fifth in the table. Texts provided to be examined by SPAWN strategy were resources for information that help to support interpretations, and evidence to inform claims or opinions (Ferlazzo &Sypnieski , 2014; Plakans and Gebril, 2012; Rojas, 2008). The use of expository texts as content for an argument and a model for writing improves students' persuasive writing (Gleason, 1999, as cited in standish, 2004). In the current research, the use of SPAWN strategy prepared students to write persuasively by focusing on the reading material and seeking knowledge and structure. The five prompts of SPAWN promoted generating ideas and linking them to the available information.

Besides, considering the effect size values, which indicated a strong positive effect of SPAWN strategy on developing productive habits of mind, the effected habits can be ranked from the highest to the lowest as follows: *Thinking flexibly* recorded the highest degree of change. Students showed their ability to consider different points of view rationally and impartially, generate alternatives, options, and examples concerning the discussion. " A: alternative viewpoints" of SPAWN category help students think flexibly through finding more alternatives and possibilities. *Creating, Imagining, and Innovating* are ranked the second. Rojas (2008) mentioned that SPAWN strategy helps to demonstrate comprehension of texts through creative and imaginative responses. *Applying past knowledge to new situations* came the third. Through SPAWN integration of reading into writing instruction, students creatively used their experience in their writing or discussion tasks. Carson (1993) stated that through this integration, students can transform information for their purposes in reading and to synthesize their prior knowledge with another text in writing (Carson, 1993). *Questioning and problem solving* ranked the fourth. Students improved their questioning attitude, and start to form questions through examining the text and finding problems to solve. "W: what if?" category in SPAWN strategy allowed students to formulate their questions based on an urgent change in one of the text aspects. Generally, the literature reviewed in the field of reading,

writing, and thinking skills emphasized that students who engage in reading and writing integrated processes with a clear purpose in their mind, as in SPAWN strategy, improve their thinking skills alongside their learning (Standish, 2005). When students write about content, they use a complex process that requires them to use a higher level of thinking skills and connect their thinking to the material learned. Then, engage in writing activities that require students to think and reshape their knowledge about a topic (Alharbi, 2015).

Moreover, research shows that persuasive writing requires the writer to have a sufficient knowledge and skills to integrate information and evaluate opinions in the writing assignment. Persuasive writing assignments also involve clear awareness of the argument and require students to use thinking skills such as analyzing, anticipating, evaluation, and synthesis, Indeed, writing persuasively provide students with opportunities to promote a high level of thinking, through asking students to consider problems, find solutions, and advise a plan to address it (Nippold & Ward-Lonergan, 2010; Baines, 2014).

Conclusion

Results of the analysis revealed a significant improvement in students' persuasive writing skills (Opinion or position, Reasons and Support, Points of View, Organization and Language Conventions) and the productive habits of mind (Thinking flexibly, Questioning and Problem posing, Apply past knowledge to new situations and Creating, Imagining and Innovating). This improvement was attributed to the effectiveness of SPAWN strategy. Results also revealed a strong positive correlation between persuasive writing skills and the productive habits of mind for the experimental group; the revealed strong correlation can be attributed to the teaching by SPAWN strategy.

Recommendations

Based on the above findings, It is recommended:
1. Including persuasive writing skills in second secondary grade students' textbook and teachers' guide to develop and evaluate students' persuasive writing skills effectively.
2. Planners of teachers' training programs should emphasize the significance and necessity of promoting the productive habits of mind among students.
3. Designing professional development course for teachers to help them develop students' writing performance through the use of SPAWN strategy in the pre-writing stage of the writing process. Teachers should also practice to form an effective SPAWN prompts to maintain students engagement.
4. Teachers should encourage students to form their SPAWN writing prompts to enrich classroom discussion through expressing their opinions, employing their previous experience in new situations, and develop their thinking skills.
5. Contain English curriculum with SPAWN writing prompts to facilitate students' generating of ideas before composing their final persuasive writing texts. With the importance of addressing the productive habits of mind in each of SPAWN prompt.

Suggestions for further research

- Future descriptive studies are needed to determine the difficulties and challenges of persuasive writing faced by secondary grade students .

- Further research is needed to assess the effectiveness of SPAWN strategy in developing the other productive habits of mind in English language classes .
- More research is needed to examine the effect of SPAWN strategy on developing the other type of writing, such as critical or creative writing among students of different stages .
- Further research is needed to investigate the effect of a suggested program based on SPAWN strategy on developing teachers' ability to form effective writing prompts to enhance students writing performance.

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