

University Students' Attitudes towards Writing Descriptive Composition

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Abstract:

The study aims at finding out the attitude of the students toward writing. To achieve this goal, the study adopted the descriptive method. A questionnaire with 40 items was used to collect the data for the study, these items give answers for three hypotheses. The data collected was analysed and the findings are: Although in some points of the questions regarding the first hypothesis, most of the answers agree with the ideas, writing is useful and students sharing of the ideas concerning writing, the overall result of the hypothesis show that students have negative attitudes towards writing, this fact supported by the quality of the writing done by the students later in the test. The students writing is very weak which indicates their attitude and the way students think about writing. The results of the questionnaire show that students have good ability to write descriptive essay, the matter which rejected by the pretest and posttest marks. The results of the students in the pretest and posttest show that students ability is weak before the implementation of the remedy course, so the questionnaire result might not reflect the reality and the level of the students, that might happen because of the bias answers of the instructors, misunderstanding of the items, or the carelessness of some respondents. Anyway the results of the test do not agree with the result of the questionnaire regarding the students' ability. Although the study shows that teachers give good feedback to their students after writing sessions, the results of the students' work disprove that. If teachers give good feedback to their students, their writing will be good, and their

results will be high, the matter which did not happen. The answers of the teachers in this regard can be ascribed to the previous knowledge that part of teacher's job is to give feedback to their students which – the researcher thinks – affect the respondents' answers. Based on these finding the study recommends: The students' attitude towards writing is negative, so students need to be motivated towards writing, given better sessions and supported to enhance their attitude. Progressive writing session and interventions are highly needed and overgeneralised especially for the first levels, to get the required development on the students' writing ability. Giving feedback is a part of teachers' job, so Instructors should concentrate on giving more feedback to their students and follow them up.

Key words: University Students' Attitude, Descriptive Composition

INTRODUCTION

Introduction:

Attitude plays a large part in students literacy learning Clark, (2012). Attitude affects motivation to learn and influences how students approach an academic task. This study discusses Self-efficacy, an aspect of attitude, as well as the effect of these aspect together with the attitudes, on students' descriptive composition. This study examines the relationship between students' attitudes towards descriptive composition and the impact on their writing progress. It also tries to find out the attitudes of the students towards writing through their teachers , therefore, a questionnaire of 40 items given to the students' instructors.

The Statement of the Study Problem

Writing is very important productive skill and it should have more concentration to get developed. It is receiving a lot of interest and considerable effort nowadays. A Lot of researches have been done and approaches applied to explore problems

and solutions suggested to develop the students' writing performance. The researcher as an "ESL" instructor, experienced some of these problems during his teaching period of time. A very clear weakness is found at university students' writing performance. This weakness might be due to the fact that writing is a very long complicated process, the approaches that used in teaching do not suit the curricula and materials, the syllabi taught do not match the students' level and needs, or students themselves do not exert enough effort towards mastering writing skill to achieve their goals, because of the lack of motivation or due to their attitudes towards writing itself, the issue that the researcher thinks of as a main reason behind the declining and the weakness in the students' writing. The study tries to shed the light and focus on this problem at the university of Aljouf, Kingdom of Saudi Arabia..

The Significance of the Study

Writing is a very important skill and it contributes significantly to the production of the students. The researcher believes the promotion of students' writing performance will help a lot in developing the level of the students and increases their knowledge which assist them to achieve their goals of study, and then aids them to add to the universal knowledge. However, writing as other skills can be affected by some factors, attitude thought of as one of the main reason affect the students' writing. According to these mentioned probabilities, the idea of going through this study, is coined and developed. So, the study tries to investigate the effect of students' attitude towards writing, identifying this problem might help to develop writing performance of the students. Therefore, the study is considered significant for students, teachers, educational policy makers and designers of curriculum.

The Objectives of the Study

The study aims at achieving the following objectives:

- 1\ identifying the students' attitude towards writing
- 2\ investigating the students' writing skills ability before the implementation of the course.
- 3\ knowing whether the teachers give feedback about their students' writing.

The Questions of the Study

The study suggests the following questions and attempts to find out reasonable answers for them.

- 1\ what is the students' attitude towards the writing skills?
- 2\ What is the students' writing skills ability before the implementation of the course?
- 3\ to what extend do the teachers give about their students' writing?

Hypotheses of the Study:

The study stated the following hypotheses:

- 1\ the students have negative attitudes towards their descriptive writing.
- 2\ the students' ability before implementation of the program is weak
- 3\ teachers either do not give feedback or don't give enough feedback about the writing of their students.

Students Attitudes towards Writing

Writing is often a challenging subject for students. To help students develop their writing skills, teachers employ a variety of techniques for students to learn and use when writing. However, teachers must delve further to understand and learn about their students' attitudes towards writing. This should be done because attitude is an important factor that plays a large part in students' literacy learning. Attitude affects motivation

to learn and write and influences how students approach the task of writing. Attitudes are based on self-efficacy beliefs, and that is important to understand as well. Negative attitudes can make writing even more challenging. Therefore, understanding attitude and its effect on the development of successful writers is important for guiding writing instruction. If teachers learn about and understand students' attitudes towards writing, this knowledge can impact their instructional practices positively (Kearet al., 2000). It is for these reasons that I wanted to investigate students' attitudes towards writing and the affect attitude has on their writing progress.

Definition of Terms

An attitude can be defined as 'a psychological tendency to view a particular object or behaviour with a degree of favour or disfavor (Albarracin at al (2005). Attitudes are generally understood to be formed through a process of individual subjective evaluation (involving a rational assessment of costs and benefits), but also influenced by affective and emotional responses and related beliefs. Attitudes are defined as being specific to an object or behaviour while beliefs are more generic, relating to a wider worldview, and tend to be more stable

Attitude– “a learned predisposition to respond to an object in a consistently favorable or unfavorable manner” (Fishbein&Ajzen, 1975, p. 336) *Self-efficacy* - “people’s beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives. Efficacy beliefs influence how people feel, think, motivate themselves, and behave” (Bandura, 1993, p. 118).

The Effect of Attitudes:

Writing is a complex activity that requires multiple skills, thought processes, and affective components (Hidi&Boscolo, 2006). It is a means of communication. It can relay information

or provide entertainment. How people approach writing depends on attitude, interest, and objective. Attitude is an affective component of motivation (Graham, Berninger, & Fan, 2007) and can either propel people forward to take initiative or cause them to retreat and avoid tasks. This is important to consider because children's literacy learning is affected by their beliefs, morals, feelings, and motivation (Bottomley, Henk, and Melnick, 1997). If students' attitudes towards writing are negative, they will most likely avoid writing; whereas if attitudes are positive, they will probably engage in writing. This will then hurt or help their earning and grades. In this chapter, five ideas related to attitude and writing performance will be discussed. The ideas are attitude and writing achievement, literacy environments and attitudes, self-efficacy, self-efficacy and writing performance, and implications for classroom writing instruction. A person's attitude is a developed tendency to respond to a task or object positively or negatively (Fishbein&Ajzen, 1975). According to Cunningham (2008), children begin to develop attitudes toward reading and writing before they are enrolled in kindergarten. The reason for this early development of attitudes is because infants and toddlers get exposed to written text at home and in preschool settings (Cunningham, 2008). At this stage of life, children are seeing print on everyday items such as cereal boxes and books. They also are holding writing utensils and scribbling and drawing. Self-efficacy, an aspect of attitude, is a belief people have about their capabilities towards tasks they encounter throughout their lives. "Efficacy beliefs influence how people feel, think, motivate themselves, and behave" (Bandura, 1993, p. 118). Self-efficacy beliefs can determine whether or not a person will take initiative to act upon a task and persevere when a task is challenging (Pajares&Valiante, 2006). If a student believes he can obtain a desired academic outcome, he will take the initiative and persevere. On the other hand, if a

student believes he cannot obtain a desired academic outcome, he most likely will not be motivated to take initiative and persevere with the task.

Attitudes and Writing Achievement

Graham, Berninger, and Fan (2007) state that little attention has been given to the relationship between attitude and writing achievement. It was only Knudson (1991, 1992, 1995) who examined children's attitudes towards writing in the 1990's. In one study, Knudson (1995) wanted to examine the relationship between writing achievement and attitude towards writing as well as the relationship between grade level and gender and attitudes towards writing. The participants involved were 430 first- to sixth-grade students from one year-round school in southern California. Students from three classrooms at each grade level participated. The students in grades 1-3 were given the Knudson Writing Attitude Survey for Primary Grade Students (Knudson, 1992), and the students in grades 4-6 were given the Knudson Writing Attitude Survey for Children (Knudson, 1991). These instruments contain 19 items in Likerttype format and have five possible responses ranging from almost always to almost never. They were administered to the students in their classrooms, and then a choice of writing prompts was given. Finally, Knudson (1995) interviewed 12 randomly selected students at each grade level individually. This was done to discover what students of different grade levels understand of writing tasks and activities, their perceptions of the importance of writing, and to expand upon responses given on the surveys. Two of Knudson's colleagues and two former classroom teachers, but current graduate students, reviewed the interview procedures that contained 10 open-ended questions before it was conducted. To analyze the data, Knudson (1995) used a stepwise multiple regression. At each step, Knudson assessed R-square values to determine

which variable, or variables, had an effect on students' writing performance. The holistic scores on the writing sample was the dependent variable and the students' grade, gender, and writing attitude score were the independent variables. Results of Knudson's study verified previous findings that grade, gender, and writing performance are positively related. Results also showed there was a connection between student attitudes towards writing and writing competence. In addition, Knudson found that above average writers are more likely to be upper grade female students who have positive attitudes toward writing. Regarding students' understanding of writing tasks and activities, results from the interview indicated that children view writing as drawing when they begin school, as printing when they advance grades in school, and as cursive writing by sixth grade (Knudson, 1995). Writing stories and reports were preferred by the majority of children rather than writing in workbooks. For one question, the first and second grade students stated that they "learn/learned to write at home or that they taught themselves" (p. 93). In response to another question, students in grades 1-6 said they would work on "improving the mechanical features of their writing" (p. 93) in order to write better than they already do. Finally, all students in grades 1-6 believed writing is imperative for job success, but they could not tell which type of writing is needed.

A study by Graham, Berninger, & Fan (2007) investigated elementary school students' writing achievement and their attitudes towards writing by testing the following three models:¹⁰ "writing attitude influences writing achievement in a unidirectional manner, writing achievement influences writing attitude in a unidirectional manner, and the effects of writing attitude and achievement are bidirectional and reciprocal" (p. 516). For this study, attitude was defined as "an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy" (p. 516).

Participants were 128 first grade and 113 third grade students from a large Northwestern, metropolitan school district. The participants either wrote about a surprising event or funny event that happened at school, and they also completed a seven question survey about attitudes toward writing. In a quiet room, trained research staff individually assessed each child as they completed the Wechsler Individual Achievement Test-2 (WIAT-2) Written Expression subtest.

The model that best fit the data with reasonable convergence was model 1: writing attitude influences writing achievement. This was ascertained because the standardized values of the path between all observed variable, such as writing for fun at home, and their corresponding factors (e.g. writing attitude factor) were statistically significant with z values larger than 1.96 (Graham et al., 2007). Similar to Knudson (1995), Graham et al. found that students with positive attitudes towards writing had higher writing achievement. However, unlike Knudson, Graham et al. found that girls were not significantly different from boys on writing achievement.

Literacy Environments and Attitudes

Cunningham (2008) examined the effect literacy environments have on young children's attitudes towards reading and writing. The 201 students between 5 and 6 years old in this study were chosen from 11 magnet schools in a large, urban, Midwestern school district. In the first week of the school year, the students completed a survey about attitudes toward reading and writing. The Student Attitudes Toward Reading and Writing Survey (Trehearne, Healy, Williams, & Moore, 2003) was administered by their kindergarten teacher or the school's literacy coach to groups of two or three children. They also had their oral language and literacy skills assessed and scored by their classroom teacher. This was done using the TROLL, or

Teacher Rating of Oral Language and Literacy (Dickinson, 1997). For this 5-10 minute assessment, teachers do not need prior specialized training to assess an individual child's current language skills, reading skills, and writing abilities. Rather than formal testing of actual development, the TROLL relies on a teacher's professional judgment of a child's development. To assess the quality of the language and literacy environments in each classroom, an instrument called the Early Language and Literacy Classroom Observation (Smith et al., 2003), or ELLCO Toolkit, was used. Three separate tools are provided in the ELLCO Toolkit. However, Cunningham (2008) used one tool called Classroom Observation for this study. Six literacy coaches and early childhood educators had to be trained by a certified ELLCO trainer, and inter-rater reliability was established after the training. Classrooms were observed by one trained observer. Classrooms were rated as exemplary, basic, or limited based on fourteen items that are conceptually grouped into the following two dimensions: general classroom environment and language, literacy, and curriculum. Items for general classroom environment dimension include: organization of the classroom, contents of the classroom, presence and use of technology, opportunities for child choice and initiative, classroom management strategies, and classroom climate. Items for the language, literacy, and curriculum dimension include: oral language facilitation, presence of books, approaches to book reading (preschool) or writing opportunities and instruction (school-age), approaches to curriculum integration, recognizing diversity in the classroom, facilitating home support for literacy, and approaches to assessment. The Classroom Observation is scored according to a 5-point scale (5-exemplary, 4-proficient, 3-12basic, 2-limited, 1-deficient), which is used for each of the fourteen items. The item scores are summed and a mean score from the total points is determined (Cunningham, 2008). Results from the study indicated that

classrooms rated exemplary (representing the fourteen items) in their support of literacy development had students with the most-positive attitudes toward reading and writing (Cunningham, 2008). Students with more negative attitudes towards these subjects appeared in low quality literacy environments. Low quality literacy environments were those not representing the fourteen items from the ELLCO. There were no significant differences between student attitudes and their gender; however there were significant differences between at-risk students and their attitudes. These students who receive free or reduced-price meals had more negative attitudes towards reading and writing than students not considered at risk. The results suggest that the student's at-risk status, the student's level of literacy development, and quality of the environment to support literacy may be connected with a student's attitude toward reading and writing.

Self-Efficacy Beliefs

Researchers have established that students' self-efficacy beliefs are highly predictive of academic outcomes (Pajares&Valiante, 2006). According to Bandura (1977), as well as Pajares and Valiante, self-efficacy beliefs are better predictors of students' academic accomplishments than knowledge, skills, or previous attainments. In addition, "Self-efficacy beliefs contribute to motivation in several ways: they determine the goals people set for themselves, how much effort they expend, how long they persevere in the face of difficulties, and their resilience to failures" (Bandura, 1993, p. 131). That is why thought patterns and emotional reactions are influenced by self-efficacy beliefs. If students believe that things are harder than they really are, they have low self-efficacy. As a result, students will feel anxiety and stress. If students have a high sense of self-efficacy, they will demonstrate great effort and perseverance when they undertake a task (Pajares&Valiante, 2006).

In other words, the choices students make and the course of action they pursue depend upon the self- perceptions they have about their capabilities. When students feel competent and confident about an activity or task, they will most likely select it; whereas if they do not have those feelings, they will avoid it (Pajares&Valiante, 2006). Similarly, if students are motivated towards an academic subject, they will be more willing to repeat tasks within that subject. Repeating tasks will help students improve their skills and increase their chances of achieving success in that subject (Knudson, 1995).

Self-Efficacy and Writing Performance

In a study by Pajares and Valiante (1997), path analysis was employed to determine the “influence of writing self-efficacy, perceived usefulness of writing, writing apprehension, and writing aptitude on an essay writing performance” (p. 353). Two hundred eighteen fifth-grade students from three public schools participated in the study. Two schools were in the South and one was in the Southwest. Students completed instruments that measured self-efficacy, perceived usefulness, and apprehension. To measure self-efficacy, The Writing Skills Self-Efficacy scale (Shell, Murphy, and Bruning, 1989) was used. On this scale, eight items require students to measure their confidence regarding their performance with writing skills such as grammar, usage, composition, and mechanics. Students may provide any score between 0 and 100 for each skill. To “assess students’ judgments of the importance of writing for successfully accomplishing various academic and life endeavors” (Parajes&Valiante, 1997, p. 356), the 1014 item Perceived Usefulness of Writing scale, was used. This was an adaptation by Pajares and Valiante of the Writing Outcome Expectations Scale (Shell, et al., 1989). Students were also given 30 minutes to write an essay on the prompt, “My Idea of a Perfect Day”. This was the performance measure instrument.

To grade the essays, holistic scoring with a 5-point scale was used by one of the researchers and a second expert reader. The students' writing aptitude was rated by their language arts teachers near the end of the first semester. By rating the aptitudes at that time and again before students wrote their essays, the teachers were already familiar with the students' writing. The results revealed that writing performance is predicted by the elementary students' self-efficacy perceptions. In other words, writing apprehension, perceived usefulness of writing, and essay-writing performance is directly influenced by students' self-efficacy beliefs about their own writing capability (Pajares&Valiante, 1997). Pajares and Valiante also found that female students perceived writing as more useful than male students. In addition, female students had higher self-efficacy and lower apprehension towards writing than male students. However, there were no differences in writing performance between boys and girls. Another study by Pajares and Valiante (2006) examined students' self-perceptions of their own writing competence, or writing self-efficacy beliefs. They state there is a relationship between writing self-efficacy, other motivation constructs related to writing, and writing outcomes in academic settings. Their findings indicate that students' motivation for writing is influenced by their confidence in their writing capabilities.

Implications for Classroom Writing Instruction

Students with positive self-efficacy will most likely seek out and engage in writing activities. These students may show they are interested in improving their writing skills also 15 (Bottomley, Henk, & Melnick, 1997). Studies have shown that students with positive attitudes toward writing had higher writing achievement (Knudson, 1995; Graham et al., 2007). One study revealed elementary students' self-efficacy perceptions predict writing performance (Pajares&Valiante, 1997). However, not

every student will come to a classroom with positive self-efficacy towards writing. That is why it is so necessary for classroom teachers to understand and be cognizant of student self-efficacy and attitudes towards writing. Students' self-efficacy and attitudes can influence teachers' instruction and the methods used to teach writing.

It is also important to investigate and identify students' beliefs about their academic capabilities because they are significant components of motivation and behavior (Pajares&Valiante, 1997). Teachers need to improve student attitudes toward, and motivation for, writing and pay particular attention toward minimizing negative feelings, which leads to avoidance behaviors (Tunks, 2010). Since writing is not only a cognitive activity, but also an emotional activity, all phases of the writing process are influenced by affective components.

Methodology

The methodology of this study is divided into the subject, data gathering, tools, procedures and the analysis of the collected data.

Subject

The subject of the proposed study population will be the instructors of English language at Aljouf university, Kingdom of the Saudi Arabia, an institution where the researcher is working. The instructors teach English language and involved in delivering writing courses of the level targeted by the study, the courses given in semester two. The instructors are from different nationalities and different cultures.

Tools:

As the study adopted the descriptive method for conducting the study, the tool for collecting data will be the questionnaire.

Instructors will be asked their responses regarding their attitudes towards their students' writing.

Procedures:

A questionnaire is given to the instructors. The instructors responses are to identify attitudes of the students towards writing; the study tries to know the students' attitude through questioning their teachers. The questionnaires items also address the students' writing ability and feedback given by the instructors.

The Scope of the Study

The study focuses only on writing, targeting the impact of the remedial progressive writing program on students' descriptive essay writing performance, others skills and other types of writing are not concerned. The study also applied on the students of Kingdom of Saudi Arabia, Aljouf university, College of Sciences and Arts, level four. Add to that, the study will be in the second semester of 2017/2018. Generalization of the study results later, will be upon the abovementioned scopes.

Data Analysis

In this section data analysis and interpretation of the data are presented and organized according to the results of the tools used in the study. Data analysis for the study and test of its hypotheses will be presented and interpreted through the following analysis.

Questionnaire Analysis

The following table and figure shows the number of distributed questionnaire, the number of received questionnaire with full-required information and the responses percentage. The study sample respondents differ according to the following characteristics:

- The respondents from different academic qualification (B.A., M.A., Ph.D.).
- The respondents from different age (30-40 year, 30-50 year, 50-60 year).
 - The respondents from different years of experience (1-5 years, 5-10 ,above 10 years).
 - The respondents in term of employment status (fulltime, part time).
 - The respondents in term of specialized in ELT (yes, no,partially).

The following is detail description for study sample individuals according to the above variables (respondents' characteristics):

1-The Qualification

Table no.(3-1) The frequency distribution for qualification

| Qualification | Number | Percent |
|---------------|--------|---------|
| B.A. | 5 | 7.5 |
| M.A. | 42 | 62.7 |
| Ph.D | 20 | 29.9 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

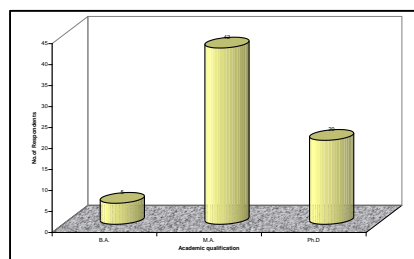


Figure no.(3-1) The frequency distribution for the qualification

Source: The researcher from applied study, Excel Package, 2018

From above table and figure, it is shown that most of the study's respondents have M.A. as qualification, the number of those was (42) persons with percentage (62.7%), The

respondents who have B.A. as qualification was (5) persons with (7.5%),. In addition, there are (20) persons with percentage (29.9%) whose qualification is Ph.D.

2- The Age

Table no.(3-2)The frequency distribution for the age

| Age class (year) | Number | Percent |
|------------------|--------|---------|
| 30-40 | 33 | 49.3 |
| 40-50 | 27 | 40.3 |
| 50-60 | 7 | 10.4 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

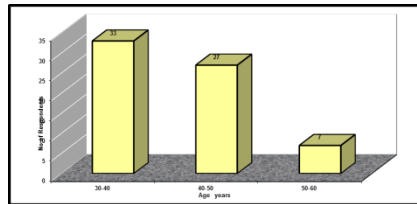


Figure (3-2)The frequency distribution for the age

Source: The researcher from applied study, Excel Package, 2018

We note from the table (3-2) and the figure (3-2), that most of the sample's respondents are of the age between (30) and (40) year, their number was (33) persons with percentage (49.3%), and (27) persons with percentage (40.3%) aged between (40) and (50) year. Lastly, there are (7) persons with percentage (10.4%) are of the age between (50) and (60) year.

3- Experience in Teaching Writing

Table no.(3-3)The frequency distribution forexperience in teaching writing

| Experience | Number | Percent |
|----------------|--------|---------|
| 1-5 years | 15 | 22.4 |
| 5-10 years | 27 | 40.3 |
| above 10 years | 25 | 37.3 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

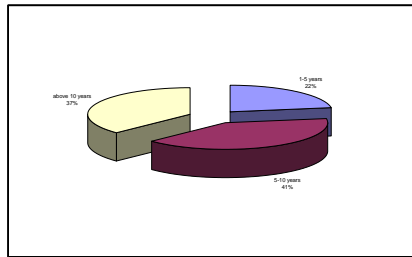


Figure no.(3-3)The frequency distribution for year of experience
 Source: The researcher from applied study, Excel Package, 2018

We note from the table no.(3-3) and the figure no.(3-3) that, most of the sample's respondents have experience between (5) and (10) years, their number was (27) persons with percentage (40.3%). The number of sample's respondents who have experience between (1) and (5) years was (15) persons with percentage (22.4%).and (25) persons with percentage (37.3%)have experience above (10) years.

4- Employment Status

Table no.(3-4) The frequency distribution for the employment status

| Status | Number | Percent |
|-----------|--------|---------|
| Fulltime | 62 | 92.5 |
| Part time | 5 | 7.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

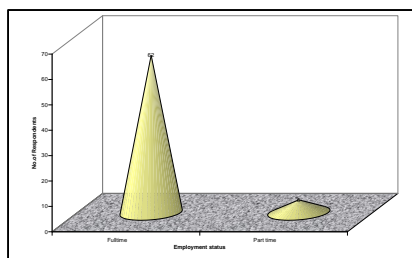


Figure no.(3-4) The frequency distribution for the employment status
 Source: The researcher from applied study, Excel Package, 2018

From above table and figure, it is shown that most of the study's respondents are fulltime, the number of those was (62) persons with percentage (92.5%). The number of respondents who are part time was (5) persons with (7.5%).

5- Specialized in ELT

Table no.(3-5) The frequency distribution for the specialization in ELT

| Specialized | Number | Percent |
|-------------|-----------|-------------|
| Yes | 52 | 77.6 |
| No | 5 | 7.5 |
| Partially | 10 | 14.9 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

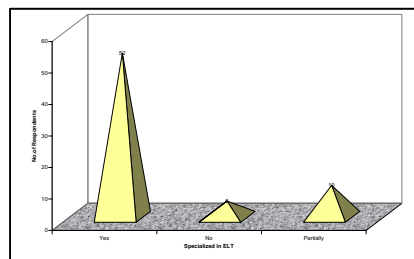


Figure no.(3-5) The frequency distribution for the specialization in ELT

Source: The researcher from applied study, Excel Package, 2018

From above table and figure, it is shown that most of the study's respondents is yes, the number of those was (52) persons with percentage (77.6%). The respondents who chose no were (5) persons with (7.5%)., and the respondents who are partially ELT were (10) persons with (14.9%)

4.2 Application of the Study's Tool

After the step of checking questionnaire reliability and validity, the researcher had distributed the questionnaire on determined study sample (67) persons, and the researcher constructed the required tables for collected data. This step consists

transformation of the qualitative (nominal) variables (Strongly agree, Agree, Not sure, Disagree, Strongly disagree) to quantitative variables (5, 4, 3, 2 ,1) respectively, also the graphical representation have done for this purpose.

1-First Hypothesis: the students have negative attitudes towards their descriptive writing.

Statement No.(1):Your Students Enjoy Writing.

Table no. (3-7) and figure no.(3-6) show the frequency distribution for the study's respondents about question no.(1).

Table no.(3-7)The frequency distribution for statement no.(1)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 3 | 4.5 |
| Agree | 21 | 31.3 |
| Not sure | 9 | 13.4 |
| Disagree | 24 | 35.8 |
| Strongly disagree | 10 | 14.9 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

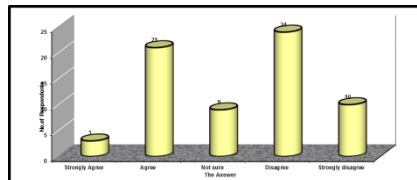


Figure no.(3-6)The frequency distribution for statement no.(1)

Source: The researcher from applied study, Excel Package, 2016

It is clear from table no.(3-7) and figure (3-6) that there are (3) persons in the study's sample with percentage (4.5%) have strongly agreed with "Your students enjoy writing ". There are (21) persons with percentage (31.3%) have agreed on that, and (9) persons with percentage (13.4%) were not sure about that, and (24) persons with percentage (35.8%) have disagreed about that, while (10) persons with percentage (14.9%) have strongly disagreed about that.

Statement No.(2):Your Students think Writing Sessions are boring.

Table no. (3-8) and figure no.(3-7) shows the frequency distribution for the study's respondents about question no.(2).

Table no.(3-8)The frequency distribution for statement no.(2)

| Answer | Number | Percent |
|-------------------|-----------|-------------|
| Strongly Agree | 14 | 20.4 |
| Agree | 38 | 56.7 |
| Not sure | 3 | 4.5 |
| Disagree | 10 | 14.9 |
| Strongly disagree | 2 | 3.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

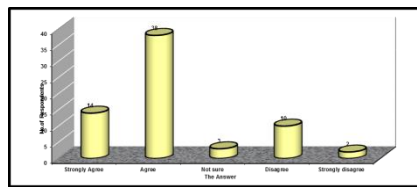


Figure no.(3-6)The frequency distribution for statement no.(2)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-8) and figure (3-7) that there are (14) persons in the study's sample with percentage (20.4%) have strongly agreed with "Your students think writing sessions are boring ". There are (38) persons with percentage (56.7%) have agreed on that, and (3) persons with percentage (4.5%) aren't sure about that, and (10) persons with percentage (14.9%) have disagreed about that, while (2) persons with percentage (3.0%) have strongly disagreed about that.

Statement No.(3):Your students think writing is useful.

Table no. (3-9) and figure no.(3-8) shows the frequency distribution for the study's respondents about question no.(3).

Table no.(3-9)The frequency distribution for statement no.(3)

| Answer | Number | Percent |
|-------------------|-----------|-------------|
| Strongly Agree | 10 | 14.9 |
| Agree | 34 | 50.9 |
| Not sure | 14 | 20.9 |
| Disagree | 7 | 10.4 |
| Strongly disagree | 2 | 3.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

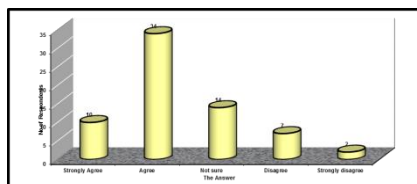


Figure no.(3-8)The frequency distribution for the statement no.(3)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-9) and figure (3-8) that there are (10) persons in the study's sample with percentage (14.9%) have strongly agreed with "Your students think writing is useful ". There are (34) persons with percentage (50.9%) have agreed on that, and (14) persons with percentage (20.9%) are not sure about that, and (7) persons with percentage (10.4%) have disagreed about that, while (2) persons with percentage (3.0%) have strongly disagreed about that.

Statement No.(4):Your students enjoy sharing with friends a draft of what they have written.

Table no. (3-10) and figure no.(3-9) shows the frequency distribution for the study's respondents about question no.(4).

Table no.(3-10)The frequency distribution for Statement no.(4)

| Answer | Number | Percent |
|----------------|--------|-------------|
| Strongly Agree | 11 | 16.4 |
| Agree | 20 | 29.9 |
| Not sure | 16 | 23.9 |
| Disagree | 18 | 26.9 |

| | | |
|-------------------|----|-------|
| Strongly disagree | 2 | 3.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

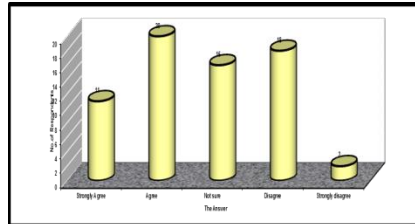


Figure no.(3-9)The frequency distribution for statement no.(4)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-10) and figure (3-8) that there are (11) persons in the study's sample with percentage (16.9%) have strongly agreed with "yourstudentsenjoy sharing with friends a draft of what they have written ". There are (20) persons with percentage (29.9%) have agreed on that, and (16) persons with percentage (23.9%) arenot sure about that, and (18) persons with percentage (26.9%) have disagreed about that, while (2) persons with percentage (3.0%) have strongly disagreed about that.

Statement No.(5):Your students submit assignment in time and enquire about feedback.

Table no. (3-11) and figure no.(3-9) shows the frequency distribution for the study's respondents about question no.(5).

Table no.(3-11)The frequency distribution for statement no.(5)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 9 | 13.4 |
| Agree | 37 | 55.2 |
| Not sure | 5 | 7.5 |
| Disagree | 13 | 19.4 |
| Strongly disagree | 2 | 4.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

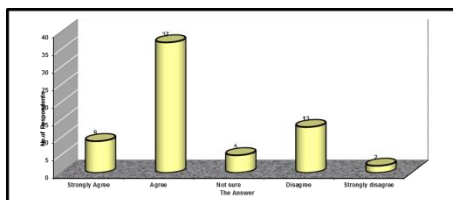


Figure no.(3-9)The frequency distribution for statement no.(5)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-11) and figure (3-9) that there are (9) persons in the study's sample with percentage (13.4%) have strongly agreed with "Your students submit assignment in time and enquire about feedback ". There are (37) persons with percentage (55.2%) have agreed on that, and (5) persons with percentage (7.5%) are not sure about that, and (13) persons with percentage (19.4%) have disagreed about that, while (3) persons with percentage (4.5%) have strongly disagreed about that.

2-Second hypothesis: the students' ability before implementation of the program is weak

Statement No.(1):On a topic of interest, your students can generate lots of words fairly.

Table no. (3-12) and figure no.(3-10) shows the frequency distribution for the study's respondents about question no.(1).

Table no.(3-12)The frequency distribution for statement no.(1)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 9 | 13.4 |
| Agree | 37 | 55.2 |
| Not sure | 5 | 7.5 |
| Disagree | 13 | 19.4 |
| Strongly disagree | 3 | 4.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

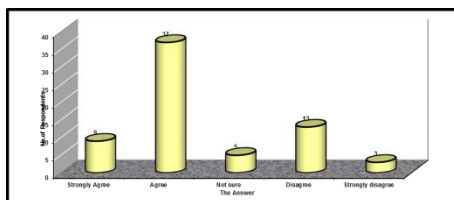


Figure no.(3-10)The frequency distribution for statement no.(1)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-12) and figure (3-10) that there are (9) persons in the study's sample with percentage (13.4%) have strongly agreed with "On a topic of interest, your students can generate lots of words fairly ". There are (37) persons with percentage (55.2%) have agreed on that, and (5) persons with percentage (7.5%) arenot sure about that, and (13) persons with percentage (19.4%) have disagreed about that, while (3) persons with percentage (4.5%) have strongly disagreed about that.

Statement No.(2):On a topic of interest, your students can come with ideas or insights they had not thought of earlier.

Table no. (3-13) and figure no.(3-11) shows the frequency distribution for the study's respondents about question no.(2).

Table no.(3-13)The frequency distribution for statement no.(2)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 6 | 9.0 |
| Agree | 33 | 49.3 |
| Not sure | 9 | 13.4 |
| Disagree | 14 | 20.9 |
| Strongly disagree | 5 | 7.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

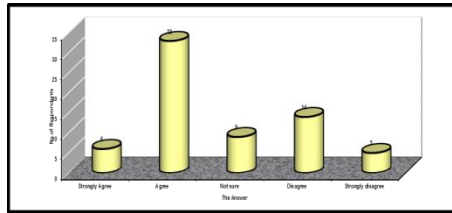


Figure no.(3-11)The frequency distribution for statement no.(2)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-13) and figure (3-11) that there are (6) persons in the study's sample with percentage (9.0%) have strongly agreed with " On a topic of interest, your students can come with ideas or insights they hadnot thought of earlier ". There are (33) persons with percentage (49.3%) have agreed on that, and (9) persons with percentage (14.9%) arenot sure about that, and (14) persons with percentage (20.9%) have disagreed about that, while (5) persons with percentage (7.5%) have strongly disagreed about that.

Statement No.(3):On a topic of not much interest (perhaps an assigned topic), your students can generate lots of words ideas.

Table no. (3-14) and figure no.(3-12) shows the frequency distribution for the study's respondents about question no.(3).

Table no.(3-14)The frequency distribution for statement no.(3)

| Answer | Number | Percent |
|----------------|--------|---------|
| Strongly Agree | 7 | 10.4 |
| Agree | 26 | 38.8 |
| Not sure | 10 | 14.9 |
| Disagree | 24 | 35.8 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

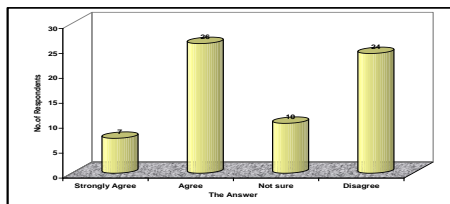


Figure no.(3-12)The frequency distribution for statement no.(3)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-14) and figure (3-12) that there are (7) persons in the study's sample with percentage (10.4%) have strongly agreed with " On a topic of not much interest (perhaps an assigned topic), your students can generate lots of words ideas ". There are (26) persons with percentage (38.8%) have agreed on that, and (10) persons with percentage (14.9%) arenot sure about that, and (24) persons with percentage (35.8%) have disagreed about that.

Statement No.(4):Your students can come with ideas or insights they'd not thought of before.

Table no. (3-15) and figure no.(3-13) shows the frequency distribution for the study's respondents about question no.(5).

Table no.(3-15)The frequency distribution for statement no.(5)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 6 | 9.0 |
| Agree | 34 | 50.7 |
| Not sure | 7 | 10.4 |
| Disagree | 19 | 28.4 |
| Strongly disagree | 1 | 1.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

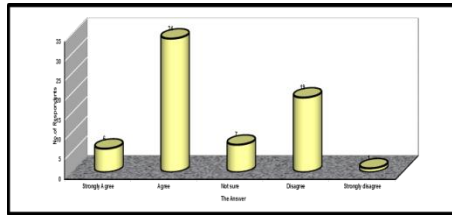


Figure no.(3-13)The frequency distribution for statement no.(5)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-15) and figure (3-13) that there are (6) persons in the study's sample with percentage (9.0%) have strongly agreed with "Your students can come with ideas or insights they'd not thought of before ". There are (34) persons with percentage (50.7%) have agreed on that, and (7) persons with percentage (10.4%) aren't sure about that, and (19) persons with percentage (28.4%) have disagreed about that, while only one person with percentage (1.5%) have strongly disagreed about that.

Statement No.(5):Your students can revise in the literal sense of "revision"-thus, rethink and change their minds about major things they have said.

Table no. (3-16) and figure no.(3-14) shows the frequency distribution for the study's respondents about question no.(6).

Table no.(3-16)The frequency distribution for statement no.(6)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 8 | 11.9 |
| Agree | 26 | 38.8 |
| Not sure | 8 | 11.9 |
| Disagree | 21 | 31.3 |
| Strongly disagree | 4 | 6.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

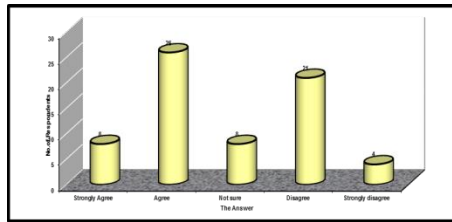


Figure no.(3-14)The frequency distribution for statement no.(6)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-16) and figure (3-14) that there are (8) persons in the study's sample with percentage (11.9%) have strongly agreed with " Your students can revise in the literal sense of "revision"-thus, rethink and change their minds about major things they have said ". There are (26) persons with percentage (38.8%) have agreed on that, and (8) persons with percentage (11.9%) arenot sure about that, and (21) persons with percentage (31.3%) have disagreed about that, while (4) persons with percentage (6.0%) have strongly disagreed about that.

Statement No.(6):Your students can find a main point in a mess of their disorganized (first draft) writing.

Table no. (3-17) and figure no.(3-15) shows the frequency distribution for the study's respondents about question no.(6).

Table no.(3-17)The frequency distribution for statement no.(6)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 9 | 13.4 |
| Agree | 20 | 29.9 |
| Not sure | 13 | 19.4 |
| Disagree | 18 | 26.9 |
| Strongly disagree | 7 | 10.4 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

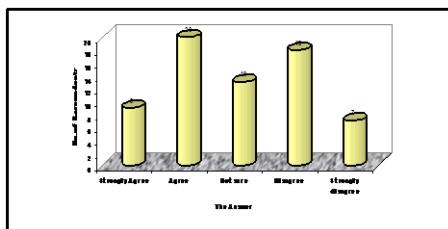


Figure no.(3-15)The frequency distribution for statement no.(6)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-17) and figure (3-15) that there are (9) persons in the study's sample with percentage (13.4%) have strongly agreed with " Your students can find a main point in a mess of their disorganized (first draft) writing ". There are (20) persons with percentage (29.9%) have agreed on that, and (13) persons with percentage (19.4%) aren't sure about that, and (18) persons with percentage (26.9%) have disagreed about that, while (7) persons with percentage (10.4%) have strongly disagreed about that.

Statement No.(7):Your students can make a new shape of a piece of their writing which they had previously organized.

Table no. (3-18) and figure no.(3-16) shows the frequency distribution for the study's respondents about question no.(7).

Table no.(3-18)The frequency distribution for statement no.(7)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 7 | 10.4 |
| Agree | 26 | 38.8 |
| Not sure | 10 | 14.9 |
| Disagree | 19 | 28.4 |
| Strongly disagree | 5 | 7.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

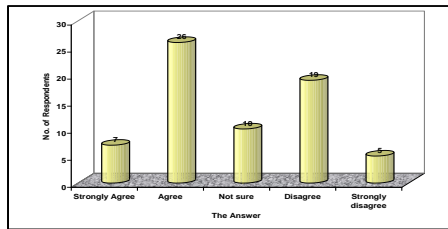


Figure no.(3-16)The frequency distribution for statement no.(7)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-18) and figure (3-16) that there are (8) persons in the study's sample with percentage (11.9%) have strongly agreed with " Your students can make a new shape of a piece of their writing which they had previously organized ". There are (26) persons with percentage (38.8%) have agreed on that, and (10) persons with percentage (14.9%) arenot sure about that, and (19) persons with percentage (28.4%) have disagreed about that, while (5) persons with percentage (7.5%) have strongly disagreed about that

Statement No.(8):In their first draft, your students can find problems in their reasoning or logic and straight them out.

Table no. (3-19) and figure no.(3-17) shows the frequency distribution for the study's respondents about question no.(8).

Table no.(3-19)The frequency distribution for statement no.(8)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 8 | 11.9 |
| Agree | 23 | 34.3 |
| Not sure | 13 | 19.4 |
| Disagree | 21 | 31.3 |
| Strongly disagree | 2 | 3.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

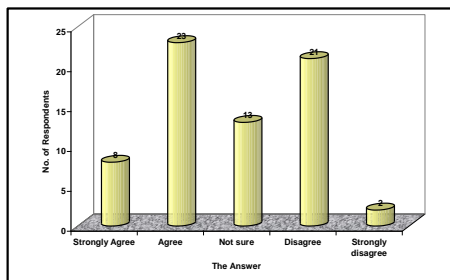


Figure no.(3-17)The frequency distribution for statement no.(8)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-19) and figure (3-17) that there are (8) persons in the study's sample with percentage (11.9%) have strongly agreed with " Intheir first draft, your students can find problems in their reasoning or logic and straight them out ". There are (23) persons with percentage (34.3%) have agreed on that, and (13) persons with percentage (19.4%) arenot sure about that, and (21) persons with percentage (31.3%) have disagreed about that, while (2) persons with percentage (3.0%) have strongly disagreed about that.

Statement No.(9):Your students can make their sentences clear, and they are clear to readers on first reading.

Table no. (3-20) and figure no.(3-18) shows the frequency distribution for the study's respondents about question no.(9).

Table no.(3-20)The frequency distribution for statement no.(9)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 12 | 17.9 |
| Agree | 25 | 37.3 |
| Not sure | 9 | 13.4 |
| Disagree | 20 | 29.9 |
| Strongly disagree | 1 | 1.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

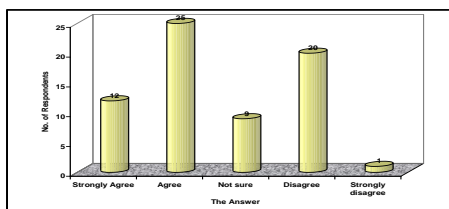


Figure no.(3-17)The frequency distribution for statement no.(8)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-20) and figure (3-18) that there are (12) persons in the study's sample with percentage (17.9%) have strongly agreed with " Your students can make their sentences clear, and they are clear to readers on first reading ". There are (25) persons with percentage (37.3%) have agreed on that, and (9) persons with percentage (13.4%) aren't sure about that, and (20) persons with percentage (29.9%) have disagreed about that, while only one person with percentage (1.5%) have strongly disagreed about that.

Statement No.(10):Your students can easily edit their writing for contents, thought, and ideas that related to the topic.

Table no. (3-21) and figure no.(3-19) shows the frequency distribution for the study's respondents about question no.(10).

Table no.(3-21)The frequency distribution for statement no.(10)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 9 | 13.4 |
| Agree | 32 | 47.8 |
| Not sure | 14 | 20.9 |
| Disagree | 8 | 11.9 |
| Strongly disagree | 4 | 1.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

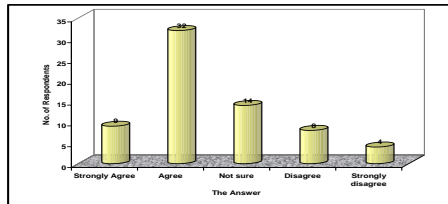


Figure no.(3-17)The frequency distribution for statement no.(8)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-21) and figure (3-19) that there are (9) persons in the study's sample with percentage (13.4%) have strongly agreed with "Your students can easily edit their writing for contents, thought, and ideas that related to the topic ". There are (32) persons with percentage (47.8%) have agreed on that, and (14) persons with percentage (20.9%) are not sure about that, and (8) persons with percentage (11.9%) have disagreed about that, while (4) persons with percentage (6.0%) have strongly disagreed about that

Statement No.(11):Your students can guess how most readers will react to something they have written.

Table no. (3-22) and figure no.(3-20) shows the frequency distribution for the study's respondents about question no.(11).

Table no.(3-22)The frequency distribution for statement no.(11)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 10 | 14.9 |
| Agree | 14 | 20.0 |
| Not sure | 12 | 17.9 |
| Disagree | 27 | 40.3 |
| Strongly disagree | 4 | 6.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

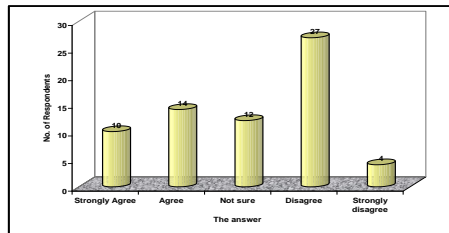


Figure no.(3-20)The frequency distribution for statement no.(11)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-22) and figure (3-20) that there are (10) persons in the study's sample with percentage (14.9%) have strongly agreed with "Your students can guess how most readers will react to something they have written ". There are (14) persons with percentage (20.0%) have agreed on that, and (12) persons with percentage (17.9%) arenot sure about that, and (27) persons with percentage (40.3%) have disagreed about that, while (4) persons with percentage (6.0%) have strongly disagreed about that

Statement No.(12):Your students can adjust something they have written to fit the needs of specific readers.

Table no. (3-23) and figure no.(3-21) shows the frequency distribution for the study's respondents about question no.(12).

Table no.(3-23)The frequency distribution for statement no.(12)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 2 | 3.0 |
| Agree | 22 | 32.8 |
| Not sure | 14 | 20.9 |
| Disagree | 25 | 37.3 |
| Strongly disagree | 4 | 6.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

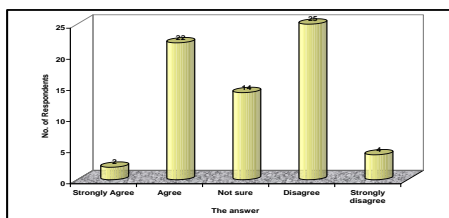


Figure no.(3-20)The frequency distribution for statement no.(11)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-23) and figure (3-21) that there are (2) persons in the study's sample with percentage (30.0%) have strongly agreed with " Your students can adjust something they have written to fit the needs of specific readers ". There are (22) persons with percentage (32.8%) have agreed on that, and (14) persons with percentage (20.9%) have not sure about that, and (25) persons with percentage (37.3%) have disagreed about that, while (4) persons with percentage (6.0%) have strongly disagreed about that

Statement No.(13):Your students can easily cover all the information that should be dealt within a given topic.

Table no. (3-24) and figure no.(3-22) shows the frequency distribution for the study's respondents about question no.(13).

Table no.(3-24)The frequency distribution for statement no.(13)

| Answer | Number | Percent |
|-------------------|-----------|-------------|
| Strongly Agree | 6 | 9.0 |
| Agree | 19 | 28.4 |
| Not sure | 12 | 17.9 |
| Disagree | 26 | 38.8 |
| Strongly disagree | 4 | 6.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

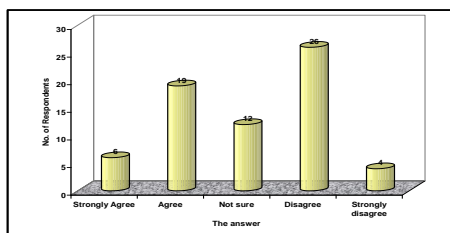


Figure no.(3-20)The frequency distribution for statement no.(11)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-24) and figure (3-22) that there are (6) persons in the study's sample with percentage (9.0%) have strongly agreed with " Your students can easily cover all the information that should be dealt within a given topic ". There are (19) persons with percentage (28.4%) have agreed on that, and (12) persons with percentage (17.9%) arenot sure about that, and (26) persons with percentage (38.8%) have disagreed about that, while (4) persons with percentage (6.0%) have strongly disagreed about that.

Statement No.(14):Your students can write on an assigned topic without difficulty.

Table no. (3-25) and figure no.(3-23) shows the frequency distribution for the study's respondents about question no.(14).

Table no.(3-25)The frequency distribution for statement no.(14)

| Answer | Number | Percent |
|-------------------|-----------|-------------|
| Strongly Agree | 5 | 7.5 |
| Agree | 12 | 17.9 |
| Not sure | 10 | 14.9 |
| Disagree | 26 | 38.8 |
| Strongly disagree | 4 | 6.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

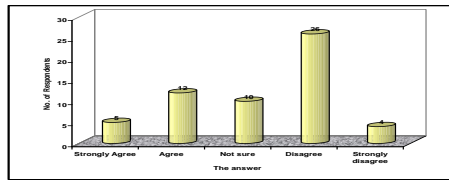


Figure no.(3-23 The frequency distribution for statement no.(14)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-25) and figure (3-23) that there are (5) persons in the study's sample with percentage (7.5%) have strongly agreed with " Your students can write on an assigned topic without difficulty ". There are (12) persons with percentage (17.9%) have agreed on that, and (10) persons with percentage (38.8%) arenot sure about that, and (26) persons with percentage (38.8%) have disagreed about that, while (4) persons with percentage (6.0%) have strongly disagreed about that.

Statement No.(15):Your students can easily find examples to support their ideas.

Table no. (3-26) and figure no.(3-24) shows the frequency distribution for the study's respondents about question no.(15).

Table no.(3-26)The frequency distribution for statement no.(15)

| Answer | Number | Percent |
|-------------------|-----------|-------------|
| Strongly Agree | 4 | 6.0 |
| Agree | 34 | 50.7 |
| Not sure | 4 | 6.0 |
| Disagree | 21 | 31.3 |
| Strongly disagree | 4 | 6.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

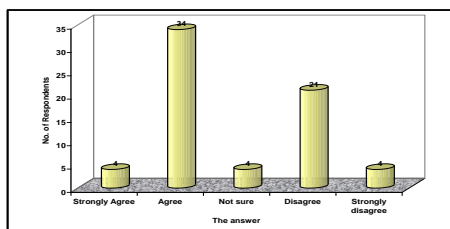


Figure no.(3-24)The frequency distribution for statement no.(15)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-26) and figure (3-24) that there are (4) persons in the study's sample with percentage (6.0%) have strongly agreed with " Your students can easily find examples to support their ideas ". There are (34) persons with percentage (50.7%) have agreed on that, and (4) persons with percentage (6.0%) aren't sure about that, and (21) persons with percentage (31.3%) have disagreed about that, while (4) persons with percentage (6.0%) have strongly disagreed about that.

Statement No.(16):Your students can justify their ideas in their composition.

Table no.(3-27) and figure no.(3-25) shows the frequency distribution for the study's respondents about question no.(16).

Table no.(3-27)The frequency distribution for statement no.(16)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 3 | 4.5 |
| Agree | 27 | 40.3 |
| Not sure | 14 | 20.9 |
| Disagree | 20 | 29.9 |
| Strongly disagree | 3 | 4.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

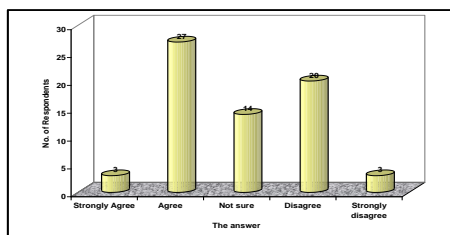


Figure no.(3-25)The frequency distribution for statement no.(16)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-27) and figure (3-25) that there are (3) persons in the study's sample with percentage (4.5%) have strongly agreed with " Your students can justify their ideas in their composition ". There are (27) persons with percentage (40.3%) have agreed on that, and (14) persons with percentage (20.9%) are not sure about that, and (20) persons with percentage (29.9%) have disagreed about that, while (3) persons with percentage (4.5%) have strongly disagreed about that.

Statement No.(17):Your students can produce error-free structure.

Table no.(3-28) and figure no.(3-26) shows the frequency distribution for the study's respondents about question no.(17).

Table no.(3-28)The frequency distribution for statement no.(17)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 10 | 14.9 |
| Agree | 22 | 32.8 |
| Not sure | 10 | 14.9 |
| Disagree | 22 | 32.8 |
| Strongly disagree | 3 | 4.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

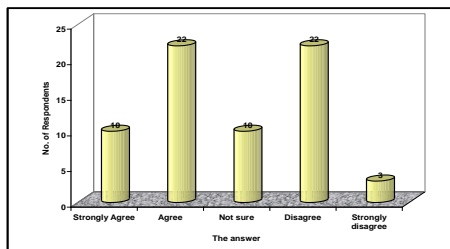


Figure no.(3-26)The frequency distribution for statement no.(17)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-28) and figure (3-26) that there are (10) persons in the study's sample with percentage (14.9%) have strongly agreed with " Your students can produce error-free structure ". There are (22) persons with percentage (32.8%) have agreed on that, and (10) persons with percentage (14.9%) aren't sure about that, and (22) persons with percentage (32.8%) have disagreed about that, while (3) persons with percentage (4.5%) have strongly disagreed about that.

Statement No.(18):Your students can use the punctuation correctly.

Table no.(3-29) and figure no.(3-27) shows the frequency distribution for the study's respondents about question no.(18).

Table no.(3-29)The frequency distribution for statement no.(18)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 1 | 1.5 |
| Agree | 19 | 28.4 |
| Not sure | 8 | 11.9 |
| Disagree | 29 | 43.3 |
| Strongly disagree | 10 | 14.9 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

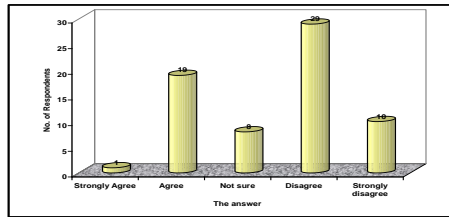


Figure no.(3-27)The frequency distribution for statement no.(18)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-29) and figure (3-27) that there is only one person in the study's sample with percentage (1.5%) have strongly agreed with "Your students can use the punctuation correctly ". There are (19) persons with percentage (28.4%) have agreed on that, and (8) persons with percentage (11.9%) are not sure about that, and (29) persons with percentage (43.3%) have disagreed about that, while (10) persons with percentage (14.9%) have strongly disagreed about that.

Statement No.(19):Your students can edit their composition for mistakes such as punctuation, capitalization, paragraphing and spelling.

Table no.(3-30) and figure no.(3-28) shows the frequency distribution for the study's respondents about question no.(19).

Table no.(3-30)The frequency distribution for statement no.(19)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 7 | 10.4 |
| Agree | 22 | 32.8 |
| Not sure | 6 | 9.0 |
| Disagree | 25 | 37.3 |
| Strongly disagree | 7 | 10.4 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

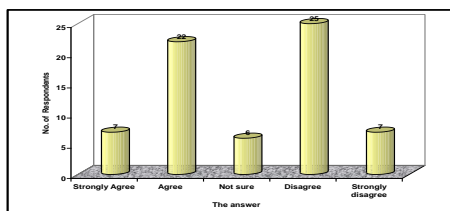


Figure no.(3-28)The frequency distribution for statement no.(19)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-30) and figure (3-28) that there are (7) persons in the study's sample with percentage (10.4%) have strongly agreed with " Your students can edit their composition for mistakes such as punctuation, capitalization, paragraphing and spelling ". There are (22) persons with percentage (32.8%) have agreed on that, and (6) persons with percentage (9.0%) are not sure about that, and (25) persons with percentage (37.3%) have disagreed about that, while (10) persons with percentage (14.9%) have strongly disagreed about that.

Statement No.(20):Your students can easily use structures they have learned in their class accurately.

Table no.(3-31) and figure no.(3-29) shows the frequency distribution for the study's respondents about question no.(20).

Table no.(3-31)The frequency distribution for statement no.(20)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 5 | 7.5 |
| Agree | 27 | 40.3 |
| Not sure | 11 | 16.4 |
| Disagree | 20 | 29.9 |
| Strongly disagree | 4 | 6.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

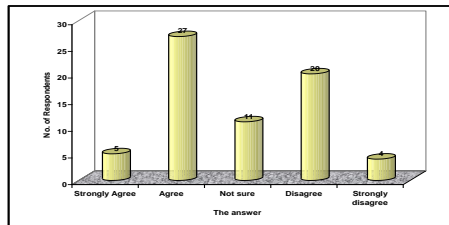


Figure no.(3-29)The frequency distribution for statement no.(20)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-31) and figure (3-29) that there are (5) persons in the study's sample with percentage (7.5%) have strongly agreed with " Yourstudents can easily use structures they have learned in their class accurately ". There are (27) persons with percentage (40.3%) have agreed on that, and (11) persons with percentage (16.4%) arenot sure about that, and (20) persons with percentage (29.9%) have disagreed about that, while (4) persons with percentage (6.0%) have strongly disagreed about that.

Statement No.(21):Your students can easily use structures they have learned in their class accurately.

Table no.(3-32) and figure no.(3-30) shows the frequency distribution for the study's respondents about question no.(21).

Table no.(3-32)The frequency distribution for statement no.(21)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 3 | 4.5 |
| Agree | 16 | 23.9 |
| Not sure | 12 | 17.9 |
| Disagree | 29 | 43.3 |
| Strongly disagree | 7 | 10.4 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

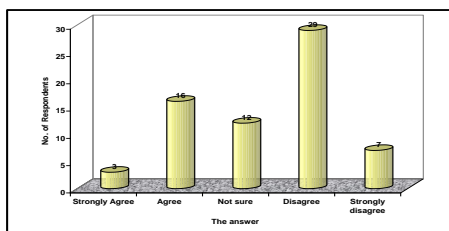


Figure no.(3-29)The frequency distribution for statement no.(20)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-31) and figure (3-29) that there are (3) persons in the study's sample with percentage (4.5%) have strongly agreed with " Your students can easily use structures they have learned in their class accurately ". There are (16) persons with percentage (23.9%) have agreed on that, and (12) persons with percentage (17.9%) arenot sure about that, and (29) persons with percentage (43.3%) have disagreed about that, while (7) persons with percentage (10.4%) have strongly disagreed about that.

Statement No.(22):Your students can manage their time efficiently to meet a deadline on a piece of writing.

Table no.(3-33) and figure no.(3-31) shows the frequency distribution for the study's respondents about question no.(22).

Table no.(3-33)The frequency distribution for statement no.(22)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 25 | 37.3 |
| Agree | 11 | 16.4 |
| Not sure | 29 | 43.3 |
| Disagree | 1 | 1.5 |
| Strongly disagree | 1 | 1.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

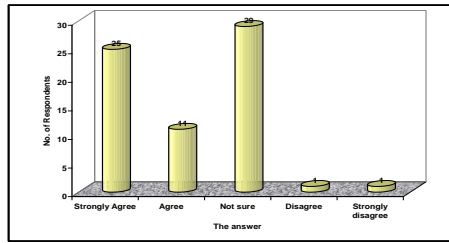


Figure no.(3-31)The frequency distribution for statement no.(22)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-32) and figure (3-31) that there are (25) persons in the study's sample with percentage (37.3%) have strongly agreed with " Your students can manage their time efficiently to meet a deadline on a piece of writing ". There are (11) persons with percentage (16.4%) have agreed on that, and (29) persons with percentage (43.3%) arenot sure about that, and only one person with percentage (1.5%) have disagreed about that, while only oneperson with percentage (1.5%) have strongly disagreed about that.

Statement No.(23):Your students notice problems or 'stuck points' in their writing and figure out the causes.

Table no.(3-34) and figure no.(3-32) shows the frequency distribution for the study's respondents about question no.(23).

Table no.(3-34)The frequency distribution for statement no.(23)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 5 | 7.5 |
| Agree | 20 | 29.9 |
| Not sure | 18 | 26.9 |
| Disagree | 17 | 25.4 |
| Strongly disagree | 7 | 10.4 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

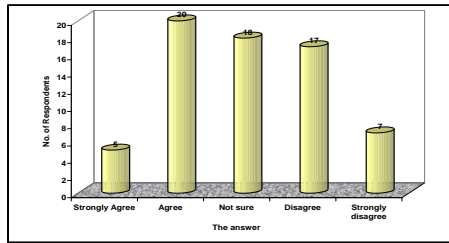


Figure no.(3-32)The frequency distribution for statement no.(22

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-33) and figure (3-32) that there are (5) persons in the study's sample with percentage (7.5%) have strongly agreed with " Your students notice problems or 'stuck points' in their writing and figure out the causes ". There are (20) persons with percentage (29.9%) have agreed on that, and (18) persons with percentage (26.9%) are not sure about that, and (17) persons with percentage (25.4%) have disagreed about that, while (5) persons with percentage (7.5%) have strongly disagreed about that.

Statement.(24):Your students make changes in writing about the noticed stuck points.

Table no.(3-35) and figure no.(3-33) shows the frequency distribution for the study's respondents about question no.(24).

Table no.(3-35)The frequency distribution for statement no.(24)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 8 | 11.9 |
| Agree | 20 | 29.9 |
| Not sure | 15 | 22.4 |
| Disagree | 19 | 28.4 |
| Strongly disagree | 5 | 7.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

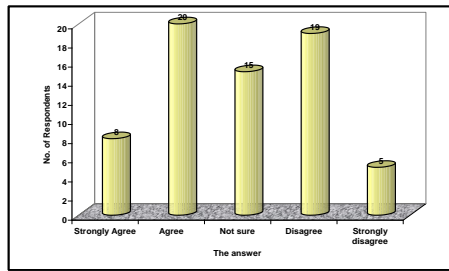


Figure no.(3-33)The frequency distribution for statement no.(24)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-34) and figure (3-33) that there are (8) persons in the study's sample with percentage (11.9%) have strongly agreed with " Your students make changes in writing about the noticed stuck points ". There are (20) persons with percentage (29.9%) have agreed on that, and (15) persons with percentage (25.4%) aren't sure about that, and (17) persons with percentage (25.4%) have disagreed about that, while (7) persons with percentage (7.5%) have strongly disagreed about that.

Statement No.(25):Your students can think of ideas rapidly when given a topic to write about.

Table no.(3-36) and figure no.(3-34) shows the frequency distribution for the study's respondents about question no.(25).

Table no.(3-36)The frequency distribution for statement no.(25)

| Answer | Number | Percent |
|-------------------|-----------|-------------|
| Strongly Agree | 20 | 29.9 |
| Agree | 37 | 55.2 |
| Not sure | 5 | 7.5 |
| Disagree | 4 | 6.0 |
| Strongly disagree | 1 | 1.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

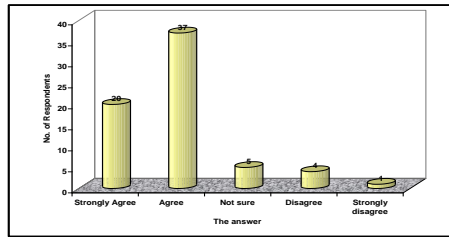


Figure no.(3-34)The frequency distribution for statement no.(25)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-35) and figure (3-34) that there are (20) persons in the study's sample with percentage (29.9%) have strongly agreed with " Your students can think of ideas rapidly when given a topic to write about ". There are (37) persons with percentage (55.2%) have agreed on that, and (5) persons with percentage (7.5%) arenot sure about that, and (4) persons with percentage (6.0%) have disagreed about that, while only oneperson with percentage (1.5%) have strongly disagreed about that.

3-Third hypothesis: teachers either do not give feedback or don't give enough feedback about the

Statement No.(1):You give noncritical feedback – telling your students what you think about their writing.

Table no. (3-36) and figure no.(3-35) shows the frequency distribution for the study's respondents about question no.(1).

Table no.(3-36)The frequency distribution for statement no.(1)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 23 | 34.3 |
| Agree | 32 | 47.8 |
| Not sure | 6 | 9.0 |
| Disagree | 5 | 7.5 |
| Strongly disagree | 1 | 1.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

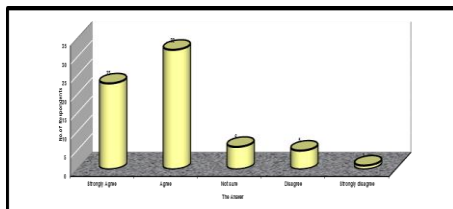


Figure no.(3-35)The frequency distribution for statement no.(1)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-36) and figure (3-35) that there are (23) persons in the study's sample with percentage (34.3%) have strongly agreed with "You give noncritical feedback – telling your students what you think about their writing ". There are (32) persons with percentage (47.8%) have agreed on that, and (6) persons with percentage (9.0%) aren't sure about that, and (5) persons with percentage (7.5%) have disagreed about that, while only one person with percentage (1.5%) have strongly disagreed about that.

Statement No.(2):You give your students a 'criterion-based feedback' – telling them how their draft matches up against the most common criteria of good writing.

Table no. (3-37) and figure no.(3-36) shows the frequency distribution for the study's respondents about question no.(2).

Table no.(3-36)The frequency distribution for statement no.(2)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 27 | 40.3 |
| Agree | 32 | 47.8 |
| Not sure | 5 | 9.0 |
| Disagree | 2 | 3.0 |
| Strongly disagree | 1 | 1.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

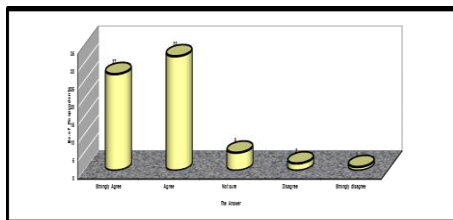


Figure no.(3-35)The frequency distribution for statement no.(2)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-37) and figure (3-36) that there are (27) persons in the study's sample with percentage (40.3%) have strongly agreed with "You give your students a 'criterion-based feedback' – telling them how their draft matches up against the most common criteria of good writing ". There are (32) persons with percentage (47.8%) have agreed on that, and (5) persons with percentage (7.5%) arenot sure about that, and (2) persons with percentage (3.0%) have disagreed about that, while only one person with percentage (1.5%) have strongly disagreed about that.

Statement No.(3):You give your students a detailed feedback on their writing regarding sentence structure.

Table no. (3-38) and figure no.(3-37) shows the frequency distribution for the study's respondents about question no.(3).

Table no.(3-37)The frequency distribution for statement no.(3)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 29 | 43.3 |
| Agree | 30 | 44.8 |
| Not sure | 3 | 4.5 |
| Disagree | 4 | 6.0 |
| Strongly disagree | 1 | 1.5 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

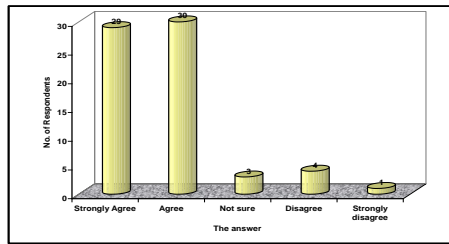


Figure no.(3-37)The frequency distribution for statement no.(3)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-38) and figure (3-37) that there are (29) persons in the study's sample with percentage (43.3%) have strongly agreed with "You give your students a detailed feedback on their writing regarding sentence structure ". There are (36) persons with percentage (53.7%) have agreed on that, and (3) persons with percentage (4.5%) aren't sure about that, and (4) persons with percentage (6.0%) have disagreed about that, while only one person with percentage (1.5%) have strongly disagreed about that.

Statement No.(4):You give your students a detailed feedback on their writing regarding paragraph organization.

Table no. (3-39) and figure no.(3-38) shows the frequency distribution for the study's respondents about question no.(4).

Table no.(3-39)The frequency distribution for statement no.(4)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 22 | 32.8 |
| Agree | 36 | 47.8 |
| Not sure | 3 | 10.4 |
| Disagree | 4 | 11.9 |
| Strongly disagree | 2 | 3.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

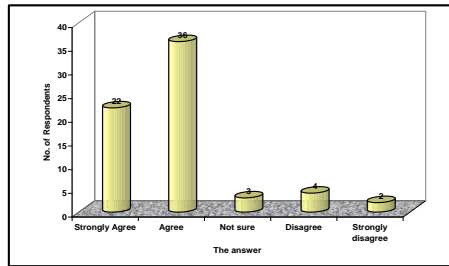


Figure no.(3-38)The frequency distribution for statement no.(4)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-39) and figure (3-38) that there are (22) persons in the study's sample with percentage (32.8%) have strongly agreed with "You give your students a detailed feedback on their writing regarding paragraph organization ". There are (36) persons with percentage (53.7%) have agreed on that, and (3) persons with percentage (4.5%) aren't sure about that, and (4) persons with percentage (6.0%) have disagreed about that, while (2) persons with percentage (3.0%) have strongly disagreed about that.

Statement No.(5):You give your students feedback about reasons of their mistakes.

Table no. (3-40) and figure no.(3-39) shows the frequency distribution for the study's respondents about question no.(5).

Table no.(3-40)The frequency distribution for statement no.(5)

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 18 | 26.9 |
| Agree | 32 | 47.8 |
| Not sure | 7 | 10.4 |
| Disagree | 8 | 11.9 |
| Strongly disagree | 2 | 3.0 |
| Total | 67 | 100.0 |

Source: The researcher from applied study, 2018

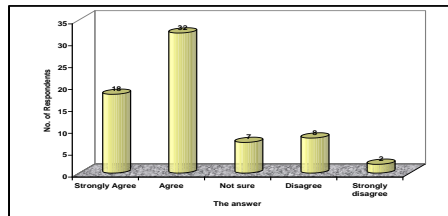


Figure no.(3-39)The frequency distribution for statement no.(5)

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(3-40) and figure (3-39) that there are (18) persons in the study's sample with percentage (26.9%) have strongly agreed with "You give your students feedback about reasons of their mistakes ". There are (32) persons with percentage (47.8%) have agreed on that, and (7) persons with percentage (10.4%) are not sure about that, and (8) persons with percentage (11.9%) have disagreed about that, while (2) persons with percentage (3.0%) have strongly disagreed about that.

Test of the Study's Hypotheses

To answer the study's questions and check its hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study respondents about the problem of the study. To do that, we will give five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer "not sure", two degrees for each answer "disagree", and one degree for each answer with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions.

1- Results of the First Hypothesis

The first hypothesis in this study states the following:

“Students have negative attitudes towards writing descriptive essay.”

The aim of this hypothesis is to show that what is the students attitude to wards the writing. To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table no.(4-1)The median of the statements of the first hypothesis

| No | Question | Median | Result |
|----|---|--------|----------|
| 1 | Your students enjoy writing. | 2 | Disagree |
| 2 | Your students think writing sessions are boring. | 4 | Agree |
| 3 | Your students think writing is useful. | 4 | Agree |
| 4 | Your students enjoy sharing with friends a draft of what they have written. | 4 | Agree |
| 5 | Your students attend classes regularly and punctually. | 4 | Agree |
| | Overall | 4 | Agree |

Source: The researcher from applied study, 2018

From the table (4-1), it has shown that:

- The calculated value of the median for the respondents' answers of the 1st question is (2). This value means that, most of the respondents' have disagreed with that “Your students enjoy writing”.
- The calculated value of the median for the respondents' answers of the 2nd question is (4). This value means that, most of the respondents' agreed with that “Your students think writing sessions are boring”.
- The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents' have agreed with that “Your students think writing is useful”.

- The calculated value of the median for the respondents' answers of the 4th question is (4). This value means that, most of the respondents' have agreed with that "Your students enjoy sharing with friends a draft of what they have written."
- The calculated value of the median for the respondents' answers of the 5th question is (4). This value means that, most of the respondents' have agreed with that "Your students attend classes regularly and punctually".
- The calculated value of the median for the respondents' answers of
- The calculated value of the median for the respondents' answers about the all questions that related to the first hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the first hypothesis

The above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the tables from no.(3-7) to no.(3-11) there are some respondents who have disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the first hypothesis, the chi-square test will be used to indicate the differences for each question of the first hypothesis. Table no.(4-2) explains the results of the test for the questions as follows:

Table no.(4-2)Chi-square test results statements of the first hypothesis

| No | Questions | Degree of freedom | Chi-square value |
|----|---|-------------------|------------------|
| 1 | Your students enjoy writing. | 4 | 23.07 |
| 2 | Your students think writing sessions are boring. | 4 | 63.82 |
| 3 | Your students think writing is useful. | 4 | 45.31 |
| 4 | Your students enjoy sharing with friends a draft of what they have written. | 4 | 15.46 |
| 5 | Your students attend classes regularly and punctually. | 4 | 56.36 |

Source: The researcher from applied study, 2018

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question was (23.07) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have disagreed with that "Your students enjoy writing".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was (63.82) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-8), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "Your students think writing sessions are boring".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question was (45.31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "Your students think writing is useful".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4th question was (15.46) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-12), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "Your students enjoy sharing with friends a draft of what they have written".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5th question was (56.46) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Your students attend classes regularly and punctually".

From above, we note that the first hypothesis was achieved for each question that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (10), and for each question there is (46) answers, so the total number of answers will be (46) answers. The following table summarizes these answers:

Table no.(4-3) The frequency distribution for statements of the first hypothesis

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 47 | 14.0 |
| Agree | 150 | 44.8 |
| Not sure | 47 | 14.0 |
| Disagree | 72 | 21.5 |
| Strongly disagree | 19 | 5.7 |
| Total | 335 | 100.0 |

Source: The researcher from applied study, 2018

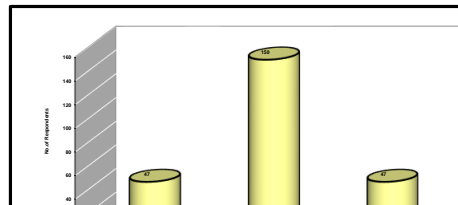


Figure no.(4-1) frequency distribution for statements of the first hypothesis

Source: The researcher from applied study, Excel Package, 2013

It is clear from table no.(4-3) and figure (4-1) that there are (47) answers with percentage (14.0%) have strongly agreed about all questions that related to the first hypothesis, (150) answers with percentage (44.8%) have agreed on that, (47) answers with percentage (14.0%) were not sure about that, while (72) answers with percentage (21.5%) have disagreed; also (19) answers with percentage (5.7%) have strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (149.52) which is greater than the tabulated value of chi-square at the degree of freedom (4) and

the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-3), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the first hypothesis.

From above results, we see that the first hypothesis that states **“Students have negative attitudes towards writingdescriptive essay”** is fulfilled.

2- Results of the Second Hypothesis

The second hypothesis in this study states the following:

“the students' ability before implementation of the program is weak”

The aim of this hypothesis is to show that what is the students writing skills ability before the implementation of the course.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table no.(4-4)The median of statements of the second hypothesis

| No | Question | Median | Result |
|----|--|--------|--------|
| 1 | On a topic of interest, your students can generate lots of words fairly. | 4 | Agree |
| 2 | On a topic of interest, your students can come with ideas or insights they had not thought of earlier. | 4 | Agree |
| 3 | On a topic of not much interest (perhaps an assigned topic), your students can generate lots of words ideas. | 4 | Agree |
| 4 | Your students can come with ideas or insights they'd not thought of before. | 4 | Agree |
| 5 | Your students can revise in the literal sense of "revision"- thus, rethink and change their minds about major things they have said. | 4 | Agree |
| 6 | Your students can find a main point in a mess of their disorganized (first draft) writing. | 4 | Agree |

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| | | | |
|----|---|---|----------|
| 7 | Your students can make a new shape of a piece of their writing which they had previously organized. | 4 | Agree |
| 8 | In their first draft, your students can find problems in their reasoning or logic and straight them out. | 4 | Agree |
| 9 | Your students can make their sentences clear, and they are clear to readers on first reading. | 4 | Agree |
| 10 | Your students can easily edit their writing for contents, thought, and ideas that related to the topic. | 4 | Agree |
| 11 | Your students can guess how most readers will react to something they have written. | 2 | Disagree |
| 12 | Your students can adjust something they have written to fit the needs of specific readers. | 2 | Disagree |
| 13 | Your students can easily cover all the information that should be dealt within a given topic. | 2 | Disagree |
| 14 | Your students can write on an assigned topic without difficulty. | 2 | Disagree |
| 15 | Your students can easily find examples to support their ideas. | 4 | Agree |
| 16 | Your students can justify their ideas in their composition. | 4 | Agree |
| 17 | Your students can produce error-free structure. | 4 | Agree |
| 18 | Your students can use the punctuation correctly. | 2 | Disagree |
| 19 | Your students can edit their composition for mistakes such as punctuation, capitalization, paragraphing and spelling. | 2 | Disagree |
| 20 | Your students can easily use structures they have learned in their class accurately. | 4 | Agree |
| 21 | Your students can manage their time efficiently to meet a deadline on a piece of writing. | 2 | Disagree |
| 22 | Your students notice problems or 'stuck points' in their writing and figure out the causes. | 3 | Not sure |
| 23 | Your students make changes in writing about the noticed stuck points. | 4 | Agree |
| 24 | Your students can think of ideas rapidly when given a topic to write about. | 4 | Agree |
| | Overall | 4 | Agree |

Source: The researcher from applied study, 2018

From the table (4-3), it has shown that:

- The calculated value of the median for the respondents' answers of the 1st question is (4). This value means that, most of the respondents' have agreed with that "On a topic of interest, your students can generate lots of words fairly".
- The calculated value of the median for the respondents' answers of the 2nd question is (4). This value means that, most of the respondents' have agree with that "On

a topic of interest, your students can come with ideas or insights they had not thought of earlier”.

- The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents' have agreed with that “On a topic of not much interest (perhaps an assigned topic), your students can generate lots of words ideas”.
- The calculated value of the median for the respondents' answers of the 4th question is (4). This value means that, most of the respondents' have agreed with that “Your students can come with ideas or insights they'd not thought of before.”.
- The calculated value of the median for the respondents' answers of the 5th question is (4). This value means that, most of the respondents' have strongly agreed with that “Your students can revise in the literal sense of "revision"-thus, rethink and change their minds about major things they have said”.
- The calculated value of the median for the respondents' answers of the 6th question is (4). This value means that, most of the respondents' have agreed with that “Your students can find a main point in a mess of their disorganized (first draft) writing”.
- The calculated value of the median for the respondents' answers of the 7th question is (4). This value means that, most of the respondents' have agreed with that Your students can make a new shape of a piece of their writing which they had previously organized”.
- The calculated value of the median for the respondents' answers of the 8th question is (4). This value means that, most of the respondents' have agreed with that “In their first draft, your students can find problems in their reasoning or logic and straight them out”.

- The calculated value of the median for the respondents' answers of the 9th question is (4). This value means that, most of the respondents' have agreed with that "Your students can make their sentences clear, and they are clear to readers on first reading".
- The calculated value of the median for the respondents' answers of the 10th question is (4). This value means that, most of the respondents' have agreed with that "Your students can easily edit their writing for contents, thought, and ideas that related to the topic".
- The calculated value of the median for the respondents' answers of the 11th question is (2). This value means that, most of the respondents' have disagreed with that "Your students can guess how most readers will react to something they have written".
- The calculated value of the median for the respondents' answers of the 12th question is (2). This value means that, most of the respondents' have disagreed with that "Your students can adjust something they have written to fit the needs of specific readers".
- The calculated value of the median for the respondents' answers of the 13th question is (2). This value means that, most of the respondents' have disagreed with that "Your students can easily cover all the information that should be dealt within a given topic".
- The calculated value of the median for the respondents' answers of the 14th question is (2). This value means that, most of the respondents' have disagreed with that "Your students can write on an assigned topic without difficulty".
- The calculated value of the median for the respondents' answers of the 15th question is (4). This value means that, most of the respondents' have agreed with that

“Your students can easily find examples to support their ideas”.

- The calculated value of the median for the respondents' answers of the 16th question is (4). This value means that, most of the respondents' have agreed with that “Your students can justify their ideas in their composition”.
- The calculated value of the median for the respondents' answers of the 17th question is (4). This value means that, most of the respondents' have agreed with that “Your students can produce error-free structure”.
- The calculated value of the median for the respondents' answers of the 18th question is (2). This value means that, most of the respondents' have disagreed with that “Your students can use the punctuation correctly”.
- The calculated value of the median for the respondents' answers of the 19th question is (2). This value means that, most of the respondents' have disagreed with that “Your students can edit their composition for mistakes such as punctuation, capitalization, paragraphing and spelling”.
- The calculated value of the median for the respondents' answers of the 20th question is (4). This value means that, most of the respondents' have agreed with that “Your students can easily use structures they have learned in their class accurately”.
- The calculated value of the median for the respondents' answers of the 21th question is (2). This value means that, most of the respondents' have disagreed with that “Your students can manage their time efficiently to meet a deadline on a piece of writing”.
- The calculated value of the median for the respondents' answers of the 22th question is (3). This value means

that, most of the respondents' are not sure with that "Your students notice problems or 'stuck points' in their writing and figure out the causes".

- The calculated value of the median for the respondents' answers of the 23th question is (4). This value means that, most of the respondents' are not sure with that "Your students make changes in writing about the noticed stuck points".
- The calculated value of the median for the respondents' answers of the 24th question is (4). This value means that, most of the respondents' are not sure with that "Your students can think of ideas rapidly when given a topic to write about".
- The calculated value of the median for the respondents' answers about the all questions that related to the second hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the second hypothesis

The above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the tables from no.(3-18) to no.(3-26) there are some respondents who have disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the second hypothesis, the chi-square test will be used to indicate the differences for each question of the first hypothesis.

Table no.(4-5) explains the results of the test for the questions as follows:

Table no.(4-5) Chi-square test results for statements of the second hypothesis

| No | Questions | Degree of freedom | Chi-square value |
|----|---|-------------------|------------------|
| 1 | On a topic of interest, your students can generate lots of words fairly. | 4 | 15.06 |
| 2 | On a topic of interest, your students can come with ideas or insights they had not thought of earlier. | 4 | 50.36 |
| 3 | On a topic of not much interest (perhaps an assigned topic), your students can generate lots of words ideas. | 4 | 24.30 |
| 4 | Your students can come with ideas or insights they'd not thought of before. | 4 | 17.84 |
| 5 | Your students can revise in the literal sense of "revision"-thus, rethink and change their minds about major things they have said. | 4 | 21.89 |
| 6 | Your students can find a main point in a mess of their disorganized (first draft) writing. | 4 | 20.22 |
| 7 | Your students can make a new shape of a piece of their writing which they had previously organized. | 4 | 25.06 |
| 8 | In their first draft, your students can find problems in their reasoning or logic and straight them out. | 4 | 33.85 |
| 9 | Your students can make their sentences clear, and they are clear to readers on first reading. | 4 | 39.76 |
| 10 | Your students can easily edit their writing for contents, thought, and ideas that related to the topic. | 4 | 30.52 |
| 11 | Your students can guess how most readers will react to something they have written. | 4 | 21.42 |
| 12 | Your students can adjust something they have written to fit the needs of specific readers. | 4 | 31.88 |
| 13 | Your students can easily cover all the information that should be dealt within a given topic. | 4 | 25.02 |
| 14 | Your students can write on an assigned topic without difficulty. | 4 | 18.15 |
| 15 | Your students can easily find examples to support their ideas. | 4 | 55.76 |
| 16 | Your students can justify their ideas in their composition. | 4 | 18.15 |
| 17 | Your students can produce error-free structure. | 4 | 33.24 |
| 18 | Your students can use the punctuation correctly. | 4 | 20.84 |
| 19 | Your students can edit their composition for mistakes such as punctuation, capitalization, paragraphing and spelling. | 4 | 35.02 |
| 20 | Your students can easily use structures they have learned in their class accurately. | 4 | 25.76 |
| 21 | Your students can manage their time efficiently to meet a deadline on a piece of writing. | 4 | 29.34 |
| 22 | Your students notice problems or 'stuck points' in their writing and figure out the causes. | 4 | 29.94 |
| 23 | Your students make changes in writing about the noticed stuck points. | 4 | 27.95 |
| 24 | Your students can think of ideas rapidly when given a topic to write about. | 4 | 68.15 |

Source: The researcher from applied study, 2018

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question was (15.06) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-12), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "On a topic of interest, your students can generate lots of words fairly".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was (50.36) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "On a topic of interest, your students can come with ideas or insights they had not thought of earlier".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question was (24.30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-14), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that On

a topic of not much interest (perhaps an assigned topic), your students can generate lots of words ideas”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4th question was (17.84) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-15), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Your students can come with ideas or insights they'd not thought of before”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5th question was (21.89) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Your students can revise in the literal sense of "revision"-thus, rethink and change their minds about major things they have said”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 6th question was (20.22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-17), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that

“Your students can find a main point in a mess of their disorganized (first draft) writing”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 7th question was (25.06) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-18), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Your students can make a new shape of a piece of their writing which they had previously organized”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 8th question was (33.85) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “In their first draft, your students can find problems in their reasoning or logic and straight them out”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 9th question was (39.76) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-20), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that

“Your students can make their sentences clear, and they are clear to readers on first reading”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 10th question was (30.52) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-20), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Your students can easily edit their writing for contents, thought, and ideas that related to the topic”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 11th question was (21.43) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-21), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Your students can guess how most readers will react to something they have written”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 12th question was (31.88) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-22), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that

“Your students can adjust something they have written to fit the needs of specific readers”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 13th question was (31.88) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-23), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have disagreed with that “Your students can easily cover all the information that should be dealt within a given topic”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 13th question was (25.02) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-24), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have disagreed with that “Your students can write on an assigned topic without difficulty”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 14th question was (18.15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-25), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have disagreed with that

“Your students can easily find examples to support their ideas”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 15th question was (55.76) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-26), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Your students can justify their ideas in their composition”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 16th question was (18.15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-27), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Your students can produce error-free structure”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 17th question was (33.24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-28), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Your students can produce error-free structure”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 18th question was (20.84) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-29), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have disagreed with that "Your students can use the punctuation correctly".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 19th question was (35.02) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-30), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have disagreed with that "Your students can edit their composition for mistakes such as punctuation, capitalization, paragraphing and spelling".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 20th question was (25.76) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-31), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have disagreed with that "Your students can easily use structures they have learned in their class accurately".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 21th question was (29.34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-32), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who aren't sure about that "Your students can manage their time efficiently to meet a deadline on a piece of writing".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 22th question was (29.94) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-33), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who aren't sure about that "Your students can manage their time efficiently to meet a deadline on a piece of writing".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 23th question was (27.95) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-34), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who aren't sure about that "Your students make changes in writing about the noticed stuck points".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 24th question was (27.95) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-35), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who are not sure about that "Your students can think of ideas rapidly when given a topic to write about".

From above, we note that the second hypothesis was achieved for each question that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (24), and for each question there is (67) answers, so the total number of answers will be (1608) answers. The following table summarizes these answers:

Table no.(4-6) The frequency distribution for statements of the second hypothesis

| Answer | Number | Percent |
|-------------------|--------|---------|
| Strongly Agree | 108 | 6.7 |
| Agree | 554 | 34.5 |
| Not sure | 273 | 16.10 |
| Disagree | 533 | 33.1 |
| Strongly disagree | 140 | 8.7 |
| Total | 1608 | 100.0 |

Source: The researcher from applied study, 2014

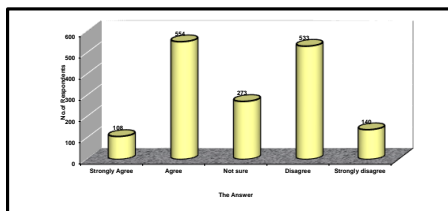


Figure no.(4-2) frequency distribution for statements of the second hypothesis

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(4-6) and figure (4-2) that there are (108) answers with percentage (23.9%) were strongly agreed about all questions that related to the second hypothesis, (554) answers with percentage (34.5%) were agreed on that, (273) answers with percentage (16.10%) were fairly agreed about that, while (533) answers with percentage (33.1%) were disagreed; also (140) answers with percentage (8.7%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (544.69) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the second hypothesis.

From above results, we see that the second hypothesis that states "**the students' ability before implementation of the program is weak**" is not fulfilled.

3- Results of the Third Hypothesis

The third hypothesis in this study states the following:

"Teachers either do not give feed back or don't give enough feedback about the writing of their students".

The aim of this hypothesis is to know whether teachers give enough feedback for their students after writing process or not.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table no.(4-7)The median of statements of the thirdhypothesis

| No | Question | Median | Result |
|----|--|--------|--------|
| 1 | You give noncritical feedback – telling your students what you think about their writing. | 4 | Agree |
| 2 | You give your students a 'criterion-based feedback' – telling them how their draft matches up against the most common criteria of good writing | 4 | Agree |
| 3 | You give your students a detailed feedback on their writing regarding sentence structure | 4 | Agree |
| 4 | You give your students a detailed feedback on their writing regarding paragraph organization | 4 | Agree |
| 5 | You give your students feedback about reasons of their mistakes. | 4 | Agree |
| | Overall | 4 | Agree |

Source: The researcher from applied study, 2018

From the table (4-7), it has shown that:

- The calculated value of the median for the respondents' answers of the 1st question is (4). This value means that, most of the respondents' have agreed with that "You give noncritical feedback – telling your students what you think about their writing".
- The calculated value of the median for the respondents' answers of the 2nd question is (4). This value means that, most of the respondents' have agreed with that "You give your students a 'criterion-based feedback' – telling them how their draft matches up against the most common criteria of good writing".
- The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents' have agreed with that "You give your students a detailed feedback on their writing regarding sentence structure".
- The calculated value of the median for the respondents' answers of the 4th question is (4). This value means that, most of the respondents' have agree with that "You

give your students a detailed feedback on their writing regarding paragraph organization.”.

- The calculated value of the median for the respondents' answers of the 5th question is (4). This value means that, most of the respondents' have agreed with that “You give your students feedback about reasons of their mistakes.
- The calculated value of the median for the respondents' answers about the all questions that related to the third hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the third hypothesis

The above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the tables from no.(3-36) to no.(3-40) there are some respondents who have disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the third hypothesis, the chi-square test will be used to indicate the differences for each question of the third hypothesis. Table no.(4-8) explains the results of the test for the questions as follows:

Table no.(4-8)Chi-square test of statement of the third hypothesis

| No | Questions | Degree of freedom | Chi-square value |
|----|--|-------------------|------------------|
| 1 | You give noncritical feedback – telling your students what you think about their writing. | 4 | 53.52 |
| 2 | You give your students a 'criterion-based feedback' – telling them how their draft matches up against the most common criteria of good writing | 4 | 66.06 |
| 3 | You give your students a detailed feedback on their writing regarding sentence structure | 4 | 64.87 |
| 4 | You give your students a detailed feedback on their writing regarding paragraph organization | 4 | 68.00 |
| 5 | You give your students feedback about reasons of their mistakes. | 4 | 42.33 |

Source: The researcher from applied study, 2018

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question was (18.07) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-36), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "You give noncritical feedback – telling your students what you think about their writing".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was (66.06) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3-37), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "You give your students a 'criterion-based feedback' – telling them how their draft matches up against the most common criteria of good writing".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question was (64.87) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-38), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which You

give your students a detailed feedback on their writing regarding paragraph organization”.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4th question was (68.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-39), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “You give your students a detailed feedback on their writing regarding paragraph organization”.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5th question was (42.33) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3-40), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “You give your students feedback about reasons of their mistakes”.

From above, we note that the third hypothesis was achieved for each question that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (5), and for each question there is (67) answers, so the total number of answers will be (335) answers. The following table summarizes these answers:

Table no.(4-9) The frequency distribution for statements of the third hypothesis

| Answer | Number | Percent |
|-------------------|------------|-------------|
| Strongly Agree | 119 | 35.5 |
| Agree | 162 | 48.4 |
| Not sure | 24 | 7.2 |
| Disagree | 23 | 6.9 |
| Strongly disagree | 7 | 2.1 |
| Total | 335 | 100.0 |

Source: The researcher from applied study, 2018

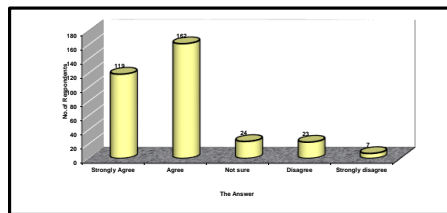


Figure no.(4-3) frequency distribution for statements of the third hypothesis

Source: The researcher from applied study, Excel Package, 2018

It is clear from table no.(4-9) and figure (4-3) that there are (119) answers with percentage (35.5%) were strongly agreed with all questions that related to the third hypothesis, (162) answers with percentage (48.4%) were agreed with that, (24) answers with percentage (7.2%) were fairly agreed about that, while (23) answers with percentage (6.9%) were disagreed; also (7) answers with percentage (2.1%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (285.28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the third hypothesis.

From above results, we see that the third hypothesis that states "Teacher either do not give feed back or don't give enough feedback about the writing of their students" is not fulfilled.

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