



**An-Najah National University
Faculty of Graduate Studies**

**THE EFFECTIVENESS OF REMEDIAL
CLASSES IN IMPROVING FIVE GRADERS'
LOW PERFORMANCE ENGLISH WRITING
SKILLS IN NABLUS PRIVATE SCHOOLS**

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**This Thesis is Submitted in Partial Fulfillment of the Requirements for the Degree
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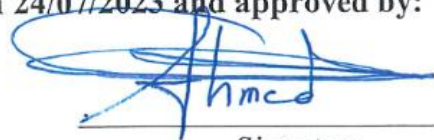
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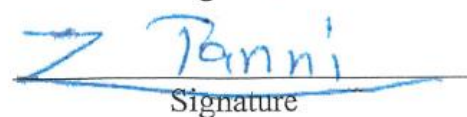
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Dedication

I dedicate this work to my adoring parents, who have continuously provided me with support and motivation. To my husband for his constant encouragement and support throughout this excursion. My success has been built on your love and support. Your devotion to and confidence in me are attested to by this thesis. I appreciate you being my rock. This work is also a tribute to the people who have influenced my life and helped shape who I am today. To my family, who have always been there for me through good times and bad with their unwavering love and support.

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Thank you all for your contributions and for being a part of this journey.

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

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I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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Tables of Contents

Dedication.....	iii
Acknowledgment.....	iv
Declaration.....	v
Tables of Contents.....	vi
List of Tables.....	viii
List of Appendices.....	ix
Abstract.....	x
Chapter One: Introduction and Background.....	1
1.1 Introduction.....	1
1.2 Remedial Classes.....	1
1.3 Nature of the Remedial Classes Programs.....	2
1.4 Theoretical Background of the Remedial Education.....	3
1.5 Remedial Classes and writing skill.....	4
1.6 Statement of the Problem.....	5
1.7 Objectives of the Study.....	5
1.8 Questions of the Study.....	6
1.9 Hypotheses of the Study.....	6
1.10 Significance of the Study.....	6
1.11 Limitations of the Study.....	7
1.12 Definition of Terms.....	7
1.13 Summary.....	8
Chapter Two: Literature Review.....	9
2.1 Theoretical Background.....	9
2.1.1 Remedial Classes.....	9
2.1.2 Writing Skills.....	18
2.1.3 Low Performance.....	25
2.2 Review of related studies.....	32
2.3 Summary.....	34
Chapter Three: Methodology and Procedures.....	36
3.1 Introduction.....	36
3.2 Methodology of the study.....	36
3.3 The population of the study.....	36
3.4 Study Sample.....	36

3.5 Instrumentation of the Study.....	36
3.6 Validity of the test.....	37
3.7 Reliability of the test.....	38
3.8 Reliability Statistics	38
3.9 Validity of the interview	38
3.10 Reliability of the Interview	38
3.11 The present Experiment.....	39
3.12 Statistical Analysis Methods.....	39
3.13 Study procedures.....	40
3.14 Variables of the Study.....	40
Chapter Four: Results	41
4.1 Introduction.....	41
4.2 Results Related to the Questions of the Study.....	41
4.3 Results Related to the Second Tool of the Study.....	45
4.4 Summary.....	46
Chapter Five: Discussion, Conclusion and Recommendations	47
5.1 Introduction.....	47
5.2 Discussion.....	47
5.2 Conclusion	47
5.2 Recommendation	48
5.4.1 Further Research	48
5.5 Summary.....	49
References.....	50
Appendices.....	58
الملخص	ب

List of Tables

Table (1): Results The reliability coefficient was determined through the procedure of administering and re-administering the interview questions	39
Table (2): Descriptive Statistics of the Scores	42
Table (3): The mean scores of the control and experimental groups in the pre-test are compared using an independent sample t-test.....	42
Table (4): The results of a paired t-test, comparing the mean scores of the control group between the pre and post-tests	43
Table (5): Displays the results of a paired t-test, comparing the mean scores of both the control and experimental groups in the post-test	44
Table (6): Presents the results of a paired t-test, comparing the mean scores of the experimental group between the pre and post-tests	45

List of Appendices

Appendix (A): Pre-Exam	58
Appendix (B): Post-Exam.....	61
Appendix (C): Study aims	64
Appendix (D): تسهيل مهمة.....	67
Appendix (E): عدد طلاب الصف الخامس	68

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Abstract

This study aimed to investigate the effectiveness of remedial classes in improving the English writing skills of low-performing fifth-grade students in Nablus private schools. The study objectives were to identify factors causing low performance in writing skills among students and determine the need for remedial classes. A semi-experimental design was adopted, with an experimental group receiving English instruction utilizing playful learning, music, and role-playing, while a control group was taught using traditional textbook-based methods. A sample of 50 students, including 25 in the experimental group and 25 in the control group, was selected based on their low overall academic performance. Pre-test scores indicated a low level of English proficiency in both groups. The study utilized both quantitative and qualitative research methods, including pre- and post-tests and teacher interviews. The results of the paired t-test indicated a statistically significant difference between the mean scores of the experimental group in both tests. Teacher interviews revealed that remedial classes provided targeted support, leading to observable progress in speaking and listening skills. However, there was a lack of continual evaluation in the areas of writing and reading comprehension. Teachers recommended an eclectic approach, varied techniques, regular evaluation, and technology incorporation to enhance student performance and improve writing skills. The findings indicate that remedial classes are effective in improving the English writing skills of low-performing students. The study recommends teacher training, adequate resources, parent involvement, and an integrated curriculum to improve the effectiveness of remedial classes. The results demonstrate the effectiveness of remedial classes in improving writing skills and provide valuable insights into the implementation of remedial instruction to promote academic progress.

Keywords: Low-performing, fifth-grade students, remedial class, writing skills.

Chapter One

Introduction and Background

1.1 Introduction

This study examines the effectiveness of remedial classes in improving the English writing skills of low-performing 5th-grade students in private schools in Nablus. The sample population is consisted of 50 students, half of whom were assigned to the experimental group while the other half were placed in the control group. The selection criteria were based on their teachers' evaluation of their subpar academic performance. The students in both groups had a low level of English proficiency, with pre-test scores averaging below 74. The research paper included an introduction to remedial classes, an overview of remedial education, and a theoretical foundation for remedial classes. The results of the study offer valuable insights into the impact of remedial classes on underperforming students' educational progress.

1.2 Remedial Classes

Remedial classes, additionally referred to as developmental education, are designed to help college students who are struggling to satisfy academic requirements catch up with their peers. According to (Nguyen, Reichert, & Levesque-Bristol, 2019), remedial schooling is commonly provided to students who have not yet attained the specified instructional proficiency stage. Remedial lessons are often presented in primary and secondary schools, as well as in higher education establishments, and can cover a huge variety of subjects.

(Alnaser, 2019) has found that remedial education can be effective in enhancing student academic performance. Remedial instructions provide students with customized attention and assistance, allowing them to recognize their areas of weakness and build the skills they need to succeed. Furthermore, remedial classes may prevent students from dropping out of school and may have a positive impact on their future educational and career opportunities (Graff & Newell, 2015).

To be effective, remedial lessons should be tailored to the students' individual needs. As noted in an instructor's handbook on remedial education by the way of (World Vision International, 2021), it is crucial to evaluate every student's current academic level and

determine which areas she needs the most assistance with. Remedial lessons should also be designed to be engaging and interactive, with a focus on hands-on activities and real-world applications.

Regardless to the benefits of remedial classes for improving skills, there are some criticisms against this approach. For instance, some researchers argue that remedial schooling may stigmatize students and reinforce feelings of inadequacy (Simpson & Hupp, 2015). Additionally, there may be some debate about the best way to provide remedial education, with some researchers suggesting that integrating remedial support into regular classroom instruction can be more effective than providing separate remedial lessons (Martinez & Klopott , 2015).

In conclusion, remedial classes can be a precious and an effective tool for supporting students who are low writing abilities to measure up to academic standards. With the aid of providing personalized interest and support, those instructions can help students build the abilities they need to succeed in the classroom and beyond. However, it's far more important to tailor remedial classes to the gender-specific needs of every scholar and to always evaluate the effectiveness of the technique.

1.3 Nature of the Remedial Classes Programs

Remedial classes, also known as developmental education or academic help applications, are instructional interventions designed to offer additional instruction and assist students who are suffering with unique topics or competencies (Sattler, 2017); (Ma, 2010). These classes are commonly provided to students who are falling behind in their studies or who've failed to meet instructional requirements in a specific area.

The effectiveness of remedial classes has been the subject of much debate and research over time. (Ma, 2010) performed a meta-analysis of 65 studies and found that remedial schooling packages may be powerful in enhancing pupil results, which include grades, patience, and completion rates, but (Losen & Orfield, 2002) argued that remedial training may be stigmatizing and may have terrible consequences on pupil motivation.

To be effective, remedial applications have to be student-focused and tailor-made to fulfill individual wishes (Walczyk & Ramsey, 1996). In keeping with (Sattler, 2017), which means remedial applications ought to be designed to provide a customized learning

experience for each pupil, specializing in their strengths and weaknesses. This may be done through diagnostic testing, focused preparation, and common assessment and feedback. Moreover, effective remedial lessons should be introduced in a supportive and pleasant learning environment that encourages student engagement and lively participation (Sattler, 2017). Students in remedial instruction may have a record of instructional struggles, and as a result, an advantageous studying environment can assist them in overcoming their poor perceptions of their own talents and benefit their confidence as they get to know. In conclusion, remedial classes are an essential tool for helping struggling students enhance their overall instructional performance. However, it is critical to carefully design and implement these applications in order to avoid stigmatization and its disastrous effects on motivation. Effective remedial programs must be student-centered, personalized, and delivered in supportive study surroundings.

1.4 Theoretical Background of the Remedial Education

Remedial classes are designed to offer extra aid to students who are face difficulty suffering academically (Boatman & Long, 2013). The objective of this training initiative is to empower college students by fostering skill development and expanding Student knowledge. they need to reach higher levels of training. The theoretical underpinnings of remedial training vary but frequently contain a focal point on studying concepts, cognitive psychology, and instructional design (Van Wezemaal & Verstraete, 2012). One of the fundamental theoretical foundations of remedial classes is learning theory, which provides a framework for information on how human beings study and how academic interventions can be designed to promote effective studying (Wilson, 2014). Behaviorism, cognitive psychology, and constructivism are three of the important learning theories that inform remedial training. Behaviorism emphasizes the significance of reinforcement and reward in studying, while cognitive psychology specializes in the intellectual procedures involved with learning.

Constructivism highlights the significance of active involvement and thoughtful contemplation within the realm of the learning journey. (Verwey & Kester, 2017). Another vital issue in remedial education is a customized, student-centered approach. Powerful remedial programs are typically characterized by an individualized method that takes into account the specific needs and challenges of individual learners (Boatman & Long, 2013). This approach involves assessing the current capabilities and understanding

of every student and developing a customized plan to address their unique needs (Van Wezemael & Verstraete, 2012). However, designing powerful remedial classes may be tough. A number of the important things that need to be addressed include evaluation, placement, and curriculum design (Wilson, 2014) In addition, there is ongoing debate about the effectiveness of remedial classes, with a few students arguing that these programs may actually impede students' academic progress (Boatman & Long, 2013).

1.5 Remedial Classes and writing skill

Writing is a fundamental skill necessary for academic and career success. Some students may low writing abilities with writing and require extra support to improve their writing abilities. One approach to help struggling students is through remedial classes.

(Kaur & Puri, 2019) conducted a qualitative study on the effectiveness of remedial teaching of writing skills in Indian engineering schools. To gain insights into the perspectives of both educators and students regarding remedial lessons, interviews were conducted with participants from both groups. The results indicated that remedial classes were helpful in improving students' writing abilities. Students received personalized attention and feedback on their writing. The study also revealed that the use of technology and interactive teaching methods were effective in engaging students and improving their writing skills.

Additionally another study, by (Barcena & Salandanan, 2020) aimed to analyze the effectiveness of a remedial writing composition module in improving the writing skills of grade eleven senior high school humanities and social sciences college students. The study involved a pre-test and post-test design, with one group receiving the remedial writing composition module while the other group receiving traditional teaching. The results showed that the group that received the remedial writing composition module had a significant improvement in their group practicing traditional methods has different writing skills compared to the group using modern writing techniques. The study concluded that the remedial writing composition module was effective in enhancing students' writing skills.

A study conducted by (Marczak & Fursse, 2017) aimed to analyze the impact of remedial writing instruction on the academic success of students. The study involved a quantitative analysis of the grades of university students who received remedial writing practice and those who did not. The results showed that the group that received remedial writing practice had better grades than the group that did not receive any remedial writing guidance. The study concluded that remedial writing instruction was effective in enhancing students' writing skills and academic success.

In conclusion, remedial classes can be a valuable tool in supporting students who are struggling with writing. Personalized attention and feedback, along with the use of technology and interactive teaching methods, can be effective in engaging students and improving their writing abilities. Both qualitative and quantitative studies have shown that remedial writing instruction can be effective in enhancing students' writing skills and academic success.

1.6 Statement of the Problem

Despite years of investment in English language teaching at Nablus Private School, standardized tests and other markers have shown that students are still who face academic challenges with their writing abilities. The low performance is attributed to individual differences in personality, learning style, and preferences of each student. Therefore, the researcher suggests that a remedial class is necessary to address this issue and improve the writing skills of fifth grade students. The study aims to determine the effectiveness of remedial classes as a strategy for enhancing students' writing abilities, with the potential to provide valuable insights and inform instructional practices. By improving the writing proficiency of struggling students the English language, this study could contribute to their academic success in the future.

1.7 Objectives of the Study

The study aims to achieve the following objectives:

1. To investigate the effectiveness of remedial class in improving fifth grade students 'low performance in English writing skills at Nablus Private School.
2. To identify the factors causing the low performance in writing skills among the students at Nablus Private School.

3. To determine the need for remedial classes to address the issue and improve the students' performance in English writing skills.

1.8 Questions of the Study

This study sought to answer the following questions:

What is the effectiveness of remedial classes on the English writing skills of fifth graders with low performance in Nablus private schools?

1. Are there a statistical significant difference at $\alpha = 0.05$ between the mean scores of the control and experimental groups in pre-test?
2. Are there a statistical significant difference at $\alpha = 0.05$ between the mean scores of the pretest and posttests of the control group?
3. Are there a statistical significant difference at $\alpha = 0.05$ between the mean scores of the control and experimental groups in the post- test?
4. Are there a statistical significant difference at $\alpha = 0.05$ between the mean scores of the pretest and posttests of the experimental group?

1.9 Hypotheses of the Study

- 1- There are no statistical significant difference at $\alpha = 0.05$ between the mean scores of the control and experimental groups in the pre-test.
- 2- There are no statistical significant difference at $\alpha = 0.05$ between the mean scores of the control group in the pre- and post-tests.
- 3- There are no statistical significant difference at $\alpha = 0.05$ between the mean scores of the control and experimental groups in the post- test ?
- 4- There are no statistical significant difference at $\alpha = 0.05$ between the mean scores of the pre- and post-tests of the experimental group.

1.10 Significance of the Study

The significance of this research lies in its potential to provide valuable insights into the effectiveness of remedial classes on improving writing skills of struggling fifth-grade students. By identifying the strategies and techniques that can be most helpful in improving writing proficiency, this study could benefit educators, school administrators,

and policy makers in designing and implementing effective remedial programs for students in need. Additionally, this research will contribute to the larger body of knowledge surrounding remedial classes, potentially informing future studies in this area. Ultimately, the goal of this study is to support suffering students in reaching their full potential by implementing effective remedial classes.

1.11 Limitations of the Study

Are as follows:

- Locative limitation: The scope of this study is constrained to remedial classes in Nablus private school.
- Temporal limitation: The examiner turned into performed from July in the first semester of the 2022/2023 academic yr. To February within the 2nd semester.
- Human limitation: The pattern length for the take a look at became limited to 50 low-performing students inside the fifth grade.
- Topical limitation: This study focuses specifically on the effectiveness of remedial classes on the performance of low-performing fifth-grade students in the English language in Nablus private school.

1.12 Definition of Terms

Remedial class

A remedial class is one that is designed to present students with additional education in simple skills, usually reading, writing, or math, which can be required for performance in higher-stage coursework.

Students who have no longer established skill ability on standardized assessments or who have been diagnosed as liable to academic failure are commonly supplied with remedial instructions. Remedial classes are also known as Courses in developmental education. According to the (National Center for Education Statistics, 2016), "remedial courses are designed to improve students' skills in the areas of reading, writing, and mathematics and to prepare them for college-level work" (NCES, 2016, p. 2).

Operational Definition

Remedial classes are supplemental educational programs designed to help students who are suffering in a particular subject or academic area by providing extra support and preparation. These classes are intended to help students overcome any barriers to their academic development and achieve academic success.

Writing skills

Writing ability, according to (Noor & Wibowo, 2016), is a complex and multifaceted ability that requires mastery of various linguistic, cognitive, and social processes. The ability to produce written texts that effectively communicate one's ideas, arguments, opinions, and feelings to a specific audience is referred to as writing skill. This ability entails using appropriate vocabulary, grammar, syntax, spelling, and punctuation to convey meaning, as well as rhetorical strategies such as organization, coherence, unity, and clarity to structure.

Operational Definition

Writing ability is operationalized as the capacity to generate a cohesive and well-prepared written text. In reaction to a given prompt, with minimal mistakes in grammar, vocabulary, punctuation, and spelling. Writing ability is classified using a rubric that evaluates the overall quality of writing based on a number of criteria, including corporation, development, style, and mechanics. The rubric assigns a score on a scale of 1–5, with better scores indicating more writing skill.

1.13 Summary

The first chapter explicitly presented the problem to be investigated in the study which aims at examining the effectiveness of remedial classes in improving 5th-grade students' low performance in English writing skills in private schools in Nablus.

This chapter also includes the theoretical foundation of the remedial classes, articulate the problem statement, outline the research questions, hypothesis, and the significance of the study, define key terms, and acknowledge the study's limitations.

Chapter Two

Literature Review

In this chapter, a comprehensive review of the relevant literature is presented to the themes addressed in this study. It is split into two sections. The first section provides theoretical background, covering topics such as remedial classes, writing skills, and low performance. While the second section contains a review of related studies, which provides important insights into the research questions addressed in this study.

2.1 Theoretical Background

2.1.1 Remedial Classes

Definition of remedial classes

"Remedial classes are designed to enable students who fall academically behind catch up to a desired level and have become an indispensable component of higher education in countries such as the United States, Canada, and Japan. Essentially, remedial classes are a form of clinical teaching that utilizes a spiral process of assessment, instruction, and reassessment to specifically target low-achieving or underprepared learners (Bushra, 2019)."

According to (Abu Amarna, 2011), remediation is an educational intervention designed to support students who lack the necessary skills, experience, or orientation to perform at the same level as their peers. Teachers typically identify these students through placement tests or by noting their academic struggles in coursework or grades. The placement tests used to identify students in need of remediation often focus on identifying severe deficiencies in basic skills, particularly those that are typically taught at the elementary level.

There has been a recent emphasis on increasing school enrollment for underprivileged children. However, increasing enrollment alone, also known as the "demand side" of education, has not been translated to better educational outcomes or learning achievements. In fact, the surge in enrollment has exacerbated the problems already faced by under-resourced schools in primary education. Thus, while enrollment rates have improved in some countries, learning and achievement levels have remained poor. (Duflo, 2014).

The importance of remedial classes

Remedial classes are a crucial tool for students who face academic challenges and require help to improve their foundational skills. The effectiveness of such classes lies in identifying and diagnosing the specific difficulties of each student, adapting the teaching method to meet individual needs, using high-quality teaching materials, breaking down learning into easily manageable steps, providing feedback and correction, and working together with parents to monitor progress. (Elnadeef, 2018).

Remedial classes are intended to address learning difficulties and support students who might be struggling to keep pace with their peers. These classes can be taught one-on-one or in groups and focus on specific academic weaknesses hindering learning. The aim of remedial classes is to improve the academic performance and foundational skills of students who are significantly behind their peers. (Ibrahim, 2019).

Effective remedial instruction is similar to clinical teaching and involves a cyclical process of assessment, instruction, and reassessment. These courses are designed for students who are struggling academically or have not met basic academic requirements. Upon identifying the student's specific learning difficulties, a personalized remedial course is created to address their needs. The instructor provides remedial instruction, and ongoing evaluation is conducted during and after the course to determine its efficacy. (William, 2017).

Remedial classes and corrective feedback are essential components of effective curriculum delivery. Together, they can facilitate optimal student learning outcomes. To combat high rates of repetition, school dropout, and a notable proportion of school-age children performing poorly or not attending school, countries are incorporating alternative programs that go beyond traditional instruction in an effort to improve educational outcomes. (Duflo, 2014).

While remedial classes are typically scheduled during regular school hours, many educational institutions are now offering after-school and summer-school programs as an alternative. Studies suggest that such programs have proven to be more effective since students do not miss out on regular classroom teaching while attending remedial classes.

Moreover, intense summer or after-school programs can help students improve their academic performance quickly (Williams. & Takaku, 2011).

Offering engaging activities to students enrolled in remedial writing courses can yield numerous benefits. Through the application of various reading and writing skills in activities like writing journal reports, working on group arguments, sharing news articles, and analyzing stories, students can develop an acute understanding of their individual strengths and weaknesses when it comes to writing. These activities also enable them to hone critical thinking abilities and learn appropriate strategies to better understand and analyze written works. As a result, students can improve their ability to recognize and comprehend the main idea and supporting details, infer implied ideas, summarize passages, identify facts from opinions, construct arguments, and effectively link sentences and paragraphs. (Schendel & Macauley, 2012).

Features of remedial classes

According to (William, 2017), remedial education programs are intended to meet the educational needs of the students facing academic challenges or yet to acquire specific competencies, especially in their early years of schooling. These programs may be standalone interventions and offered outside normal school hours, integrated within broader educational programs or projects, or incorporated as a part of overall education policy or curriculum guidelines of a country.

One of the key components of remedial education programs is the identification of specific skill deficiencies and the assessment of the learning levels of program participants. It is crucial for these programs to be explicit, systematic, and targeted towards specific competencies that require improvement for effective outcomes. For instance, a remedial writing program that emphasizes word-level skills and provides ample opportunities for text-based writing can significantly improve the writing and spelling abilities of first-grade students struggling with writing. This approach aimed at addressing specific skills in need of improvement can help participants progress during and after the intervention (Ibrahim, Beena & Eff Budiman, 2019).

The goals and expected outcomes of remedial interventions vary based on the specific learning needs of the participants. (Elnadeef, 2018) provides some examples of remedial

intervention goals and programs designed to meet them. Early fluency in writing is essential for academic success, as it lays a strong foundation for future performance. Children are expected to develop fluency in writing by the end of the third grade. Automatic writers, who are able to write fluently, are less likely to struggle with literacy and are more likely to improve their comprehension and skills as they progress through their academic careers. Therefore, it is crucial to detect and address learning gaps as early as possible to effectively remediate them.

To prevent grade repetition and dropout, it is crucial to offer alternative approaches for children who are unable to meet the expected competencies within the conventional grade grouping system. This system typically groups students by grade level based on curriculum content and cognitive demand, regardless of age or individual capabilities, and progresses them sequentially from one grade to the next. Implementing effective and targeted remedial interventions can offer struggling students a pathway to academic improvement, enabling them to catch up with their peers and reducing the risk of grade repetition or dropout. Although drill-and-skill approaches to remediation are no longer favored by educators, there is little reliable information available on the teaching techniques commonly used in remedial courses at community colleges. However, anecdotal evidence suggests that drill-and-skill approaches remain prevalent at many institutions, despite a growing consensus on the efficacy of more innovative teaching methods. (Victoria M, 2019).

Remedial education courses typically emphasize repetitive practice to achieve mastery of concepts, operations, or classification schemes. However, this approach can have several drawbacks. For instance, remedial students may have negative attitudes toward this pedagogical method, and it may perpetuate the same teaching styles that contributed to their initial struggles in primary school. Moreover, this approach's abstract and isolated nature may prevent students from seeing the practical applications of the learned skills in real-world situations, making it challenging to apply them to future academic or vocational pursuits. (Mirfatemi, 2020).

Theoretical Frameworks for Remedial Classes in Writing

Remedial classes in writing were a popular technique for improving students' writing abilities in various academic settings. Theoretical frameworks have been developed to guide the design and implementation of such lessons. One such framework is remediation theory, which shows that remedial instructions must focus on addressing the specific deficiencies in students' writing capabilities (Winston, 2013). Another framework for instructional assessment is the synoptic review, which emphasizes the significance of assessing students' writing competencies in a comprehensive and systematic way (Ghaicha, n.d).

Inside the Arab world, there has been a developing interest in this inquiry aims to assess the efficacy of remedial courses in enhancing the academic writing skills of EFL/ESL students at the university level. Specifically, the study seeks to investigate the impact of such courses on the students' overall performance in writing training and identify potential areas for improvement. (Al Othman & Shuqair, 2013) conducted a look at that aimed to evaluate the effectiveness of such guides within the Arab world. Their findings showed that remedial courses had an enormously advantageous impact on students' writing skills.

But there have also been evaluations of remedial writing publications. Mike (Rose, n.d) argues that such guides frequently adopt a deficit model technique that makes a specialty of students' deficiencies rather than their strengths. He proposes an alternative method that specializes in developing students' writing abilities through attractive and relevant writing responsibilities that build on their present knowledge and reviews.

Typical, while remedial lessons in writing have been proven to be effective in improving students' writing capabilities, it is far more important to not forget the underlying theoretical frameworks and to significantly examine the tactics utilized in those trainings to ensure that they are empowering and effective for all students.

Different Approaches to Remedial Instruction for Writing Skills

Writing skills are vital for instructional and professional success, and the lack of skill ability in writing can negatively have an effect on a learners' educational performance. Remedial instruction in writing competencies can help struggling students improve their writing competencies and overcome their problems. However, there are exceptional approaches to remedial training, and studies have proven that a few procedures are extra effective than others.

One approach to remedial practice in writing capabilities is the manner technique, which emphasizes the writing system and the steps concerned in producing a written text. This approach objectives to assist college students expand their writing capabilities with the aid of that specialize in brainstorming, drafting, revising, modifying, and publishing. In step with a study by using (Abu Daher, 2020), the system method turned into powerful in enhancing the writing abilities of Palestinian students in remedial lessons.

Another technique in remedial education is the product approach, which focuses on the final product and the characteristics of a well-written text. This technique aims to help students develop their writing skills by focusing on grammar, vocabulary, sentence structure, and organization.

According to a study conducted by (Karunakaran & Paramasivam, 2019), the product approach was effective in enhancing the writing skills of Indian engineering students in remedial classes.

There are various techniques to remedial education, one of which is the style approach. This approach emphasizes the characteristics and conventions of different genres of writing, such as essays, reports, and summaries. The aim is to assist students in developing their writing capabilities by focusing on the specific requirements and expectations of each genre.

According to a study conducted by (Mekheimer & Sami, 2018), the genre approach was effective in enhancing the writing skills of Egyptian university students in remedial classes.

Aside from these techniques, other factors can impact the effectiveness of remedial education in writing skills. These include the quality of instruction, qualifications of the teachers, and available resources. A technical brief by (Almas & Tabassum, 2018) (FHI 360, 2017) suggests that effective remedial preparation in writing skills should be evidence-based, learner-centered, and culturally responsive. It should also involve a variety of teaching methods and assessments.

General, remedial instruction in writing capabilities can be effective in improving the writing capabilities of struggling students, however the approach used need to be tailored to the unique needs and traits of the novices. The procedure, product, and style strategies are a number of the powerful processes to remedial preparation, but other elements consisting of the first-rate of instruction, trainer qualifications, and resources to be had also play a crucial function in improving writing capabilities.

The Role of Teachers in Remedial Writing Classes

Remedial classes plays a crucial role in providing academic support and improving student outcomes, particularly Students in need of support, according to (ALDI, 2021). To effectively fulfill this role, remedial teachers need to possess a variety of skills, including strong communication skills, the ability to identify and address student needs, and proficiency in writing. Writing skills are essential for both academic and professional success, and a lack of writing skill can have negative impacts on a student's academic performance. Remedial instruction in writing can help struggling students improve their skills and overcome their difficulties.

Stapa (1991) similarly emphasizes the essential role of English teacher support within the teaching of writing. The author notes that effective writing practice requires teacher support to create a supportive and attractive learning environment, provide meaningful feedback to students, and adapt their coaching strategies to the needs of numerous learners. Additionally, teachers have to be willing to engage in ongoing professional development and stay current with best practices in writing education.

Taken together, these perspectives suggest that the role of teachers in remedial writing instructions is multifaceted and requires a range of skills. To address the particular needs of struggling students, teachers must create a supportive and engaging learning

environment, offer targeted feedback, and stay current with best practices in writing education

The Role of Technology in Remedial Writing Instruction

Technology has come to be a crucial tool for teaching writing in remedial classes, allowing students to interact with writing in new and innovative ways (Gillam & Van Ryzin, 1998). The use of generation in writing practice has the capability to enhance scholar writing results and help bridge the space between conventional and virtual literacy (Zhao, 2019). Consistent with a study performed by (Arifin & Wulandari, 2019), the integration of Technology in writing instruction not only most effectively complements students' writing abilities, but additionally improves their motivation and engagement within the learning procedure.

One technology solution that has been underutilized in writing guidance is the use of collaborative writing tools (Gourlay, 2015). Collaborative writing tools, which include Google Docs and Dropbox Paper, offer students the opportunity to work together on writing assignments in real-time, which can cause multiplied collaboration and better writing outcomes (Gourlay, 2015). Every other technology answer that has been shown to enhance writing consequences is using computer-assisted feedback gear (Graham & Perin, 2007). Those tools permit students to acquire immediate comments on their writing, which can help them identify areas for improvement and revise their paintings as a result.

Notwithstanding the advantages of technology in education, there are nonetheless boundaries to its powerful implementation in remedial instruction. Consistent with an examination via (Kessler & Bikowski, 2010), some of the barriers to the usage of technology in writing practice consist of lack of access to generation, loss of training for teachers, and resistance from students who decide on conventional methods of writing. To address those boundaries, it is crucial to provide good enough training and support for both instructors and students to ensure they're secure and proficient in using e-learning for writing education.

In conclusion, technology has the ability to beautify writing coaching in remedial lessons, providing students with new and modern ways to interact with writing. Collaborative

writing gear and computer-assisted comment gear are examples of technology solutions that can improve writing outcomes. However, there are still barriers to the powerful implementation of technology in writing education, and efforts have to be made to offer adequate schooling and guidance for both instructors and students.

Assessment and evaluation play a critical role in remedial classes

Assessment and evaluation play a vital function in remedial instruction as they permit educators to discover students' knowledge gaps and provide centered support to help them overcome those demanding situations (Sudhakar, 2019, p. April 22). According to the (U.S. Department of Education, 1984), effective assessment practices include using multiple measures to evaluate students' academic development and adjusting instruction based on their individual preferences. This ensures that scholars acquire the proper guidance and instruction to improve their abilities and achieve their educational desires.

Assessment of remedial education packages is also vital to determining their effectiveness in enhancing college students' academic performance. An examine using the university network studies middle observed that many remedial training applications lack transparency in their assessment methods, making it challenging to evaluate their impact (Jenkins & Cho, 2012). The record suggests that institutions should undertake more rigorous assessment practices, which include randomized managed trials, to offer correct proof of their packages' effectiveness.

In addition to enhancing student overall performance, evaluation and assessment in remedial training also can provide treasured insights into the effectiveness of teaching techniques and materials. Through analyzing pupil performance data, educators can perceive areas where their preparation could be improved and make essential changes (Sudhakar, 2019). This technique can help teachers better apprehend their students' desires and develop more powerful coaching approaches.

It is critical to make certain that assessments are designed to be fair and inclusive for all college students, irrespective of their history or learning style. The Black Container document, using the network college studies center, recommends that tests need to be designed with input from a diverse institution of stakeholders and have to consider the

specific challenges that students might also face in remedial training (Jenkins & Cho, 2012).

In conclusion, evaluation and assessment are critical components of remedial classes that help to perceive college students' learning gaps, tune their progress, and examine the effectiveness of tutorial strategies. By adopting evidence-primarily based assessment practices and designing tests that are inclusive and truthful, educators can make sure that each student has the guide they want to acquire their educational dreams.

2.1.2 Writing Skills

English language is one of the foundations of learning and teaching and a necessity in various stages of education, especially the basic education stage. It is the first language in America, Britain, Australia, Canada, and New Zealand, a second language in India, Pakistan, and the Philippines, and the language in which science is taught in most countries of the world (Yulita, 2015).

English is officially considered the primary foreign language in Palestine; the Ministry of Education has taken steps to create curricula and teaching methodologies that focus on the language's acquisition and development. The most prominent aspect of the general framework was the interest in training English language teachers, developing teaching methods and assessment methods, as well as training students on self-learning and paying attention to education technology.

The Definition of Writing Skills

Writing in English is a powerful tool for learners to express and communicate their ideas, emotions, and perspectives. While writing is a form of personal expression, it is crucial to acknowledge that it is also a social activity and a means of connecting with others (Thitivesa, 2014).

Writing is a technology that has developed alongside human society and is distinct from language itself. Although it relies on the same structures as speech, including vocabulary, grammar, and semantics, writing also relies on a system of signs or symbols. Through the use of symbols, such as letters of the alphabet, punctuation, and spaces, writing is the process of conveying thoughts and ideas in a format that can be read and understood by others (Simpson, 2011).

Writing is a crucial skill that is often overlooked in foreign language learning, despite being one of the four commonly accepted learning objectives. Achieving writing proficiency requires expertise in multiple areas due to its multidimensional nature, which involves a writer's knowledge, experience, skills, and cognitive abilities interacting with the demands of the task at hand.

(Shanti, 2016) defines writing as "the process of drawing letters or words based on both form and sound to express through them the human self, including concepts, meanings, and imaginations." By learning and practicing the use of language rules through writing exercises correctly in terms of linguistic structure and orthography. In addition, writing is the correct expression of ideas, taking into account the skills of spelling writing, the level of written expression skills, spelling grammar, and others, through which a student can write an organized and correct text, to express his thoughts clearly. The development of writing skills is important, particularly in the first basic stages, because neglecting it or the inability of the learner to overcome it will continue with them to advanced stages because it is a skill that is gradually acquired on which it depends (Thitivesa, 2014).

According to Rerg-Anan (2011), writing involves the creation of recorded text on a physical or digital medium. Additionally, (Ramirez, 2014) characterizes writing as a cognitive process that involves generating ideas, considering how to communicate those ideas, and arranging them into coherent sentences and paragraphs for effective communication with the intended audience.

The importance of writing

Writing and communication skills are crucial transferable skills that are highly valued in the workplace. Professionals in fields such as marketing, finance, and research and development rely on strong writing abilities to effectively articulate their ideas and concepts. Writing is a productive skill that requires writers to draw on their experience, knowledge, skills, and cognitive abilities to complete the task. For English learners, writing is a valuable skill that involves not only the act of combining words but also the process of revising and rewriting. (Simpson, 2011).

Written skills give students opportunities to think and reflect, and then choose appropriate ideas, select words and structures for the student to highlight his concepts and feelings, record what she wants to record of incidents and facts, style, and add writing or coordination. Presenting the idea is a reason for reversing the meaning and distorting the writing and preventing it from being properly understood. Hence, correct writing plays a critical role in the process in education considering that it is an essential element of culture and a social necessity for transmitting expressing ideas, and writing is one of the basic dimensions of knowledge and understanding. (Khattaba, 2018).

Writing is also one of the important means in various aspects of life, and many components and elements that overlap to produce what is written participate in its composition; some of them are related to psychological and cognitive aspects, some are related to the linguistic aspect, and others are related to the social aspect (Al Maiata, 2016).

Writing skills are valuable for several reasons, as highlighted by Lulansah (2016). These include the fact that writing is a key factor in how your work, learning, and intellect are evaluated in academic and professional contexts. Additionally, writing is a means of expressing one's identity and making one's thoughts visible to others in a lasting way. It facilitates clear communication of complex ideas, promotes critical thinking, and encourages the ability to provide and receive constructive feedback. Writing requires cognitive flexibility and demonstrates intellectual maturity by anticipating readers' needs.

The Importance of English Writing Skills in Fifth-Grade Students

Fifth-grade students who expand their strong English writing capabilities have an advantage in their instructional and professional careers. According to research carried out by (Almas & Tabassum, 2018), The integration of literature and creativity-based strategies has proven to be an exceedingly effective approach in enhancing the writing abilities of fifth-grade students. This synergistic method not only fosters a deeper understanding of literary concepts but also nurtures the innate creative potential within young writers. The researchers recommend using creative writing activities and exposing students to diverse literary works to beautify their writing abilities.

Further, studying essential writing competencies consisting of writing clean and coherent paragraphs, organizing the mind, and the usage of a right grammar, punctuation, and capitalization is vital for fifth-grade students (today.com, n.d.). Students can better address more complex writing tasks in the future if they develop these skills.

Furthermore, strong writing abilities could have a positive effect on students' personal lives as well. Writing can assist students in communicating their minds and ideas more successfully, which can be beneficial in their relationships with friends and their circle of relatives. Moreover, writing may be a form of self-expression that could help students' express their emotions and stories.

However building strong writing abilities takes time and exercise. Instructors and parents can play an essential role in helping students' writing development by providing opportunities for practice and feedback. As an example, teachers can combine writing assignments into their lesson plans and offer individualized feedback on students' paintings. Parents can inspire their children to jot down ideas outside of school by imparting them with writing prompts or encouraging them to preserve a journal (ERIC, 2016).

In conclusion, developing strong English writing skills is vital for fifth-grade students to prevail academically and professionally. By way of incorporating literature and creativity-based strategies and mastering essential writing capabilities, students can emerge as confident and powerful writers.

Reasons to teaching writing skills

Teaching writing is an essential aspect in education as it involves guiding students towards developing the ability to communicate effectively through a written language. In the context of teaching English as a foreign language (EFL), there are several reasons why teaching writing skills is crucial. Firstly, teaching writing serves as a means of reinforcing language development as students practice using the language in a written form. Additionally, writing can cater to different learning styles and preferences, making it an inclusive approach to language learning.

Furthermore, writing is an important skill that students will need beyond their academic years. In various personal and professional settings, being able to express oneself effectively through writing can be a valuable asset. Therefore, teaching writing in EFL classes can help students develop this essential skill.

(Shedifat, 2021) pointed out that teaching writing to EFL learners also plays a crucial role in developing their critical thinking and analytical skills. Through the process of writing, students learn how to organize their thoughts, convey complex ideas, and evaluate arguments effectively.

Developing writing skills is beneficial for students in both their academic and professional futures. Writing can reinforce language acquisition, as students who learn best through writing can solidify their understanding of new concepts. Writing is also an important tool for language development, as it helps learners to refine their ability to communicate effectively in a written form. By accommodating different learning styles, such as those who may have difficulty producing language quickly or who acquire language at a slower pace, educators can make the writing process more accessible for all students. Writing is considered a fundamental language skill alongside listening, speaking, and reading, and mastering writing conventions is important for achieving accuracy and fluency in written communication. By enhancing their other language skills, students can improve their overall writing abilities.

The principles of teaching and developing writing skill

In recent years, writing has become a critical aspect of education, with a focus on developing students' skills for self-learning in reading and writing. As writing has evolved, the traditional view of writing and its processes have changed, with a shift towards thinking, attention to specifications, and quality (Yulita, 2015).

According to (Shanti, 2016), to effectively teach and develop writing skills, suggests several principles can be applied in the classroom. One key principle is to raise students' awareness of the important role that writing plays in language learning. Additionally, students should be encouraged not only to share their ideas but also to work them out through writing, with teachers providing guidance to help students analyze their own ideas.

An additional important principle is the integration of reading and writing skills. Prior to students engaging in the writing process, reading provides a foundational understanding of a language and exposes learners to various patterns and rhetorical structures. Teaching writing as a process rather than a one-time task supports students in collaborating, taking responsibility for their own learning, and making personal choices about their reading and writing endeavors.

By following these principles, teachers can help students develop strong writing skills that will benefit them academically and in long run .

Challenges and Limitations of Remedial Classes in Writing

Remedial classes in writing can be beneficial for students who conflict with writing competencies, but they also face several demanding situations and limitations.

One challenge of remedial classes in writing is that they will now not efficiently deal with the underlying reasons why students war with writing. in line with a observe by means of Nwachukwu (2014), students' problems with writing can be due to elements along with a lack of motivation. When designing powerful remedial writing instructions, educators can draw upon proven practices that have been proven to improve pupil writing. One device that can be used to enhance student writing is the RESTIP writing improvement device, which affords a based approach to enhancing writing talents (University of Wisconsin-Whitewater, n.d.). Another aid that may be beneficial is a set of hints for making remedial classes powerful, including growing a comfortable school room environment and focusing on pupil engagement (Teachmint, 2021).

Teaching reluctant and remedial writers within the inner city can be mainly challenging, and one useful resource that may be helpful for educators is the sample-based writing program, which offers a step-by-step writing process to assist students develop their abilities (pattern-based writing, n.d.). Additionally, research shows that engaging students in social interaction and talk can be a powerful method for coaching writing abilities (Hammer & Womack, 1993).

It is also vital to include opportunities for student remarks and revision when designing remedial writing training. One look found that presenting college students with comments and opportunities for revision ended in large improvements in writing proficiency

(Sperling & Freedman, 1987). Another look at the recommendation that incorporating writing skills into different content areas can support writing capabilities across the curriculum (Nevada Legislative Commission, 2005)

With the aid of proof-primarily based practices and assets, educators can create remedial writing classes that successfully improve pupil writing abilities.

Insufficient vocabulary or terrible grammar skills, which remedial training might not competently deal with, are some of the challenges. Similarly, according to Lovorn and Holcomb (2018), students who take remedial classes can also experience stigmatization, which can negatively affect their motivation to improve.

Another challenge of remedial classes in writing is that they will not be tailored to individual student needs. According to Gubbins and O'Neill (2013), remedial classes often use a one-size-fits-all approach, which may not effectively address the diverse needs of students with different levels of skill. Similarly, as per Hussain and Sultan (2012), some students may not find the instruction in remedial training appealing, which could limit their motivation to improve.

A limitation of remedial classes in writing is that they may not offer enough opportunities for students to practice writing. According to Gubbins and O'Neill (2013), students might not receive sufficient feedback on their writing, which could also limit their potential to improve. Furthermore, as outlined by Van Daal and Reitsma (2016), students might lack access to the resources and support they need to enhance their writing outside of the classroom.

Subsequently, consistent with Alshahrani and Stansfield (2018), the success of remedial classes in writing may be constrained via the attitudes and ideals of each student and teachers. Students may not agree with that they are able to enhance their writing, that can limit their motivation to participate in remedial training. Instructors may additionally have terrible attitudes closer to remedial college students, that could restrict their capability to efficiently train them.

In end, at the same time as remedial classes in writing may be beneficial for students who war with writing capabilities, they face numerous demanding situations and limitations, consisting of addressing underlying motives for problems, tailoring guidance to character

needs, imparting sufficient practice possibilities, and managing attitudes and beliefs. It is miles essential for educators to deal with these demanding situations and obstacles to make sure that remedial classes are powerful in assisting students enhance their writing talents.

2.1.3 Low Performance

Academic performance is the main entry point to knowing the problems of students' failure in mathematics, and through studying at the Institute of Nursing and measuring learning ability and acquiring various information, and the frequent complaints of teachers, administration, and students because of the low level of education for them. Continuous and continuous academic studies, and the end result is failure and remaining in the same classes for several years without definitive and real treatments (Hazem, 2013).

The first grades are the basis of the educational process, during which every effort and energy must be exerted to obtain a sound foundation for students by providing a correct environment and educational cadres characterized by competence in the teaching method without relying on memorization. The initial emphasis for the first three grade levels should be placed on strengthening reading and writing skills, both of which are considered fundamental to a student's overall learning and success., and it is necessary to focus in these classes on the integrative approach, where the unity of knowledge is provided and the subject is addressed from several aspects (Musleh, 2017).

The definition of low performance students

Academic performance is a complex phenomenon in which different groups of mental and non-mental variables interact with each other so that it is often difficult to separate them or determine the relative contribution of each of them accurately. Many assert that academic performance is the language of performance. It is associated with the effects of a set of experiences that can be described as codified or intended and can be controlled (Zughayer, 2021).

Performance is all that the learner can actually do after completing the study of a program or a particular syllabus. "Performance" refers to the level of mastery a student has achieved in a specific area of study after having been exposed to relevant educational experiences. This mastery encompasses a range of skills and knowledge related to the

subject area or group of subjects studied. Academic assessments are conducted through both oral and written examinations, which are administered at various intervals, including daily and quarterly exams. Performance in a daily life is of great importance in the learner's adaptation to life and facing its problems, which is the use of his knowledge in thinking and making immediate and future decisions, as well as the competition in life to get jobs and other professional works available in the market. Academic performance is an important matter for learners compared to other fields, and this is due to the fact that weakness in achievement may lead to failure (Ibrahim & Balawi, 2013).

(Abu Arrayat, 2014) summarizes the importance of achievement as follows: Making a behavioral, cognitive, emotional, and social change in the student; learning is an invisible process that occurs as a result of changes in the cognitive structure of the student, and we learn about it through academic achievement.

The importance of academic achievement lies in the fact that it achieves a set of goals, which it mention as follows (Abu Shehadeh, 2017):

1. Determining the student's level will result in a decision about whether to promote him/her to a class higher than his/her current one or to fail him in the class, according to the laws of the authorities regulating the educational process.
2. Determining the type of a study and a specialization to which the student will move later, knowing the individual abilities of the students, and benefiting from the results of their achievements to move from one school to another.
3. It is possible to benefit from the academic achievement report when the student moves from one school to another, so that he can be placed in the appropriate place and form a general idea of his academic life.

In addition, curriculum is one of the academic subjects that focuses on the subject as a single component, and this curriculum is crowded with many and varied subjects and subjects that reflect the accumulation and amplification of knowledge and make acquiring knowledge and understanding subjects an end in themselves. In the modern curriculum, a teacher cares about a learner and his/her needs, but she does not neglect the subject and its requirements. Teachers handle the growing accumulation of knowledge by adapting the curriculum to address emerging needs and prioritizing student mastery of information

and scientific skills. While promoting integrated growth of the learner, teachers aim to equip students with methods for acquiring information from various sources. Ultimately, the goal is to ensure students achieve maximum mastery of skills and knowledge. What his abilities can achieve is a higher goal for education (Al-Asadi, 2015).

Moreover, Students who require remedial education can be identified through both formal assessment by their teachers, and informal selection based on low test scores, or as part of a targeted group selected for remedial intervention. (Ibrahim & Balawi, 2013).

Many learners, especially those in primary school, suffer from poor writing abilities. The reasons that lead to this are multiple and are due to, or related to, either the teacher – such as the teacher’s lack of interest or attention to the mistakes of their students; the teacher’s lack of interest in improving the level of weak students, especially with the presence of large numbers in classes – which leads to the absence of any consideration of the differences in abilities between students; and the lack of resort to the use of modern educational techniques due to the lack of resources in some cases. Additionally, there are problems in the way of teaching, such as the inability to deliver information in the correct form due to the lack of training. Some of these issues are related to the learner, such as the learner’s lack of confidence in themselves and what they write – leading to reluctance in writing; poor reading skills; an inability to distinguish between letters; a lack of focus; and deficient mental abilities, such as intelligence. Moreover, there are problems and weaknesses in the auditory and visual senses (Al-Astal, 2017).

One of the important reasons for students’ weakness in writing skills is their low motivation, which is a characteristic that negatively affects all academic aspects, including writing skills. The child as well as parental education methods, the social and economic level, the cultural level of the parents, the size of the family, and the parents' lack of interest in following up on their children due to social circumstances and other matters (Buqei, 2014).

This weakness can be addressed by implementing the following (Wa'alteh, 2021):

Increasing student motivation: This is done by studying the causes of low student motivation and trying to address them. For example, if the low motivation is subjective as a result of genetic factors, it can be addressed if the teacher chooses a teaching strategy

that takes into account the individual differences between students; if it is external, the teacher cooperates with the guardian to address the problem.

When teaching the different images of letters sequentially that have more than one image for writing, the words that include a specific image of the letter are chosen. For the student to practice writing it, and when making sure that the picture is mastered, he moves to the other picture of the letter, and so on.

A teacher should devise different means of teaching calligraphy in a way that suits his students.

Proceeding from the fact that raising the level of student achievement is of great importance in educational philosophies and systems, it is not surprising that improving the means by which this goal is achieved is the main concern of all educational departments and educational decision-makers. Hence, achieving a good level of achievement for students requires good qualification and training for teachers, as well as the preparation of good curricula. The use of teaching methods that deliver information, and the application of methods for assessing the level of students' performance so that they accurately reflect their true level and work to evaluate and improve this level continuously, all in a framework for an attractive and stimulating school environment for students to learn and innovate (Bani, 2015).

Reasons for poor academic performance

The educational system in Arab countries often struggles with the problem of poor academic performance, resulting in a waste of human potential and resources. Many students, especially those in their early years, face significant educational challenges and require a clear assessment of their achievements and academic levels. It is essential to identify the reasons for their low performance and work to avoid them. However, the traditional approach of labeling students as strong or weak based on their grades can have negative effects on their academic careers and self-esteem. Such a consistent method of giving grades may not lead to any improvement in the outcomes of the educational process. Exploring innovative teaching and assessment methods are crucial in assisting struggling students to enhance their academic performance and achieve success throughout their academic pursuits. (Al-Astal, 2017).

Factors Contributing to Low Performance in English Writing Skills English-Writing skills are critical in today's globalized international environment, where communication occurs in a variety of contexts. However, many students struggle with writing in English, and several factors can contribute to this problem.

One significant element that impacts English writing competencies is the lack of motivation. According to (Ng'ona, 2018), learners who lack motivation to analyze a new language could have a difficult time enhancing their writing skills. They may not see the price of gaining knowledge of English or can also sense overwhelm by way of the task. In addition, inexperienced writers who lack self-confidence won't be inclined to take risks with their work, which can preclude their progress.

Another thing that contributes to negative writing competencies in English is a loss of language skill. Students who are not talented in English might also struggle to express their ideas coherently and correctly in writing. As mentioned by (Arslan & Aslan, 2021), beginners' negative overall performance in English writing is enormously correlated with their low skill ability inside the language. Therefore, instructors have to first focus on improving students' language competencies rather than waiting for them to write well.

Moreover, writing abilities require a set of cognitive procedures that students may additionally find difficult to acquire. As discussed by Budiman (2017), writing includes several procedures, consisting of making plans, drafting, revising, and modifying, which require high levels of cognitive abilities. Newcomers who work with those cognitive techniques can also experience difficulties with writing.

Ultimately, another great aspect that affects English writing skills is the lack of exposure to English. According to (Udayani, 2017), rookies who do not have good enough exposure to the language can also find it hard to broaden their writing talents. This loss of publicity may additionally consist of restricted opportunities to exercise writing, constrained access to English-language sources, and a loss of exposure to local audio systems of the language.

In conclusion, numerous factors contribute to low performance in English writing competencies. Those consist of a loss of motivation, low language proficiency, cognitive problems, and a loss of exposure to English. Instructors and rookies must address these

elements to improve their writing talents effectively. With the aid of focusing on these elements, learners can increase their writing competencies and enhance their normal communication capabilities in English.

Forms of student's low performance

There are some indicators that reveal the poor academic performance of students, and we can display them as follows (Al-Asadi, 2015):

General academic English writing capabilities are essential in today's globalized world, where communication happens in a multitude of contexts. However, many students struggle with writing in English, and several factors can contribute to this problem.

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1. Weakness in all subjects, either the intelligence level of its members is below average or is average or slightly higher than that.
2. Special academic weakness is the noticeable failure in a few subjects, such as being weak in mathematics, excluding other subjects, and such people may have below average intelligence and be within the limits of dullness, or their intelligence is average or slightly above that.
3. Persistent or chronic academic weakness, which is a decline in the level of cumulative achievement from previous years.
4. temporary academic weakness, which is a weakness that does not last long, as the student may be late for his mates in an exam, but he has been among the first in another exam.
5. A real academic weakness, and this is determined by careful examination and scientific follow-up, which makes the judgment on the student honest and objective.
6. apparent academic weakness in which the student's abilities are high but the level of his achievement is less than these abilities, and the student can strive to become one of the first.
7. Academic and functional weakness, and the student's mental and physical abilities are good. He does not suffer from any organic, neurological, or mental disorders, but his academic weakness is the result of a functional disorder, which occurs when psychological and emotional factors interfere and the student's abilities are dispersed from work.

8. Non-functional academic weakness due to neurological or organic disorders in the student, as in the case of illness, disability, or injury.

Mental characteristics of students who have weak academic performance in mathematics (Wa'alteh, 2021):

1. Weaknesses in the processes of analysis and synthesis.
2. Weaknesses in abstraction and inference.
3. Weakness of attention and concentration
4. Weakness in memory and slowness in recalling ideas.
5. Difficulty perceiving relationships between things and superficial perception
6. Weakness in the ability to foresee
7. Weakness in the ability to solve problems
8. Less appreciation of the consequences or results of their actions.
9. Less ability in language and in dealing with arithmetic operations
10. Preoccupation with practical and sensory matters more than abstract mental matters.

2.2 Review of related studies

The efficacy of utilizing remedial classes in education has been the focus of various studies. One group of studies focuses on defining what remedial classes are and their purpose in education. Another group of studies examines the effectiveness of remedial classes on academic performance, with many finding positive effects on student achievement. However, there are also studies that critique the use of remedial classes, arguing that they can perpetuate educational inequalities and stigmatize struggling students. Overall, the existing research suggests that remedial classes can be a helpful tool for improving student performance, but careful attention should be paid to their implementation to ensure they do not reinforce existing inequities in the educational system.

Related studies of remedial class

Studies that deal with the meaning of using remedial class

According to (Yolak, Kiziltepe, & Seggie, 2019) A study was carried out to examine how remedial courses impact the academic and social aspects of the lives of secondary school students. They discovered that remedial courses may be effective in improving academic performance and decreasing academic strain among students. Remedial courses can also help students increase crucial social abilities and foster a sense of community inside the school. The examiner concludes that remedial guides can offer a precious possibility for struggling students to catch up with their peers and construct a basis for future educational success.

This working paper by the National Center for Postsecondary Research examines the effect of postsecondary remediation using a regression discontinuity approach. The study finds that remedial courses have a small but statistically significant positive effect on college students' educational performance in college, mainly for students who are near the cutoff score for remediation. However, the examiner also recognizes the potential bad consequences of remedial courses, including decreased completion charges and late degree attainment.

Studies that deal with the effectiveness of remedial classes on academic performance

According to (Batzer, 2009) who conducted at on a-two-year community colleges, students who were part of remedial education programs showed greater academic success and were more likely to continue their studies, compared to those who did not participate in remedial programs. Their GPA scores were also found to be higher than those of non-participating students. (Rai & Penjor, 2016) study explored the impact of remedial classes on learning performance in Bhutan. The study found that students who took remedial classes demonstrated significant improvements in their learning achievement and were better prepared for subsequent coursework.

Overall, these studies suggest that remedial classes can be an effective tool for improving academic outcomes and persistence in higher education. However, further research is needed to identify effective strategies for maximizing the benefits of remedial classes and to address the challenges associated with these programs.

Studies that Arguing remedial classes

One study that explored the potential negative effects of remedial classes is "Children's views on attending a remedial class because of concentration difficulties" by A.-L. (Ljusberg, 2019) This study investigated the perceptions of children attending remedial classes due to concentration difficulties.

The study found that while some children felt that the remedial classes helped them with their concentration and academic performance, others felt that the classes were stigmatizing and made them feel ashamed of their difficulties. The study suggests that the use of remedial classes should be carefully considered and implemented in a way that minimizes the potential negative effects on students' self-esteem and academic motivation.

According to a current article by the James G. Martin Center for Academic Renewal, (2022) remedial classes have faced considerable complaints in the past few years. Critics argue that remedial classes are useless, stigmatizing, and placing an unfair burden on students who may additionally be struggling financially or socially. A few have also argued that remedial classes are indicative of larger issues in the education system, such as inadequate preparation for college-stage paintings or a lack of support for students with learning differences.

2.3 Summary

Numerous studies have delved into the impact and significance of remedial classes, shedding light on both their positive and negative effects. One study conducted by (Yolak, Kiziltepe, & Seggie, 2019) found that remedial courses have the potential to enhance academic performance, reduce academic strain, promote social skills, and foster a sense of community within educational institutions. Similarly, the National Center for Postsecondary Research discovered that remedial courses can have a modest yet statistically significant positive impact on the academic achievement of college students.

Furthermore, two studies by Batzer, Rai, and Penjor (2009) indicate that remedial classes can improve academic achievement and persistence in higher education. Despite these promising findings, a study conducted by A.-L. (Ljusberg, 2019) suggests that remedial classes may also have negative effects on students' self-esteem and academic motivation.

Critics of remedial classes have raised concerns regarding their effectiveness, stigmatizing effects, and the unfair burden they may place on struggling students. It is therefore crucial to undertake further research to address these challenges and identify effective strategies for maximizing the benefits of remedial classes.

Chapter Three

Methodology and Procedures

3.1 Introduction

This chapter explores the methodology of the study, including the selection of the study method, population, and sample. It also covers the selection of tools used, considerations for credibility and reliability, examination of variables, and the procedures and statistical processes applied. The experimental method was chosen for its suitability in achieving the goals of the study.

3.2 Methodology of the study

This study utilized a semi-experimental design and involved an experimental group and a control group of students. Prior to the start of the study, both groups underwent a pre-test. The experimental group received English instruction incorporating innovative techniques such as playful learning, music, and role-playing. In contrast, the control group was taught using conventional textbook-based methods

3.3 The population of the study

The community consists of 1192 students, which is the total number of fifth-grade students in private schools in Nablus. Due to the large number, a school was randomly selected.

3.4 Study Sample

The research sample comprised of 50 underperforming students, selected from a school population of 60 students. The selected students were divided into two groups of 25, with one group serving as the experimental group and the other, as the control group. As part of the study, six fifth-grade teachers were also interviewed.

3.5 Instrumentation of the Study

In order to achieve the objectives of the study, the researcher undertook a thorough review of relevant literature and developed an English proficiency test to assess the students' writing abilities. The experimental group received instruction through remedial classes, while the control group was taught via conventional methods. Additionally, the researcher

interviewed regular fifth-grade English teachers to gain insight into the efficacy of the remedial classes in addressing low student performance.

The Pre-Post Test

A proficiency test in English was developed by the researcher with the assistance of experienced English teachers to evaluate the impact of remedial classes on the students' performance. The test was administered as both a pre-test before the implementation of remedial classes and a post-test after the classes had been completed. The test was designed specifically for fifth grade students who have low performance in English and was constructed based on the criteria used in the remedial classes program, such as selecting low-performing students according to teacher assessments and those with learning difficulties in writing. The researcher also considered the general objectives of the fifth-grade English curriculum when creating the test. (Appendices A, B).

The interview

The second aspect of the study involved conducting a semi-structured interview. The researcher designed a set of six questions to gather information about the main tool of the study, the English proficiency test for low-performing fifth grade students. These questions were distributed to six English language teachers who regularly taught fifth grade students in the selected schools at Nablus Private School. The teachers consisted of four males and two females. Each interview lasted for approximately 15 minutes, during which the teachers were free to respond to the researcher's questions, (Appendix C).

3.6 Validity of the test

The validity of the English proficiency test was established through various steps to ensure that it accurately measured the intended construct. The researcher consulted a panel of six experts, including two university specialists, a supervisor, and three experienced English teachers from the Nablus Directorate of Education, to evaluate the test's content. The panel provided feedback and suggestions, such as reducing test items, revising rubrics, and highlighting correct answers for low-performing students. The researcher made the necessary changes based on their recommendations.

3.7 Reliability of the test

The reliability of a test is a critical aspect that affects its validity. It reflects the stability and consistency of the test results when administered multiple times to the same individuals or groups. According to conventional standards established by Nunnally and Bernstein (1994), a reliable test should have a reliability coefficient of at least 0.70. In this study, the internal consistency of the test was evaluated using the widely used method of Cronbach alpha, as shown in Table. Ensuring reliable test results is crucial for accurate assessment and decision-making processes.

3.8 Reliability Statistics

Cronbach's Alpha = 0.963

NO. of Items = 6

The 0.963 coefficient of stability indicates a strong correlation between the pre-test and post-test scores, meaning that the scores are highly related. This result is acceptable for the study's purposes.

3.9 Validity of the interview

To ensure the credibility of the interview questions, the researcher sought input from six English language instruction experts in the field through conducting interviews with them.

3.10 Reliability of the Interview

The researcher ensured the dependability of the interview by administering the instrument twice to a selected sample of six teachers. The first application was conducted, and then, after a two-week interval, the same teachers were asked to respond to the same questions in a second application. The correlation coefficient was then calculated for each question between the two applications.

The reliability coefficient was determined through the procedure of administering and re-administering the interview questions. The results are as follows:

Table (1)

Results The reliability coefficient was determined through the procedure of administering and re-administering the interview questions

No.	Items	Correlation Coefficient	Significance
1	In your opinion, what is the importance of remedial classes for students in general?	0.70	0.00
2	How do you see the students' performance in the English language? In particular, what level of writing do they have?	0.80	0.00
3	What are the benefits of remedial classes to enhance students' performance in writing?	0.60	0.00
4	What are the problems that students face in writing regarding (capital letters, writing periods and commas, and question marks)?	0.82	0.00
5	How can remedial classes increase student achievement and improve their level of writing skill?	0.75	0.00
6	What are your suggestions for increasing the level of students' writing skills through remedial classes?	0.81	0.00

3.11 The present Experiment

For the purpose of this study, the researcher conducted a comprehensive review of the fifth-grade curriculum textbooks. Based on the major themes identified, appropriate remedial classes and tutorials were selected from both the textbook and external sources such as YouTube. These tutorials were chosen for their relevance to the participants' age, cultural background, and English language proficiency. The selected tutorials were closely aligned with the major themes covered in the fifth-grade curriculum.

3.12 Statistical Analysis Methods

For statistical analysis using the Statistical Package for the Social Sciences (SPSS).

The statistical methods used in this study include the following:

Cronbach's alpha was utilized to assess the reliability of the writing English skills tests and the interview tool.

An independent sample t-test was conducted on the pre-test data to determine the equivalence of the experimental and control groups.

Descriptive statistics (frequencies, means, standard deviations, and percentages)

Paired T-Test.

3.13 Study procedures

The researcher undertook the following steps to carry out the study:

1. Develop a theoretical framework based on a comprehensive literature review.
2. Create a pre-post exam that has been peer-reviewed by experts in methodology and the English language, and administer the pre-test to both the experimental and control groups.
3. Conduct interviews with English teachers to gather their perspectives on the importance of remedial classes.
4. Have professionals and specialists verify the validity and reliability of the research tools.
5. Implement the remedial strategy and monitor its outcomes.
6. Administer the post-test to the experimental and control groups.
7. Analyze the collected data using statistical methods.

3.14 Variables of the Study

The variables in this study were categorized as follows:

The Independent Variables

The variable representing remedial classes was segregated into two distinct categories.

- a) Experimental b) Control

Dependent variable

The Effectiveness of Remedial Classes in Improving Low Performance of Fifth Graders in English Writing Skills in Nablus Private Schools.

Chapter Four

Results

4.1 Introduction

The objective of this research is to assess the efficacy of remedial classes in enhancing the English writing abilities of fifth-grade students with subpar performance in private schools in Nablus. A total of 50 students from a single school were chosen for the study and given pre- and post-tests, with the scores analyzed via the statistical software SPSS. The statistical techniques employed include means, frequencies, standard deviations, percentages, the Cronbach Alpha formula, independent sample t-tests, and paired t-tests. The results of the analysis will provide insight into the efficacy of the remedial classes in improving the English writing proficiency of the students.

4.2 Results Related to the Questions of the Study

Results of the study questions and hypotheses.

Results of the first study question.

What is the effectiveness of remedial classes on the English writing skills of fifth graders with low performance in Nablus private schools?

Remedial classes can be effective in improving English writing skills for students who are struggling in this area. These classes typically provide additional instruction and practice in areas such as grammar, punctuation, and sentence structure.

The effectiveness of remedial classes will depend on several factors, including the quality of instruction, the level of student engagement and participation, and the individual needs and abilities of each student. It's also important to note that the impact of remedial classes may vary depending on the duration and intensity of the program, as well as the overall level of support and resources available to students.

Table (2)*Descriptive Statistics of the Scores*

Descriptive Statistics					
Group/ test	N	Minimum	Maximum	Mean	Std. Deviation
PRE – control	25	25.00	67.00	47.12	14.39
PRE experimental	25	25.00	70.00	48.52	14.10
POST control	25	24.00	69.00	46.48	14.58
POST experimental	25	28.00	71.00	52.64	14.54

In the table (2), an overview of the tests' descriptive statistics is provided, presenting the minimum and maximum scores, means, and standard deviations of the scores.

Results Related to the first study question and its related hypothesis

Which are:

Q1: Are there a statistical significant difference at $\alpha = 0.05$ between the mean scores of the control and experimental groups before the experiment?

And the related hypothesis:

There are no statistical significant difference at ($\alpha = 0.05$) between the mean scores of the control and experimental group in the pre- test.

To answer this question and its related hypothesis, Independent Sample t test was used, and the following table shows the results:

Table (3)

The mean scores of the control and experimental groups in the pre-test are compared using an independent sample t-test

GROUP	N	Mean	Std. Deviation	t	Sig.*
PRE control	25	47.12	14.39	-0.347	0.730
PRE experimental	25	48.52	14.10		

*. The mean difference is significant at the 0.05 level.

Table (3) shows that there are no statistically significant differences at the ($\alpha = 0.05$) level between the mean scores of the control and experimental groups in the pre-test and post-test. The significant value was (0.730), which is more than (0.05).

This means that the two groups are equivalent and suitable for the study's purpose.

Results related to the second study question and its related hypothesis

Which are:

Q2: Are there a statistical significant difference at $\alpha = 0.05$ between the mean scores of the pre and posttests of the control group?

And the related hypothesis:

There are no statistical significant difference at $\alpha = 0.05$ between the mean scores of the control group in the pre- and post- tests.

To answer this question, Paired t- Test was used in the mean scores of the control group in the pre- and post- tests. Table (4) shows the results.

Table (4)

The results of a paired t-test, comparing the mean scores of the control group between the pre and post-tests

Control	Mean	N	Std. Deviation	Std. Error Mean	t	Sig.*
Pre	47.12	25	14.39	2.87	0.544	0.592
Post	46.48	25	14.58	2.91		

*. The mean difference is significant at the 0.05 level.

Table (4) shows that there are no statistically significant differences at ($\alpha = 0.05$) level between the mean scores of the control group in the pre- and post- tests. The significant value is (0.592) which is less than (0.05).

This means that the control group has no improvement. Results Related to the third study question and its related hypothesis.

Which are:

Q3:are there a statistical significant difference at $\alpha = 0.05$ between the mean scores of the control and experimental groups in the post- test?

And the related hypothesis:

There are no statistical significant difference at $\alpha = 0.05$ between the mean scores of the control and experimental groups in the post- test.

To answer this question and the related hypothesis, Paired t- Test was used in the mean scores of the control and experimental groups in the post- test. Table (5) shows the results.

Table (5)

Displays the results of a paired t-test, comparing the mean scores of both the control and experimental groups in the post-test

Group	Mean	N	Std. Deviation	T	Sig.*
POST control	46.48	25	14.58	-4.238	0.000*
POST experimental	52.64	25	14.54		

*. The mean difference is significant at the 0.05 level.

Table (4) shows that there are statistically significant differences at ($\alpha =0.05$) level the mean scores of the control and experimental groups in the post- test. The significant value is (0.000) which is less than (0.05). The differences are in favor of the experimental which its mean is (52.64) while control group, mean is (46.48).

This means that the remedial classes are effective in improving five graders' low performance in English writing in Nablus private schools

Results Related to the fourth study question and its related hypothesis

Which are:

Q3:Is there a statistically significant difference at $\alpha = 0.05$ between the mean scores of the pre and posttests of the experimental group?

And the related hypothesis:

There is no statistically significant difference at $\alpha = 0.05$ between the mean scores of the pre and posttests of the experimental group.

To answer this question and the related hypothesis, Paired t- Test was used in the mean scores of the experimental groups in the pre-and post- tests. Table (6) shows the results.

Table (6)

Presents the results of a paired t-test, comparing the mean scores of the experimental group between the pre and post-tests

Group	Mean	N	Std. Deviation	T	Sig.*
PRE experimental	48.52	25	14.10	-2.366	0.026*
POST experimental	52.64	25	14.54		

*. The mean difference is significant at the 0.05 level.

Table (6) shows that there are statistically significant differences at ($\alpha = 0.05$) level the mean scores of the experimental groups in the pre-and post- tests. The significant value is (0.026) which is less than (0.05). The differences are in favor of the experimental in post –test which its mean is (52.64) while control group, mean is (48.52).

This means that the remedial classes are effective in improving five graders' low performance in English writing in Nablus private schools.

4.3 Results Related to the Second Tool of the Study

Remedial classes are important for students in general because they provide targeted support to those who are suffering in specific areas. This individualized attention helps low-achievers make progress and improve their skills, leading to a stronger overall performance.

Based on the responses of the six teachers, the most observable progress in the students' English performance was in speaking and listening skills. However, there was a lack of continual evaluation in the areas of writing and reading comprehension.

The benefits of remedial classes for enhancing students' performance in writing include adopting an eclectic approach and using varied techniques to cater to individual student

needs. Regular evaluation through worksheets and short tests can also help measure progress and guide the teaching.

The problems faced by students in writing include issues with capital letters, writing periods and commas, and question marks.

To increase student achievement and improve writing skills in remedial classes, teachers suggest incorporating technology, focusing on mastering alphabet and literacy skills, and having a close connection with the school curriculum. They also recommend a close collaboration between remedial teachers and class teachers in treating low-achievers.

4.4 Summary

In the fourth chapter, the researcher showcased the outcomes of the study by utilizing the English proficiency test and interview as instruments. The tables within this chapter illustrated the findings of the study's inquiries and emphasized the noticeable efficacy of the Remedial Classes Program in enhancing the students' writing proficiency.

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction

This study aims to determine the effectiveness of remedial classes in improving the English writing skills of fifth-grade students with low performance in Nablus private schools. The study involved 50 students selected from one school, and a pre- and post-test were administered. The results were analyzed using SPSS, and the findings were then presented through descriptive statistics and t-tests.

5.2 Discussion

The research findings have shown that remedial classes can improve the writing skills of low-performing fifth-grade students in English in private schools in Nablus. This study used the paired t-test to analyze the pre and post-test mean scores of the control and experimental groups. The results from Table (3) indicated that there were no significant differences in the mean scores of the control group between pre and post-tests, while Table (4) showed significant differences in the mean scores of the control and experimental groups in the post-test, favoring the experimental group. These findings suggest that remedial classes have a positive impact on writing skills for low-performing students. Furthermore, Table (5) revealed that there were significant differences in the mean scores of the experimental group between the pre and post-tests, demonstrating that the remedial classes had a positive influence on the writing skills of the students who received the intervention. The study recommends an eclectic approach to teaching that incorporates varied techniques and technology, emphasizes the mastery of alphabet and literacy skills, and tailored to individual student needs. Teachers should also have a close connection with the school curriculum, and remedial and class teachers should collaborate to treat low-performing students and enhance the effectiveness of remedial classes.

5.2 Conclusion

The results of this study indicate that remedial classes are effective in improving the English writing skills of fifth-grade students with low performance in Nablus private schools. The significant difference between the mean scores of the experimental group in

the post-test compared to the control group shows that remedial classes have a positive impact on the students' performance.

5.2 Recommendation

Based on the results of this study, the following recommendations are made to improve the effectiveness of remedial classes in improving five graders' low performance in English writing skills in Nablus private schools:

Teacher Training: Remedial teachers should receive training and professional development opportunities to improve their teaching skills and knowledge in English writing instruction.

Adequate Resources: Adequate resources, such as technology and materials, should be provided to support the teaching and learning of English writing skills in remedial classes.

Parent Involvement: Parents should be encouraged to actively participate in their children's education and to support their learning at home. They should be provided with information and resources to help them understand the remedial classes and to support their children in their writing skills development.

Integrated Curriculum: The curriculum for the remedial classes should be integrated with the regular English writing curriculum to ensure that students receive a comprehensive education.

Regular Assessment: Regular assessments should be conducted to track the progress of students in the remedial classes and to make adjustments to the instruction as needed.

5.4.1 Further Research

Further research should be conducted to investigate the impact of remedial teaching on students' academic performance and to determine the most effective strategies for improving the remedial teaching program. This will help to provide a more comprehensive understanding of the effectiveness of remedial teaching and how it can be improved in the future.

In conclusion, the effectiveness of remedial classes in improving fifth graders' low performance in English writing skills in Nablus private schools was investigated through

a pre and posttest design, interviews, and statistical analysis. The results showed that remedial classes can have a significant impact on improving students' English writing skills and provided recommendations for improving the remedial classes program.

5.5 Summary

In summary, this study investigated the effectiveness of remedial teaching in improving the academic performance of struggling students. The results showed that remedial classes can be an effective intervention for improving students' academic performance and provided recommendations for improving the remedial teaching program. The individualized attention provided by remedial teachers and the customized support they provide to suffering students were found to be key factors in the success of the remedial classes. Further research is needed to continue to investigate the effectiveness of remedial teaching on students' academic performance and to determine the most effective strategies for improving the remedial classes program.

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Appendices

Appendix (A)

Pre-Exam

Grade 5

Pre – Exam

Group:

Dear students

please answer the following questions:

Question Number one:

Tell us about yourself: _____ (15 marks)

Place of birth:

Hobby:

Age:

Question Number Two:

There are fifteen mistakes in the text ;read the text carefully and correct each them in space provided? (30 marks)

mr Ali asks the class about rain. he shows a picture of the water cycle. the childran think rain comes from many places and they are correct. the rain comes from the sea rivers the sky and the clouds.

mr Ali Shows the class how water changes into vapour. he boils witer; it changes into vapor and rises into the air. watar changes into vapour and the air becomes wet. the vapour goes up into the air, The hot air rises

mr ali holds a spoon above the hot vapor. The vapor touches The spoon and changes into water. water fills. The vapour is hot but it cools when it rises. the vapour changes again And becomes water, Then it falls down

- | | | | |
|---------|---------|---------|---------|
| 1. | 2..... | 3..... | 4..... |
| 5 | 6 | 7..... | 8..... |
| 9 | 10..... | 11..... | 12..... |

Question Number Three:

Complete the following dialogue: (10 marks)

(sick – thank – wrong – medicine – earache – since)

Doctor: What's _____ with you , Omar ?

Omar: I have an _____ .

Doctor: How long have you been _____ ?

Omar: I've been sick _____ last night .

Doctor: Take this _____ .Omar: _____ you .

Question Number Four :

Write correctly (30 marks)

1. oh dear you dont look very well

.....

2. good evening how long have you been sick

.....

3. throat - Amy - a - has - sore.

.....

4. sick – long – have – How – been – you

.....

5. neverin the street skated ive

.....

6. How / water / become / hot?

.....

7. The / sun / make / the / water / hot.

.....

8. vapour hot Then the rises

.....

9. good morning how long have you been sick

.....

10. used goggles and flippers? Has ever Omar

.....

Question Number Five :

5. Write the name of the months below: (15 mark)

2:

5:

6:

12:

8:

GOOD LUCK

Appendix (B)

Post-Exam

Grade 5

Post – Exam

Group:

Dear students

please answer the following questions:

Question Number one:

Tell us about yourself:

(15 mark)

Name:

Age:

Family member:

Question Number Two:

There are fifteen mistakes in the text ;read the text carefully and correct each them in space provided? (30 mark)

amy told rania about a funny cartoon. a pog was chasing a cat and a cat was chasinng a mouse, And then an angry mann got up when he heard the noise and chased them all.

amar told Ben about a rescue film. a dolphin rescued a diver when he got tired and stopped swimming. the dolphin kept the diver safe

omar's barents watched a filn about tigers, The young ox was not near the other oxen. While the young ox was eating, the tiger attacked it.

- | | | | |
|----------|---------|---------|---------|
| 1. | 2..... | 3..... | 4..... |
| 5 | 6 | 7..... | 8..... |
| 9 | 10..... | 11..... | 12..... |
| 13 | 14..... | 15..... | |

Question Number Three

Complete the dialogue from the box

(15 marks)

Amy : Hello Rania

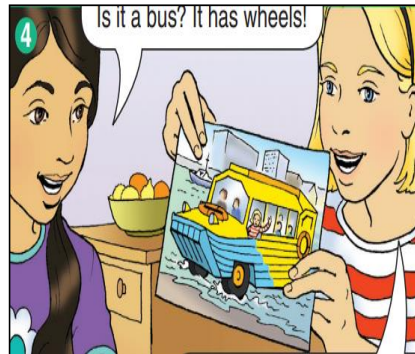
Rania :Amy.

Amy : What's ?

Rania : It's abus.

Amy : Where can it?

Rania : It can go in the water and on the



- go
- that
- Hello
- duck
- street

Question Number Four:

A. Rewrite and put the correct punctuation mark

(15 mark)

- Hoping race Shadi is seventh in the

.....

- how old are you

.....

- English my favorite subject is

.....

- second in the swimming race Ben is

.....

- 121 minutes Dalia can skip for

.....

A. Join these sentences USE “and” (10 marks)

1- I like running. I like swimming.

.....

2- Malk has two brothers. He has a sister.

.....

3- I can speak Arabic. I can speak English.

.....

4- Ahmad likes playing football. He likes swimming.

.....

5- She loves drinking coffee. Tea

.....

Question Number five:

Think and write in words: (15 mark)

9th:

4th:

1st:

2nd:

7th:

GOOD LUCK

Dear Teachers ...

Greetings and after:

The researcher is conducting a study aimed at identifying

**THE EFFECTIVNESS OF REMEDIAL CLASSES IN IMPROVING
FIVE GRADERS' LOW PERFORMANCE IN ENGLISH WRITING
SKILLS IN NABLUS PRIVATE SCHOOL.**

This study is a continuation of the requirements for obtaining a master's degree in (English methods), so the researcher kindly ask you to answer the interview questions prepared for the study, knowing that the information will be used for scientific research purposes only, and will be kept strictly confidential.

Thank you for your kind cooperation

Researcher:

Interview Questions:

Please respond to these questions

1. In your opinion, what is the importance of remedial classes for students in general?

2. How do you see the students' performance in the English language? In particular, what level of writing do they have?

3. What are the benefits of remedial classes to enhance students' performance in writing?

4. What are the problems that students face in writing regarding (capital letters, writing periods and commas, and question marks)?

5. How can remedial classes increase student achievement and improve their level of writing skill?

6. What are your suggestions to increase the level of students in writing via benefiting from remedial classes?

Thanks and appreciation.

Appendix (D)

تسهيل مهمة

جامعة النجاح الوطنية



كلية الدراسات العليا

حضرت مدراء المدارس المحترمين

الموضوع : تسهيل مهمة الطالبة / استيرق طارق عبد الجواد شتية رقم التسجيل (11952333) تخصص ماجستير اساليب تدريس اللغة الانجليزية

تحية طيبة وبعد ،،،،

الطالبة استيرق طارق عبد الجواد شتية رقم التسجيل (11952333) . تخصص اساليب تدريس اللغة الانجليزية في كلية الدراسات العليا ، وهي بصدد اعداد الأطروحة الخاصة بها والتي عنوانها

(اثر الصفوف العلاجية على تحسين اداء ضعيفي التحصيل في مهارة الكتابة لطلاب الصف الخامس في المدارس الخاصة في نابلس)

يرجى من حضرتكم تسهيل مهمتها في جمع البيانات من طلاب الصف الخامس لرصد فاعلية (اثر الصفوف العلاجية على تحسين اداء ضعيفي التحصيل في مهارة الكتابة لطلاب الصف الخامس في المدارس الخاصة في نابلس) . وذلك لاستكمال مشروع البحث .

شاكرين لكم حسن تعاونكم

مع وافر الاحترام ،،،،،

الدكتور : احمد عوض امين رباح

Palestine. Nablus mobile (05688086) Email (ahmed @ najah.edu)



Appendix (E)

عدد طلاب الصف الخامس

عدد طلبة الصف الخامس الأساسي في المدارس الخاصة

#	اسم المدرسة	ذكور	إناث	المجموع
1	الاسلامية الاساسية للبنين	167	0	167
2	اكاديمية العهد الجديد	2	3	5
3	الروضة الثانوية المختلطة	44	14	58
4	المنار الحديثة الاساسية المختلطة	16	7	23
5	فلسطين الاساسية المختلطة	21	8	29
6	العمرية الأساسية المختلطة (1)	25	20	45
7	مدرسة الصم والبكم	5	1	6
8	طلّاع الامل الثانوية الجديدة المختلطة	0	252	252
9	الانجليزية الحديثة الثانوية المختلطة	33	16	49
10	راهبات ماريوسف الثانوية المختلطة	31	22	53
11	رياض الصالحين الاساسيه	13	5	18
12	الاسلامية الاساسية للبنات	0	19	19
13	المناهل الحديثة الاساسيه المختلطة	44	9	53
14	اكاديمية القران الكريم الثانوية للبنين	74	0	74
15	البريطانية العلمية الاساسية المختلطة 2	37	31	68
16	ايتار النموذجية الاساسية المختلطة	22	9	31
17	البسطامي الاساسيه المختلطة	23	1	24
18	الكوثر الأساسية المختلطة	6	6	12
19	جيل المستقبل الاساسية للبنين	18	0	18
20	التعليم الحديث الاساسية المختلطة	4	5	9
21	الشروق الاساسية المختلطة	12	10	22
22	مدارس بكالوريا الرواد الثانوية المختلطة	41	21	62
23	المجد الاساسية الحديثة	43	18	61
24	القادة الاساسية المختلطة	9	4	13
25	المدرسة الاكاديمية الامريكية	15	6	21
	المجموع	705	487	1192



جامعة النجاح الوطنية
كلية الدراسات العليا

أثر الصفوف العلاجية على تحسين أداء ضعيفي التحصيل في
مهارة الكتابة لطلاب الصف الخامس في المدارس الخاصة في نابلس

إعداد

استبرق طارق عبد الجواد شتيه

إشراف

د. أحمد عوض

د. أيمن نزال

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية، بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس - فلسطين.

2023

أثر الصفوف العلاجية على تحسين أداء ضعيفي التحصيل في مهارة الكتابة لطلاب الصف الخامس في المدارس الخاصة في نابلس

إعداد

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الملخص

هدفت هذه الرسالة إلى دراسة فعالية الدروس العلاجية في تحسين مهارات الكتابة باللغة الإنجليزية لدى طلاب الصف الخامس الذين يعانون من ضعف الأداء في مدارس نابلس الخاصة. وتهدف الدراسة إلى تحديد العوامل التي تسبب ضعف الأداء في مهارات الكتابة بين الطلاب وتحديد الحاجة إلى الصفوف العلاجية. تبنت التصميم النصف تجريبي، حيث تلقى المجموعة التجريبية تعليم اللغة الإنجليزية باستخدام التعلم اللعبي والموسيقى والتمثيل، بينما تلقى المجموعة الضابطة تعليماً يستند إلى الكتب التقليدية. تم اختيار عينة مكونة من 50 طالباً، بما في ذلك 25 في المجموعة التجريبية و 25 في المجموعة الضابطة، بناءً على ضعف الأداء الأكاديمي العام. أشارت درجات الاختبار الأولية إلى مستوى ضعيف في الكفاءة اللغوية باللغة الإنجليزية في كلا المجموعتين. استخدمت الدراسة كل من الأساليب البحثية الكمية والنوعية، بما في ذلك الاختبارات الأولية والنهائية ومقابلات المعلمين. أظهرت نتائج الاختبار *t-test* زيادة دالة إحصائياً في المتوسط بين درجات المجموعة التجريبية في الاختبارات الأولية والنهائية. كشفت مقابلات المعلمين أن الدروس العلاجية قدمت دعماً مستهدفاً لطلاب ضعفي التحصيل، مما أدى إلى تحسين ملحوظ في مهارات الكلام والاستماع. ومع ذلك، كان هناك نقص في التقييم المستمر في مجالات القراءة وفهم النصوص. وقد أوصى المعلمون باستخدام تقنيات متنوعة وتقييم منتظم ودمج التكنولوجيا لتعزيز تحقيق الطلاب وتحسين مهارات الكتابة.

تشير النتائج إلى أن الصفوف العلاجية فعالة في تحسين مهارات الكتابة باللغة الإنجليزية لدى الطلاب الذين يعانون من ضعف الأداء. توصي الدراسة بتدريب المعلمين وتوفير الموارد الكافية وإشراك الآباء والأمهات وتكامل المناهج الدراسية لتحسين فعالية الدروس العلاجية. توفر النتائج معلومات قيمة عن فعالية الصفوف العلاجية في تحسين مهارات الكتابة وتقدم نظرة عامة على تنفيذ التعليم العلاجي لتعزيز التقدم الأكاديمي.

الكلمات المفتاحية: الطلاب الضعاف الأداء في الصف الخامس، الصف العلاجي، مهارات الكتابة.