**An-Najah National University**

**Faculty of Graduate Studies**

# The Effect of Applying the Test-Teach-Test Approach in Improving the Students' English Language Writing Skill in East Jerusalem Schools

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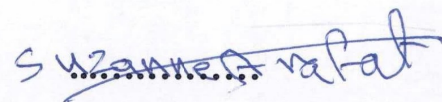## By

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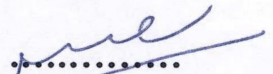
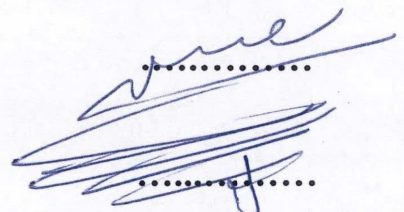| Defense Committee Members | | Signature |
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# Dedication

I dedicate my work to my family; I will never stop showing gratitude to my beloved husband Alaa who overwhelmed me with love, courage, and devoted most of his time to make this experience free of stress.

I also thank my children and appreciate their support and patience all my studying time.

I will never forget to thank my loving parents, sisters and brother who afforded real support for me and for my children.

# Acknowledgement

# الاقرار

أنا الموقعة ادناه مقدمة الرسالة التي تحمل العنوان:

## The Effect of Applying the Test-Teach-Test Approach in Improving the Students' English Language Writing Skill in East Jerusalem Schools

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

## **Declaration**

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.

**Student`s Name**                                         اسم الطالب:

**Signature**                                              التوقيع

**Date**                                                   التاريخ

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## Abstract

This study aimed at investigating the effect of applying the test-teach-test approach in improving the students' English language writing skill in East Jerusalem schools". To achieve this aim, the researcher utilized both interviews with ten female and male teachers to investigate their attitude towards using the test- teach-test approach and to what extent they utilize it to improve writing skills, and a quasi-experimental study applied on 58 students in the ninth grade from Shu'fat Basic School for girls in East Jerusalem. 29 of the students constituted the experimental group that applied the pre-test as well as the following instructions according to the test-teach-test approach. On the other hand, the second group was the control group that applied the pre-test but continued to learn with the traditional way, then they applied the post-test.

The results of the quasi-experimental study showed positive effect of utilizing this approach on all of writing domains except the use of vocabulary domain. Moreover, the results of the interviews also showed positive tendency toward applying it. In the light of these results, the researcher recommended teachers to utilize the test-teach-test approach in teaching writing in all levels of learning taking advantage of the available

facilities. The researcher also proposed some recommendation to students, researchers, and the Ministry of Education according to the results of the current study. For example, students should not feel shy to ask for help from more competent peers or any elder person. Moreover, she advised researchers to replicate this study using other instruments and limitations.

# Chapter One
# Introduction and Theoretical Background

- **Introduction**

- **Theoretical Background**

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## 1.1. Introduction

Human have a duty in this glamorous world, they have to think, dig and discover knowledge around them to make their life easier and to realize specific dreams and expectations. Learning is certainly the most important way to changing the human life, and hopefully to a better one. In this study, the researcher tried to prove how can current approaches in general and the test-teach-test in particular help in enhancing learning and acquiring better writing skill.

Keshta (2000) overemphasized the importance of English language as the most dominant lingua franca all over the world in all walks of life in the age of globalization. Hundreds of millions use the English language; it became the most frequently used, and the most prestigious spoken language. About one billion students are learning English worldwide. In addition, it is the language of science, technology, education, economy, and policy. Nowadays, the English language pervades all over the world, especially as a result of the international information development. Consequently, state politicians, curriculum designers, and educators in most countries work on integrating teaching English in their schools.

According to this fact, the governments in the Arab countries, and especially in Palestine, collaborated in an intensified manner to modify their curricula. They began to teach the English language to students from the first grade in all national and private schools to develop the students in this particular language that became one of the major educational subjects

in Palestinian schools to give the students better opportunities to communicate through this global language when they need to in the future (Mutawa, 1997).

Sorour (2009) pointed out that a teacher should be highly proficient in supporting his/her students in acquiring an adequate and sufficient speaking and writing skills to communicate better in English and to transfer them from powerlessness to supremacy level. Ramet (2007) emphasized writing as one of the four skills that needed more attention in the Palestinian schools, but unfortunately, Burns (2001) demonstrated that teachers demeaned the importance of this skill for teaching another domain of language such as grammar.

Writing is an essential skill; it should be given much more attention from teachers who indeed ignore and under evaluate this crucial productive skill. Harb (2013) censured the teachers' marginalization of writing skill. Moreover, he advised them to utilize various effective methodologies to help the student to develop his/her ability in exhibiting ideas skillfully via adequate writing.

History provided us with clear evidence about the importance and enormous value of writing for humankind. Spar (2004) stated that when humans realized the importance of writing thousands of year ago, they transcribed the spoken language to keep knowledge and from evanescence.

Jackson (1981) explained the reasons why Sumerians had invented the cuneiform writing system since the 3rd millennium before Christ (BC).

They depicted on clay to record their sales and harvest, as well as to communicate with other long distance cities in war and peace. Then, the Pharaohs developed the hieroglyphic system that used pictogram writing on papyrus to tell religious instructions, record taxes, and study science.

As a continuation of the process of developing writing, the Phoenicians expanded writing by the invention of the alphabetical phonogram, which helped to specify each written symbol to its particular sound and enlarging learning at that time. Later on, the purpose of writing was twisted to express the individual experiences, emotions, and stories. Arabs, in the early Islamic era, considered writing as a very vital skill to be taken care of. Thus, they built schools and opened mosques to teach people of all ages to write and read the Arabic language and foreign languages for free.

The monotheistic religions stressed the importance of writing. In ('Abd-al-Bāqī, 1999), the root /kƏtƏbƏ/, "write" is mentioned more than three hundred times in the Holy Quran, as in Al-(Baqarah, 282) "O you who have believed, when you contract a debt for a specified term, write it down. And let a scribe write [it] between you injustice. Let no scribe refuse to write as Allah has taught." The Bible also emphasized writing more than three hundred and fifty times as in (Exodus 34: 27) "And the Lord said to Moses: Write for yourself these words because I have these words have made a covenant with you and with Israel." Moreover, writing is regarded

as the most beneficial tool that protected holy books from vanishing (Ibeid, 2012).

As for the educational sector, Isleem (2012) noted that writing skill became more crucial because the student can express his/her intellectual ability, background and also his/her emotional state in a visible manner. Moreover, Richards and Renandya (2002) claimed that writing skill is a composite of high-level skills such as planning and low-level skills such as spelling. Yet, they mentioned that writing enables the teacher to evaluate the student's level relying on tangible evidence. Scarcella and Oxford (1992) contended that individual differences affect pupils' writing. Hence, a teacher has to mediate instructions to address these needs and objectives through playing various roles such as assisting, offering resources, providing feedback, and examining.

The test- teach - test approach stemmed basically from dynamic assessment that tried to flourish and improve the effectiveness of learning based on Vygotsky's theory (1978) of the Zone of Proximal Development (ZPD) which stated that teachers should identify the specific needs and weaknesses of their students through diagnostic tests since the students' needs dictate the syllabus; the teacher exposes his students to an initial diagnostic test which in turns provides a precise data about the students' points of inaccuracy.

These data help the teacher to develop particular strategies about what to teach and how long to teach each subject depending on the specific

results of the test to improve the students' skills. Finally, students conduct an achievement test at the end of the teaching process to confirm that they have mastered the specifically intended skills (Poehner, 2011).

In conclusion, it sounds commonsensical to apply the previously mentioned approach which is considered entirely scientific. The researcher compared the teacher to a doctor who would try to uncover the exact reason behind illness through conducting specific diagnostic tests that determine the most appropriate treatment's procedures to cure the patient's particular sickness without wasting time on misleading predictions, and speculations that may lead either the doctor or his patient into frustration, therefore, consequences could be more serious. Furthermore, the patient has to conduct a follow-up test to make sure that these systematic treatments have already helped in healing that particular illness.

## 1.2. Theoretical Background

The test-teach-test approach relies on Piaget's constructivist theory (1896- 1980) and Vygotsky's socio-constructivist theory (1896 – 1934).

Martin (2009) believed that learners are eager to adopt new knowledge by relating it to previous experience. Putting in mind that it is not necessary that learners understand identically what teacher explains, so each student builds up his/her perception, attitude, and understanding and exhibits them through productive skills, such as speaking, writing, and communicating. Martin also added that a teacher has to help his/her students in adapting their well-organized, indispensable and sufficient

knowledge to knit a coherent and comprehensive awareness. Thus, the teacher may establish a unique, skillful way of an investigation by asking questions or introducing students to some new innovative tasks that reveal their actual abilities and, of course, their impairments. Hence, they can formulate a strong foundation and a profound ground to strengthen their areas of weakness. Thus, students become more aware of their weakness and tend to adapt the existing concepts to more proper ones with the guidance of their teacher.

This idea harmonizes with Ausubel (1978) who believed that teachers should take into consideration the current knowledge that a student has while constructing activities to exhibit the intended new knowledge and that "The single most important factor influencing learning is what the learner already knows." Penner (2001, p.3). Penner (2001) also stated that teaching franchises become learning franchises if the teachers rely on the needs of their students. Moreover, nowadays student-centered learning pervades educational institutions because educators believe that learning turns out to be more productive when it meets the different types of learners. Constructivists see students as active participants and architects who construct their knowledge under the guidance of their teachers who should be aware that students may not learn what they are expected to learn.

Moreover, teachers take into consideration that learning does not occur only in class, but also outside the classroom through the interaction

between learners and their teacher, and also among peers within their environment. Teachers continue to facilitate learning until the students formulate an explicit, comprehensive picture of a particular awareness exhibited through adapting, criticizing, evaluating, reflecting, and synthesizing knowledge. Consequently, students become ambidextrous enough to solve problems that might face them anywhere and anytime.

Barab & Duffy (2002) also added that constructivism refuses obsolete approaches that consider the students' minds as a storehouse. In other words, constructivists believe that students are not supposed to memorize facts that can be quickly forgotten. On the contrary, constructivism seeks to benefit from any experience that students have for subsequent experiences by relating and applying what they have already known. Therefore, teachers have to choose the most beneficial approaches and strategies to support and facilitate the educational process for their students; teachers may add or omit components then redesign a comprehensive plan that stimulates the learner' specific needs in order to motivate them to achieve the intended progress.

Likewise, according to Kozulin, Gindis, Ageyev, Miller, (2003) ,Vygotsky, in his socio-constructivist theory, developed his famous concept of Zone of Proximal Development that explained how educators can intervene and manipulate instruction to help students develop their intellectual abilities in areas of learning, such as writing, reading, and also second-language acquisition (Dunn & Lantolf, 1998). All in all, one can

understand the primary condition of this concept which is the interaction between a sufficient person and less sufficient one to complete an applicable task. Thus, the idea of this concept lied in exposing the student to particular tasks until he/ she collides with tasks that are considered difficult for him/ her to complete independently. These tasks in turn become indicators for the teachers of the actual intellectual development of any student from which they can set their plans to make the most beneficial intervention for the sake of boosting the student's capability to accomplish the task autonomously before beginning with a new another task (Gillen, 2000, p. 193-194).

As a result, it is rational to relate the test- teach - test approach to these theories for it basically stems from investigating the students' abilities then planning instruction accordingly. The student's level and student's development are the core of the educational process. This is unlike the traditional trends that care more about exhibiting knowledge regardless of what students have really acquired.

## 1.3. Statement of the Problem

Based on all studies presented by the researcher, it is evident that students, at all levels, have difficulties in writing, these difficulties are obvious in all writing domains such as grammar, spelling, use of vocabulary, organization, and punctuation errors. Teachers, researchers, curriculum designers, students, and their parents assure this fact. They also noticed that even though students master grammar, punctuation, and

spelling, they still have their fears to express themselves, especially, in communicative writing tasks such as composing an essay or a letter. As a result, the researcher decided to apply the test- teach - test approach to answer the following question: "What is the effect of using the test- teach - test approach in enhancing the student's writing skill in the English language?"

## 1.4. The Purpose of the Study

The study aimed to investigate the effect of applying the test- teach - test approach in enhancing the students' English language writing skill. Furthermore, it aimed to identify the writing abilities of the $9^{th}$ grade students in East Jerusalem in the second semester of the school year 2016-2017 and to determine if the test- teach - test has any effect on students' writing skill.

## 1.5. Questions of the Study

To achieve the purpose of the study, the researcher addressed the following questions:

1. What is the effect of applying the test- teach - test approach in improving the students' English language writing skills?

2. What are the writing errors committed by the students according to the diagnostic test?

3. What is the teachers' attitude towards using the test- teach - test approach and to what extent they utilize it to improve the students` English language writing skills?

4. Are there any differences between the test and the re-test due to scores and nature of errors?

5. What is the most affected writing domain resulted from applying this approach?

6. What is the least affected writing domain resulted from applying this approach?

7. How do teachers grade their students' writing proficiency?

## 1.6. Hypotheses of the Study

1. There is no significant relation at ($\alpha \leq 0.05$) in the group (experiment group vs. control group) in the posttest for the content organization attributed to using test-teach-test approach.

2. There is no significant relation at ($\alpha \leq 0.05$) in the group (experiment group vs. control group) in the posttest for the appropriate vocabulary attributed to using test-teach-test approach.

3. There is no significant relation at ($\alpha \leq 0.05$) in the group (experiment group vs. control group) in the posttest for the language use errors of word order, pronouns, and prepositions attributed to using test-teach-test approach.

4. There is no significant relation at ($\alpha \leq 0.05$) in the group (experiment group vs. control group) in the posttest for the Mechanics errors; spelling errors, punctuation, capitalization attributed to using test-teach-test approach.

5. There is no significant relation at ($\alpha \leq 0.05$) in the group (experiment group vs. control group) in the posttest for the writing exam attributed to using test-teach-test approach.

## 1.7. Significance of the Study

In the era of globalization, there is no doubt that teachers and curriculum designers should work together to convey the absolute beneficial knowledge and skills to students in a systematic way that takes into consideration the various levels of students' needs and abilities. The haphazard syllabus may lead all curriculum stakeholders to many educational, and psychological disturbances; when the teacher teaches very complicated points for students, it is more likely to cause a feeling of frustration for both teachers and students.

On the other hand, if the teacher explains points in the syllabus that are considered very easy to students again and again only because these points are mentioned in the book, students are likely to be bored. Moreover, haphazard planning may consume the precious time of the class for nothing despite the fact that teachers complain from the short time, and consider it insufficient to cover the entire curriculum.

Therefore, the importance of this study stemmed from:

1- The test- teach - test (TTT) approach is an optimal systematic, reliable methodology that cares about the needs of the students in the first place through diagnostic tests.

2- The teacher and students feel more comfortable and safe when they know where to begin, what to teach, why to teach, and how long time should be devoted to each material.

3- This methodology does not discover only the weak, but also the talented student. Each of them deserves a unique plan that suits his/her ability in order not to oppress any of them.

4- It is reasonable to consider the test- teach - test approach as a reliable foundation that facilitates applying most of the other modern teaching styles; when the teacher becomes familiar with his students, he becomes able to decide the most suitable instructional strategies.

Thus, it is reasonable to apply this approach, and hopefully, it will be helpful in enhancing students' writing.

## 1.8. Limitations of the Study

The study had the following limitations:

- **Locative Limitations:** one governmental school in East Jerusalem " Shu'fat basic school for girls."

- **Temporal Limitations:** This study was carried out during the second semester in the scholastic year 2016-2017.

- **Human Limitations:** The study included (58) female students in the ninth grade. It also included (10) male and female teachers of English for the ninth grade.

- **Topical Limitations:** To investigate the effect of applying the test- teach - test approach on improving the Students' English language writing skills.

## 1.9. Definition of the Terms

**Test- teach - test approach (TTT):**

"An approach to teaching where learners first complete a task or activity without help from the teacher. Then, based on the problems seen, the teacher plans and presents the target language. Then the learners do another task to practice the new language." (Raba', 2016, p. 387)

**Writing**

**1.** A set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system. (Oxford, Blackwell, 1999, P.560)

**2.** A method of representing a language in visual or tactile form, it is a system of more or less permanent marks used to represent utterances in

such a way that can be recovered more or less without the intervention of the utterance. (Daniels, Peters, Bright and William, 1996)

**Diagnostic test:** "In-depth evaluation with a relatively narrow scope of analysis, aimed at identification of a specific condition or problem**."** (Business dictionary, 2016)

**Achievement test:** a test designed to measure the effects that learning and teaching have on individuals.( *Collins English Dictionary)*

 **Differentiated instruction:** Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. (Tomlinson, 2000)

**Dynamic assessment:** "An interactive process between the examiner and examinee with the goal of identifying pathways to the examinee's success. Processes central to dynamic assessment include identifying obstacles to more effective learning and performance, finding ways to remove or circumvent them, and assessing the effects of removing or circumventing obstacles on subsequent learning and performance." (Haywood and Lidz, 2007, p.14).

**The zone of proximal development**

1.  "What the child is able to do in collaboration today he will be able to do independently tomorrow" (Kozulin, A., Gindis, B., Ageyev, V., Miller, S. 2003, p, 2).

2.  "The distance between the actual development as determined through problem solving under adult guidance or in collaboration with more capable peers, or what a child is able to do in collaboration today, he will be able to do independently tomorrow." (Vygotsky,1978)

**Contrastive analysis:** "An inductive investigative approach based on the distinctive elements in a language" (Glossary of Linguistic Terms, 2004)

**Error analysis:** A technique accounted for almost all errors made by the second language learners including those that result from the first language learning and others which are not related to the learners' native language. (Coder, 1981).

**Intervention:** "A specific program or set of steps to help a child improve in an area of need" (Lee, 2015; p. 1).

**1.10. Summary**

In this chapter, the researcher presented the main components of the thesis starting with the introduction of the study. She also presented some theories behind the test-teach-test approach and stressed the importance of the writing skill. It also included the statement of the problem, the objective

of the study, the questions of the study, the significance of the study, the limitations of the study, the hypotheses of the study, and finally, it exhibited the meaning of the vital terms used in the study.

# Chapter Two

# Review of Related Literature

- **Introduction**

- **Studies Related to Writing**

- **Studies Related to the Importance of Writing**

- **Studies on the Inadequate Writing Skills and Abilities**

- **Studies Related to Methods Used to Improving Writing**

- **The Test-Teach-Test Approach**

- **Introduction**

- **Diagnosing Errors**

- **Analyzing Errors**

- **The Contrastive Analysis**

- **The Error Analysis**

- **Intervention: Teaching Phase**

- **Examining Achievement**

- **Studies That Relate to the Test-Teach-Test Approach**

- **Summary**

## 2.1. Introduction

The researcher reviewed the previous literature about teaching and learning methods and approaches. As a result, she found tremendous number of studies about the importance of writing and writing development using a massive variety of methods and approaches. On the other hand, there were very few studies conducted by educators about the validity of the test-teach-test approach in spite of the great role it played in the educational process. The previous information provided the researcher with a vigorous challenge to penetrate this particular current issue in the field of education. Consequently, she aimed at measuring the effect of the test-teach-test approach on enhancing the students' writing skills. Accordingly, this chapter tried to present studies related to writing, studies related to the importance of testing, and studies related to the test-teach-test approach.

## 2.2. Studies Related to Writing

This section consisted of literature and studies related to the importance of writing, evidence of the inadequate writing skills among students, and some methods used to improve writing.

Ramet (2007) Argued that writing does not appertain only with education; it is also crucial in other dimensions as logic, engineering, history, ecological issues, psychology, information technology, comics and magazines, manufacturing, politics, and even science. So the writer has to take the type and age of his readers into consideration and to choose the appropriate style of writing for the intended readers in order to attract and

convince them with the usefulness of the piece of writing. For example, anthropomorphism; attribution of human traits, emotions, or intentions to non-human entities, is very attractive for children but might be considered trivial for scientists.

According to Defazio, Jones, Tennant, & Hook (2010), teachers consider that writing involves communicating, understanding, applying, reflecting, solving problems and synthesizing a new knowledge shown in the learner's scripts while students consider writing a very weary attempt to translate their thoughts on a paper. Therefore, teachers should enlighten the student with the importance of writing skills. Thus, they work side by side with their students to overcome these threats and weaknesses to produce skilled writers and effective communicators who are able to influence others by their ideas, and attitudes reasonably because written material precedes its owner.

Lagan (2003) addressed writing as a process that includes a series of complicated steps. Moreover, students need intensive writing practice just as they need in swimming and driving. Thus, Langan did not believe that writing skill is an innate skill. He also argued that content is the most crucial to writing by which one can exhibit his/her feelings and ideas which do not demand punctual grammar, spelling, and punctuation that can be dealt with at the final draft of writing. Moreover, students have to take enough time to practice writing, so that they become more competent to develop this skill.

Wakefield (1996) Specified that written documents are significant realistic sources of information that enable all stakeholders in the teaching-learning process; parents, students, curriculum makers, and especially instructors make many types of decisions. The data mirror what students know or don't know, accordingly, the teacher has a position that permits to set new instructions; developing a detailed lesson plan, content, and materials. All in all, written documents such as journals, blogs, stories, narratives, letters, and the like facilitate inspection to explore the hidden cognitive, intellectual, emotional, and psychological features of their composers.

Harmer (2007) demonstrated a comprehensive vision about writing conventions; stating that errors in handwriting, spelling, and even layout and punctuation of any new language are committed, to a large degree, as a result of the influence of the mother tongue interference which correlated with the contrastive analysis hypothesis. Moreover, he addressed in depth the different genres of writing such as letters, reports, e-mails, and newspaper article. Consequently, he emphasized the importance to realize the different styles, the purpose of each, and indeed the intended reader to be addressed by any specific piece of writing. As a result, he proposed various corresponding activities to enhance writing skills.

Bereiter and Scardamalia (1987) addressed writing as the most appropriate vehicle to tell about one's cognitive development and competence degree. Thus, they proposed that individual benefits from

his/her inner cognitive structure to show prior knowledge through writing, which in turns will be umpired according to writing criteria. Moreover, knowledge consists of content dimension and rhetorical dimension, which express the present the actual knowledge of a topic and the art of expressing it by the writer. In addition, Douglas (2002) defined competence as integration between grammatical knowledge of lexis and sentence structure, textual knowledge of organization; functional knowledge of how to use language to indicate progression in ideas; and sociolinguistic knowledge of what language is suitable to the situation.

## 2.3. Studies Related to the Importance of Writing

Sharadgah (2014) stated that writing develops critical thinking, so he developed an internet-based writing program then measured the effect of the program by a holistic critical thinking scoring rubric. The results of the study revealed that English as a second or foreign language "EFL" students in the experimental group showed greater improvement in their critical thinking skills such as collecting data, synthesizing, and analyzing more than the EFL students in the control group who used the traditional method. Thus, he recommended that it would be beneficial to replicate this study on other groups of learners.

Hosseini, Taghizadeh, Abedin, and Naseri (2013) examined the relationship between the achievement tests cores and writing skill proficiency. To do so, they compared four final tests scores and the scores of writing ability of the same Iranian EFL students. Hence, the scores

analysis revealed that writing skills are crucial to achieve better academic position and to gain more scores because those who can manifest their actual knowledge neatly by writing, have greater opportunity to convince their examiners to give them higher scores.

Graham and Herbert (2011) presented empirical evidence through a quasi-experimental study about the impact of writing and writing instruction on reading which is considered as the most essential skill in the twenty-first century, and a passport to both white and blue-collar jobs ( leaders and assistants). As a result, they advised researchers to imply more studies to examine the influence of using writing as a tool to enhance reading. They also advised teachers to apply writing strategies using the appropriate instruments.

Ramirez and Jones (2013) investigated the effect of writing and reading on enhancing grammar and vocabulary, and accordingly second language achievement. They tried to examine the usefulness of applying recasting stories and essays on beginning learners and found an apparent effect in favor of this method. Therefore, they recommended educators to try literacy-based teaching especially for beginning- level students.

## 2.4. Studies on the Inadequate Writing Skills and Abilities

Kiliç, Genç, and Bada (2016) attempted to investigate the topical structure in argumentative essays written by Turkish learners of EFL. They aimed to examine three points. Firstly, they examined the Turkish EFL learners' ability to form thematic conjunctions between clauses. Secondly,

examining the most preferred type of progression. Thirdly, examining the linguistic structure they used to produce progression. To achieve this aim, the researchers conducted Topical Structure Analysis (TSA). The analysis revealed unsatisfactory results; Turkish EFL learners were not as skillful enough as they should be in topical structuring, they used sequential and parallel sorts of progression, while extended progression was less common in their essays. Finally, they found that the participants of the study mostly misused pronouns for parallel progression, whereas they switch to new noun phrases for sequential progression. In short, the participants in the sample were unable to conduct topical progression properly. Their essays were closer to a jumble of sentences more than coherent academic essays. Thus, the researchers recommended for more practice in writing.

Zoubi and Abu-Eid (2014) applied the contrastive analysis hypothesis in analyzing the students' mistakes through collecting written essays composed by Jordanian students and found that the students committed errors in all linguistic areas. The researchers concluded that the students had transformed their realization device of Arabic language structure, especially in grammar. Those results ensured the hypothesis of the mother tongue influence that stood as a barrier to mastering writing skills even within university students. Consequently, faculty should use proper strategies and methodologies to overcome these barriers.

## 2.5. Studies Related to Methods Used to Improving Writing

Raba' and Dweikat (2016) investigated the influence of English teaching forums on improving writing skills of eleventh graders in Habla School. The results showed positive influence of using forums for teaching English on improving students' writing skills. Accordingly, the researchers recommended to use forums in teaching writing and also advised the ministry of education to organize special training courses for teachers about how to use forums.

Adam and Babiker (2015) investigated the impact of teaching literature on developing creative writing from teachers' perspectives. The study sample consisted of (50) English language university teachers. The results showed that teaching English literature can enhance students' creative writing of dramatic scenes, short stories, and develop creative imagination. The results also revealed that writing improved the students' language. Moreover, teaching literature caused better benefit than literary techniques, speech figures, and literary items in creative writing.

Ong (2014) Discussed the students' difficulties in writing through examining (5) pieces of writing samples aiming to remediate the linguistic, content, and textual errors committed by those students via process approach. After she had analyzed the results before and after using the process approach, it was evident to her with regard to her sample study that the process approach was suitable to raise the students' effective writing.

Accordingly, she recommended applying this approach in the modern education system.

Graham and Perin (2007) lamented the high percentage of low-level writing proficiency among students. They believed that the instinct of human provokes them to manifest their emotions, intentions, knowledge, and thoughts using written format. Moreover, they emphasized writing as a necessity and a vehicle for learning, which in, turn leads to supremacy and creates respectable ancestors to the following generation. On the contrary, students who lack basic standards of writing lose the sense of inquiry, curiosity, and even basic human wisdom.

As a result, they conducted a meta-analysis study to compare the results of various useful teaching strategies, approaches, and other helpful elements, that hopefully, could serve in improving writing proficiency. Taking into consideration the different abilities between students, the meta-analysis revealed that the strategy of summarization achieved the best results in improving the students' proficiency, then came collaborative writing approach, specific product goals, word processing, sentence combining, prewriting, inquiry activities, process writing approach, study of models, and finally and least effective was writing for content area learning approach.

Monaghan (2007) conducted theoretical research through reviewing the available literature related to the effective Strategies for teaching writing in the Evergreen State College. Thus, he had the ability to compare

and contrast between variety of strategies in teaching writing that enhance topics of writing that relate skill to the community; applying writing in real life contexts. He found that teachers preferred to employ constructivist strategies in spite of the pressure of state authorities that forced them implicitly to use traditional methodologies. Furthermore, he claimed that effective strategies for teaching writing needed a cohesive curriculum based mainly on strengthening the relationship between education and social environment, taking into consideration the child's development level and interests as a source of any new educational subject. To a significant degree, positively affected by Dewey, the researcher called to tie writing not only with writing assignments, but also as integral to practice it in all subjects. In conclusion, he recommended applying constructivist approaches that took social settings into consideration in improving teaching writing.

## 2.6.  The Test-Teach-Test Approach

## 2.6.1. Introduction

The test-teach-test approach is a complex of sequential steps; diagnosing, analyzing, intervening, examining progress through achievement tests, and hopefully coming out with a differentiated classroom which is the main purpose of this approach. Thus, this section tried to discuss the importance of these steps showing the relationship between them.

Tomlinson (2000) called for differentiated instruction to maximize the students' capacity. In other words, realizing the students' individual needs to ensure creating a compass to rational objectives, and accordingly, determining the proper avenues of instruction. Hence, the best teacher is the one who diagnoses the students' needs, organizes the learning opportunities like an orchestra leader, and manipulates his /her instruction to avoid drowning in an annoying standardized traditional class. And the best practice is the one that generates genuine success. Advanced students, for example, consider some tasks no more than useless extra work that wastes their energy for nothing. Moreover, she supported her claim by presenting the various empirical successful experience of organizing a differentiated classroom instruction.

## 2.6.2. Diagnosing Errors

Sastoque (2015) Explained that in the test-teach-test approach, the teacher gives his students a diagnostic task to complete without any help from him/her, relying only on the knowledge they might already have earned. The teacher will be able to quantify the needs of his students. Hence, he/she can determine the proper teaching styles that support them promote proficiency and lead them to self-autonomy. Accordingly, they become able to complete their tasks without any external help.

Diagnostic tests, according to him, are the most inexpensive and the most appropriate aid that enables the teacher to delve deeply to find the needs of his/her students in a concise time. A test should be designed to

affect the way teachers conduct their instructions because one primary purpose of the tests is to determine the students' knowledge, skills, and weakness in a systematic method away from informal fuzzy expectations or judgments that might take months to be confirmed or denied. He also believed that a test must address and measure a particular educational variable to uncover the students' abilities, attitudes, or needs. Accordingly, the teacher adjusts his/her objective based instruction. Thus, he/she has an obvious profound educational evidence that exhibits the students' failure in particular domain.

However, he thought that the test should be valid and age-appropriate to give an accurate judgment about the students so that the teacher develops suitable instructional decisions.  For example, the teacher may ask his/her students to compose a job-application letter to specify the writing errors committed by his students from the very beginning of the year.  Moreover, a diagnostic test has to measure the skills that students are supposed to master with regards to curriculum, school objectives, state or district criteria which delimit the aspects to be measured by teachers. Accordingly, the teachers can set appropriate goals based on a clear idea to plan an accurate and useful day-to-day relevant instructions to steer the students to master the intended educational variables.

Popham (2003) believed that at the beginning of the academic year, teachers don't know their students' needs. Consequently, a pre-assessment is precious and helpful for teachers to clarify the students' expertise.

Furthermore, to specify where do the students stand and what subskills they possess about the new demands of the curriculum, so teachers need not an extra time on re-teaching meaningless and irrelevant instructions on skills and aspects of knowledge that students have already mastered. On the other hand, teachers will isolate the earned skill from the unearned one, then devote suitable time to suit the students' needs by organizing instructions and deciding how long it takes to teach each skill. He also believed that teachers have to conduct an achievement test to make sure that their students have already achieved the intended progress by comparing the results of the diagnostic test that governed the course of instructions, and the final results in the achievement test at the end of the course.

Middaugh (2005) mentioned that Taba advised every teacher at all levels of schooling to pursue the needs and nature of his/ her students. Since the student' needs are at the forefront of the curriculum development, it is essential to focus on improving their abilities and skills to build a specified objective based content, various strategies, and beneficial pedagogies accordingly. Hence, the teacher can facilitate their learning, and help them develop their cognitive and affective strategies. Thus they get used to exhibiting their covert abilities and thoughts, emotions, and enlivening their capacity to compare and contrast, organize information and apply conceptual knowledge in their real life. Afterward, the teacher can conduct procedures of evaluation and assessment to ensure that the learning outcomes that were in the first place determined by educators according to

the demands of the community, social disciplines and more importantly the needs of the students are achieved.

Moreover, professionalism is cardinal to Haywood and Lidz (2007). As pioneers in this movement, they were even more bias to dynamic assessment where teachers had to repeat diagnostic tests over and over to determine their students level of proficiency; they also supported Oakland (1995) by proclaiming that educators should be more skillful, well-prepared and gifted to be able to abandon static assessment. Moreover, depending on Vygotskey's theory, they emphasized dynamic assessment to identify the barriers that prevent students' performance improvement, explaining clearly that dynamic assessment is crucial to the test-intervene-retest approach. They strongly believed in interaction and in devoting more attention to their students' deficiency about curriculum. Hence, educators can launch intervention accordingly to lead their students into autonomy.

Kester and Gillam (2001) concluded that dynamic assessment is very beneficial in providing more specific information about the students' abilities and helping them perform their tasks perfectly which cannot be provided by static tests that underestimate the students' abilities, culture or origins. Thus, they suggested dynamic assessment as an alternative to the traditional static assessment.

In other words, diagnostic tests help educators set the point of intervention in a complementary and inseparable process calling for continuous formative assessment as basic to every specific intervention.

They even exceeded this point to claim that there is no way but dynamic assessment can provide an accurate description of the students' needs and lacks which promote development by spending the least effort to pinpoint particular intervention through specific predetermined instructional objectives.

Alderson (2005) lamented the lack of applying effective diagnostic tests and also the lack of research about the importance of conducting these tests in spite of the crucial role they function. He also provided logical reasons to convince the reader of the importance of the diagnostic tests; Alderson patronized projects that conduct diagnostic tests such as the Language Diagnosis System (DIALANG) test that aims not only to score or certify the proficiency of students but also to find out information about aspects of weakness or strengths of exams-takers.

In comparison to contextual diagnostic tests, The National Council of Teachers of English published a (Policy brief, 2014, p. 1) complaining about standardized tests, which are considered as extra duty aligned with instructions  laid on the back of teachers nowadays that in turn, cost them extra time at the expense of instruction term. Accordingly, the council provided various solutions such as replacing lower-level writing skills required in standardized tests with intervention strategies that seek higher-level writing skills that boost to the students' proficiency considering their present abilities as a focal issue. The policy brief also claimed that teachers,

under the pressure of standardized tests, tended to squeeze out subjects like the foreign language in favor of subjects measured by standard tests.

In addition, it argued that standardized tests types of questioning did not require students to invent their own written prose "Which means that students learn little about processes of composing and rhetorical dimensions such as audience and purposes of writing. This limitation is exacerbated by the increasing reliance of standardized tests on machine scoring." (p.2).

Moreover, standardized tests limited the students' learning to cognitive aspect away from sociability which disrupted better lifelong skills; thus students began to disparage their talents and abilities. Unfortunately, teachers found it laborious to nurture the students' learning; simply because the students did not believe in themselves as capable persons.

In conclusion, the Policy concluded that standardized tests in English language were "not always valid measures of their ability," (p. 3). As a result, it recommended various assessment tasks that addressed the students' multiple abilities and allowed more time of instruction for students who had difficulties in coping with the existing curriculum.

### 2.6.3. Analyzing Errors

Teachers are responsible for diagnosing the students' performance in order to be able to fill the gaps and to create effective learning that matches

their needs through remedial exercises that lead to developing their writing skills ( and Verplaetse, 2012) and (Buainain, 2007). Errors in applying a second language are not random, Adjemian (1976), and Benmamoun (2000) recommended systematic approaches to analyze students' errors. They recommended the contrastive analysis and error analysis in particular which became famous not only to linguists as branches of Applied Linguistics but also to adequate educators. Therefore, it is very indispensable for teachers to be aware of these approaches. Most importantly, it is essential to identify what is an error to apply the error analysis. With regards, (Cunningworth, 1987, p. 87) identified errors as "systematic deviations from the norms of the language being learned."

## 2.6.4. The Contrastive Analysis

It illustrated the similarities and differences between languages, which made errors committed by students of second language predictable. As a result, revising instruction strategies and developing material was considered easier and applicable (Erdogan 2005).

Based on the contrastive hypothesis, Brown (2000) stated that mother tongue plays an essential role in committing errors when applying a second or a foreign language. One can not only predict but also describe systematically the patterns that may lead to difficulty or easiness in the process of learning a second language; learners transfer the structure of their mother tongue into the newly acquired one. As a result, students

found it easier to master similar features of the two languages, while they need to make more effort to acquire dissimilar features.

However, mother tongue may encounter in particular patterns whether they are functional, semantic or structural. Students who learn a new language, activate the pre-acquired linguistic system of their mother tongue. Unfortunately, they are more likely to be subject to invent their linguistic system which is neither native nor target language system in English as a second language (ESL) classroom. This fact directs the teacher to the most appropriate dimension to analyze his students' linguistic errors.

Many studies have been conducted to investigate the truthfulness of the effect of the first language on achieving perfection in acquiring a second language. Affandi (2011) provided a detailed analysis between English and Arabic relative pronouns; he investigated the similarities and differences between them applying a descriptive and contrastive analysis format to compare the structure of the two languages. He studied " the kind of conjunctions, numbers, and genders, dual and plural, person and thing, shilah, changing the form to suit antecedent, and omission" (p 8).

As a result, he advised teachers and educators to confess that the first language affects either positively or negatively the proficiency of the second language; whereas similar aspects are easier to be understood, different aspects confuse the learners, because they begin to translate their previous knowledge of their mother tongue's structure and apply it in

forming the sentences of the new language which in most cases leads to incorrect structure. And he also advised them to dig into this phenomenon to predict the errors that might be committed by their students, in order to overcome many obstacles that stand against second language acquisition. Moreover, he stressed the importance of enlightening the students with the differences as well as similarities between languages to enable them to produce appropriate language.

Abu- Faraj and Ali (2015) examined the impact of Arabic on producing fragmented sentences in English. They could predict the most common errors committed by the sample students, for example, subject-verb agreement and article usage. After a systematic analysis, the results confirmed the researchers' predictions. As a result, the researchers advised the teachers to mediate their instruction and use the available aids to overcome first language interference.

Abu Rass (2015) aimed to examine paragraph writing problems that face the Palestinian Arab students of the first year in TEFL in Beit Berl Academic College. She employed the contrastive analysis, the process approach, and error analysis, and found that the Arab students transfer the Arabic style of writing to English. Accordingly, she applied numerous strategies to help the students overcome the first language interference and found that the students did not achieve satisfactory improvement. Thus, she recommended more extensive practice and continuous feedback from

teachers to enable the students to recognize the difference between Arabic and English style of writing.

## 2.6.5. The Error Analysis

Linguists and educationalists recognized the importance of this theory for it states that the errors committed by learners of a foreign language are not necessarily a consequence of an erroneous interference of their mother tongue language. However, other common reasons cause these errors; firstly, unawareness of rule limitation such as misusing auxiliaries. Secondly, overgeneralization;  one tends to deviate structure as a result of applying the rule of another structure such as forming the past tense adding "ed" to irregular verbs. Thirdly, insufficient application of rules; the learner becomes unable to develop a specific structure to create an acceptable sentence, such as applying the conditional sentences. Fourthly, incorrect concepts hypothesized as a result of misleading comprehension of the second language concepts (Richards, 1971). Hence error analysis concerns with a more comprehensive view of errors; it supplies data about more reasons behind committing such errors.

 Brown (2000) added that many learners suffer personal weaknesses or memory shortage, so it is evident that analysis plays a crucial role in identifying trouble spots accurately, consequently building remedial instruction. However, it is rational that since the error analysis is a systematic approach, it consists of a sequence of scientific processes. He specified these stages as follows, identifying errors, describing them, being

able to classify them into categories, after that interpreting the reason behind committing such predictable errors. Accordingly, most of the reliable trends of diagnostic tests in teaching a second language stem their judgment basically from error analysis theory.

For instance, Khansir (2012) concluded that error analysis is a corner stone in learning a second language, because errors are integral to language acquisition. Thus, it focusses on the learner's performance and reveals spots of success and failure in teaching and learning a second language. Therefore, he claimed the usefulness of this theory in identifying complexities, changing syllabus, and accordingly improving the teaching methodologies in the classroom. Moreover, Khider (2013) examined the significance of error analysis in the learners' writing skill and found it important in improving and mastering both writing skill and generating new language.

Jabeen, Kazemian, and Mustafai (2015) aimed to question the impact of error analysis on determining the proper strategies of teaching a second language. They found that students fail to produce proper grammatical sentences in English through a writing assignment because they were influenced by their first language grammatical rules to a great deal. According to the error analysis, the students' brains resist accepting the new rules unless suitable strategies are conducted to provide an effective teaching process. As a result, they suggested some strategies to be conducted by instructors to help their students beat those obstacles.

In addition, Mourssi (2013) provided  clear evidence on the effectiveness of the error analysis on determining the areas of weakness or strengths among students, even in higher levels of education, and improving their writing proficiency.  He also argued that errors are crucial in the educational process since it proved that 7.3 percent of errors in second or foreign language is due to mother tongue interference while there are other reasons behind committing these errors such as overgeneralizations, rules of communication, transfer of training, and most apparently teaching strategies. This fact enabled teachers to determine the appropriate scheme and time that should be devoted to each area to be mastered by the students.

## 2.6.6. Intervention: Teaching Phase

An intervention is "a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37). It is also defined as "a specific program or set of steps to help a child improve in an area of need" (Lee, 2015; p. 1). Hence, a teacher tracks his/her students' needs then sets instructional strategies and goals accordingly, taking into consideration that intervention is flexible because it can be adjusted to various contexts, the time allowed, and degree of progress required ( Lee, 2015).

Since "Fairness does not mean everyone gets the same. Fairness means everyone gets what they need" (Riordan, 2010), Athanases, Bennett, & Wahleithner (2013) believed that there are many rational circumstances

and reasons that should be taken into consideration while planning and implementing instruction. Abilities, needs, multiple intelligences, and culture of the students play a crucial role in deciding effective teaching nowadays. Effective teachers intervene, adapt, reflect, manipulate, and change plans accordingly.

The educational process is an engagement relationship between two parties: teachers and learners within a particular context. Teachers can collect data through systematic inquiry such as diagnostic tests, or objective based tasks then try to align their instruction thoughtfully and consciously with the test' data to tailor successful teaching applying the most appropriate pedagogies (Duffy, 2002).

Teachers should adjust their instruction to control diversity in the classroom. Hence they have to apply monitoring techniques to assess their students' prior knowledge to decide the level, strategy, and duration of instruction of each area. For example, teachers should devote more time for less adequate students. On the other hand, proficient students who show quick progress need either less time or higher level of instruction. Moreover, teachers have to observe their students closely to discover their preferences and abilities in order to determine the most genuine available tools that are supposed to play a crucial role in enhancing the students' achievement (Gettinger & Stoiber, 2012).

In other words, Armstrong (2009) claimed that the main goal of intervention is to allow both strong and weak students yield the same

harvest using different strategies and approaches. Teachers have to contextualize and modify their lesson plans, activities and instructions to meet their students' multiple intelligences in order to nurture these intelligences which in turn reinforces their metacognitive awareness about new knowledge.

Since the students' abilities and multiple intelligences gear the degree of easiness or difficulty of any activity, he suggested many strategies and lesson plans to fit with all types of intelligences in the class. Thus, he discussed the eight intelligences in details; linguistic, logical, spatial, bodily, sports, musical, interpersonal, intrapersonal, and naturalist intelligence. Moreover, he invited teachers to exchange and adopt beneficial experiences aiming to enrich the learning process. Otherwise, there will be a great gap between the intended goals and the real state of the learning process.

Unfortunately, most of the teachers are stuck on the horns of a dilemma and still apply traditional methodologies either because they prefer this approach or they are obliged by school administration, prescriptive curricula, constricted timelines, standardized testing regimens, or policy makers, regardless of learning effectiveness and message delivered to the students. Thus, they emphasize only linguistic and logical intelligences and overlook the other six intelligences which in turn disrupts to a great deal the enhancement of their students' abilities. Moreover, traditional instruction may benefit and motivate some students at the

expense of students who possess other intelligences. As a result, they are likely to feel frustrated and underestimated.

Raba' and Herzallah (2018) found that Palestinian English curriculum suits only standardized tests neglecting the students' needs which restricts genuine learning improvement. Moreover, it does not provide teacher with the desired time to apply current strategies. On the contrary, it encourages memorization and mimicking the existing information. They also added that educators should struggle to form an appropriate curriculum to face the existing challenges.

Bruhwiler and Blatchford (2011) found that both classroom size and adaptive teaching competency affect classroom processes and academic outcome, they found that better-qualified teachers and smaller classes generate better learning outcomes. Thus, they concluded that the class size is very crucial in applying adaption techniques because it provides teachers with more time and broader  variety of chances to choose the adaption strategies whether to form groups, work in pairs or work with individuals according to the existing needs.

Graham, Harris, and Larsen (2001) advised teachers to build a coherent, corresponding, extended, comprehensive, and early instructional intervention. An outstanding teacher manipulates instruction according to his/her distinctive context. In other words, school environment, equipment, facilities are not the same everywhere. This fact may make a great

challenge for teachers, especially poor schools which lack the demanded tools, in addition of heterogeneous classes with huge number of students.

However, they offered teachers some advice to bypass these roadblocks:

1- Building a positive environment with students to achieve realistic goals; there is no place for stigmatizing students because students will believe the same either consciously or unconsciously and accordingly this will affect their self-esteem, so they will surrender to any difficulty very easily.

2- Intervening early to circumvent remediation problems which can be incurable in belated times.

3- Equalization between formal and informal lessons. Effective intervention is flexible to numerous strategies, methods and tools; teachers can use educational games, technology, work sheets, drama, objective grouping, and one to one guided assistance offered by special tutor or more proficient volunteer peers schoolmate. As a result, struggling students can catch up with the intended goals.

4- Instruction has to be curriculum-based in order not to move from one level to the next one unless teachers make sure that students have mastered the current level.

5- Teachers should be tolerant, patient, and wise enough to convince themselves and their students that they can win the challenge and overcome difficulties if they pay more effort.

6- Students should be allowed to take decisions and participate in solving problems since they are the fulcrum of the educational process. To assist their theoretical opinion, the researchers enriched their research with four studies about intervening to enhance students' writing which were all successful on the academic and the social levels.

Wu and Huang (2016) requested for content adaption that meets the current educational situation because appropriate content leads to better achievement and better skills improvements. Moreover, it assists in avoiding emerging obstacles such as anxiety and frustration. On the other hand, students would feel demotivated and uninterested in learning English as a foreign language if they were taught odd subjects.

Perner (2004) claimed for differentiated instruction, he concluded that there is no one perfect strategy to produce a differentiated classroom. On the contrary, it is a contribution of various tools, techniques, and strategies put together to deliver suitable content that promotes the students' achievement without the need to apply non-meaningful, and time-consuming activities. Since teachers aimed to involve their students in the learning process, they had to apply a systematic multi-level instructional process. They also had to focus on significant concepts and skills, then determine the methods, styles, and modes of instruction, after that performing instruction, and finally assessing achievement.

She also lamented the fact that most teachers are unfair because they devote the most of their time to specific groups of students in mixed level

classes. In other words, the student who showed rapid progress with least effort got more attention, ignoring weak students who needed instructional adaption, modification, or extra laborious effort to gain meaningful outcomes just as their peers do.

### 2.6.7. Examining Achievement

One of the most important systematic tools for measuring learning progress and gathering data in most developed nations is the achievement test. It provides information about an individual's accomplishment and exposes their difficulties after a teaching period. However, an effective achievement test should address particular learning objectives set as a consequence of particular circumstances and content standards (Johnson, 2014).

However, they do not decide what students are capable of; they evaluate the level of proficiency and ability at a certain moment in various educational environments; they can be applied in schools, colleges, and any other educational institutions in which students are supposed to be prepared to such an experience that is designed to reflect the student's proficiency that should be accustomed of when they complete a phase of learning. Furthermore, achievement tests provide accurate and accountable results, school ranking, educators' performance possibilities for parents' intervention, and also value effective and fruitful teaching methods applied to involve all students in the academic process including marginalized

ones, which in turn, hopefully, leads to additional funding and extra resources for those methods, (Berry, 2011).

Bachman and Palmer (2013) put a special formula for testing. According to them, there is neither one plus one equals two, nor a fixed receipt for an adequate test that functions mainly to mirror the students' language ability and corresponds to non-test-situations rather than to assist pedagogical objectives. Since testing philosophy is related to language teaching and language use, it needs a competent tester who makes use of test' approaches, issues, designs, purposes, and theories in making firm and contextualized decisions through which he/she can overcome dilemmas that fraught testing outcomes.

However, applying a test does not inevitably imply it is beneficial and metric. Hence they suggested six essential qualities to ensure an acceptable level of test adequateness as a measurement tool:

1- Reliability: the scores of the tests are fairly relevant when applied by the same students under the same conditions in a reasonable time space between the test and the re-test even if corrected by different testers.

2- Validity: designing a test to measure what is supposed to be measured; for example, it is better for a grammar test to contain multiple-choice questions excluding ambiguous vocabulary.

3- Authenticity: the test should correspond to the everyday experience of the students to promote a positive affective reaction in a semi-screening

process; in a writing test, the tester may ask the students to summarize a previously taught book using their own vocabulary.

4- Interactiveness: involving the students in the test process through valuing their knowledge, metacognitive development, nature, and competence.

5- Impact: there is a micro-level impact on individuals either they are learners or teachers who both get feedback that helps in making appropriate decisions according to scores. There is also the macro-level impact on society which varies through time and place according to the various goals and beliefs.

6- Practicality: ways of implementation and management of the test should match with human, material, and time resources.

In addition to the previous qualities, Cumming (2007) suggested objectivity as essential quality to mark a test as accepted one; different teachers give the same scores to the same answers.

Koretz (2002) thought that tests are supposed to play a vital role in discovering the students' level of proficiency in any domain in addition of judging the teachers and school's strategies, gains, and norms. Unluckily, based on tremendous studies and surveys in this domain, he was skeptic about the credibility of present tests as indicators of actual achievement; he described them as naïve, undeveloped, impractical, inadequate, and even deceptive. Moreover, tests are unable to reveal the latent proficiency of

every single student. Thus, he considered the unified achievement tests ironic.

Moreover, he opposed the fact that teachers manipulate instruction to match with scoring rubrics, reallocate instruction to match with tests' demands regardless of their usefulness, and tailor teaching subjects and material too close to tests purposes and techniques. However, meaningful intervention is reasonable, but sometimes teachers go beyond limits, they either cheat in distributing scores or provide their students with the right answers to the questions, which in turn causes irrational scores' inflation.

Still,  he proposed a systematic restricted plan to help specialists confront this problem; he advised  educators to relate tests to clear curriculum, design appropriate tasks, set  attainable objectives, accept the wide range of differences between learners, apply various measurements to meet those differences, take into consideration the external factors which can distort the test results,  value moderate or even modest progress, be consistent in grading and dividing scores, ask for expert guidance, benefit from present results to discover the reasons behind failure, finally and most importantly, employ other indicators to measure achievement such as value-added testing, on-demand, and open-response tasks.

Meyer and Dokumaci  (2009) stated that this decade challenged  a great shift by applying the Value-Added Testing Model (VAM) which emphasized an apple-to-apple comparison; measuring the progress in specific domain for the same learners, under the influence of same

environment in a particular period of time to facilitate a valid and fair judgment on the effectiveness of instructional plans, and strategies on the students' learning based on trustworthy data which, as a result, can help in making decisions about the former instruction. Moreover, (VAM) testing motivates learners' improvement and stimulates school improvement by giving indications to policy makers to offer extra funding to high-performing schools, and also to assist to low-performing ones.

Murphy (2012) considered VAM the most reliable in inquiring teacher's effectiveness, the best attainment-based accountability system, thus, rewarding good teachers or replacing poor teachers. Since studies proved that teachers have a very powerful effect on students not only in basic schools but also in adulthood, Hanushek (2009) found that VAM has long-lasting effects on teachers and students' achievement, then again, he doubted all accountability systems even after controlling all external variables.

As a response to the dissatisfaction with traditional testing systems, Stecher (1997) preferred to apply several styles of alternative assessment. One of these alternatives is the on-demand written tasks in which the student is asked to write a particular form of writing; a letter, a story, or an essay to deliver specific purposes such as entertaining, persuading, informing, applying for a job, and writing a portfolio taking the audience into consideration. Accordingly, there is a comprehensive rubric of scoring that evaluates every aspect of the student's work; content, structure, and

conventions within a limited time to complete the task. Thus, this task determines the student's ability in writing independently, and accordingly promotes this ability as a vehicle to convey a certain message.

He also suggested the open-response task as another alternative for traditional assessment in which the student apply a concept in a new situation or context in a short time. In this content-related task, the student is expected to describe, clarify, value, compare, contrast, guess, or summarize, etc. Furthermore, open-response task can develop into a senior project about a single topic that takes a longer time to be accomplished.

## 2.6.8. Studies Related to the Test-Teach-Test Approach

Ghent (2007) designed a quiz to provoke content application and critical thinking for her students. The results were disappointing, so she submitted every individual his/her feedback. After that, she conducted with her colleague specific rubrics that focus on specific learning objectives based on the students' diagnostic information generated from the test. The results showed that students needed to improve their skills in processing information. Accordingly, the faculty seceded to emphasize practicing the revealed weak points; practicing graphic quizzes, doing further quantitative tasks in the lab making sure that the students have the correct answer in final position. At the end of the course, they gained satisfactory results; the students were able to build up their graphic rather than filling up incomplete ones, or correcting wrong data. With regard to the sample she

used, the researcher concluded that test-teach-test approach could help in transferring students from memorization to reflection level.

Peña, Gillam, and Bedore (2014) found that students who received individualized intervention as a result of analyzing the specific needs of each, showed apparent responsiveness to instruction on vocabulary. Thus, they were more acquainted to story narrating than students who received static instruction. As a result, they recommended the test-teach-test to help the students get better results in learning English as a second language.

With the help of seven colleagues, McCaul (2015) prepared an official dichotomy International English Language Testing System (IELTS) for speaking and writing test at Eastern International University. This test was mainly designed to diagnose the learners' knowledge system which enabled the faculty to decide the students' required awareness of particular patterns. The teachers developed a need analysis according to the results of the tests and informed the learners with their mistakes. Moreover, the researcher developed oral interviews and a questionnaire divided into three principles; needs, lacks, and wants to collect qualitative as well as quantitative data from students. The results showed that 41% of the students needed more help with productive skills, 71% of them believed that they lack application of their knowledge especially grammar and lexis. Furthermore, they claimed to be familiar with marking criteria. These results were considered basics to his teaching strategies that included more precise instruction and various skills-based tasks. At the end of the course, ILET examiners

designed an achievement test that included many types of application on productive skills. The final results showed the need for extra instruction on speaking and writing.

Bolen (2013) applied the test-teach-test approach in South Korean University. At first, she prepared a diagnostic test and distributed it to her students. According to the results, she was able to divide instruction time between easy and complex patterns allotting more time for more complex patterns. Finally, she announced the fruitfulness of the (TTT).

Hasson, Camilleri, Jones, Smith, and Dodd (2012) found that bilingual students who were taught through employing dynamic assessment applying the test-teach-test format did greater change in accordance to acquiring English in areas of vocabulary, sentence structure, and phonology. However, the retest revealed different forms of errors that needed a different form of intervention which in turns assisted the importance of the test-teach-test approach in discovering the detailed need of every student in order to promote his/her improvement.

In conclusion, the researcher found it commonsensical to investigate the effect of this approach in Palestine, and particularly in East Jerusalem. The main motive for this desire was the lack of the test-teach-test approach application in this region according to her knowledge. She was also convinced to utilize the current methods of assessment such as the (VAM), open-response task and on-demand written tasks to overcome the

undeveloped, impractical, and inadequate traditional systematic assessment.

Moreover, the researcher decided to take advantage of the contrastive analysis and error analysis in diagnosing and analyzing the students' errors, in language, in order to build a solid and reliable foundation to the results of her study. Thus, to be able to announce effectiveness of the intended approach, and accordingly, to proclaim acceptable conclusions and recommendations.

## 2.7.   Summary

This chapter consisted of literature and studies related to the importance of writing, evidence of the inadequate writing skills among students, and some methods used to improve writing. Moreover, it consisted of detailed literature and studies related to the test-teach-test approach. Since it is a comprehensive process that depends on diagnosing, analyzing, intervening, examining progress through achievement tests, the researcher tried to discuss the importance of these steps showing the relationship between them. Finally, the researcher tried to express her view briefly about this issue.

# Chapter Three
# Research Methodology

- **Introduction**

- **Questions of the Study**

- **Methodology**

- **Variables of the Study**

- **Limitations of the Study**

- **Instrument Validity and Reliability**

- **Data Analysis**

- **Ethical Considerations**

- **Originality and Limitations of Methodology**

- **Pilot Study**

- **The Study Approach**

- **Summary**

## 3.1  Introduction

This study aims to explore and discuss the research method that was carried out to achieve the objectives of the study and to answer its questions through discussing the method and approaches that were followed in this thesis. Besides, discussing the settings of the study, sources of the information, population and sample of the study, highlighting validity and the reliability considerations, and finally, presenting the data analysis method and the limitations of the research.

The researcher in this chapter explained and elaborated on the methodology applied to answer the research questions stated in this thesis. In detail, the research strategy and design was described and the choice of the research method was justified. Furthermore, the research design ("blueprint of research") deals with the logical not the logistical problem of the thesis and is thus about choosing the appropriate dimensions and units of the phenomenon to be investigated (Ghauri 2004).

## 3.2  Methodology

To investigate the effect of applying the test-teach-test approach in improving the students' English language writing skills in East Jerusalem, the researcher used two tools. The first one was quasi-experimental study that engaged quantifying through the assistance of statistics. Data was collected and transformed into numbers that were empirically examined to draw conclusions from the results gained. The second one was interviewing teachers normally based on numerical interpretations. However, it did  not

depend on statistics or numbers; Qualitative methods concentrate on realizing, interpretation, observations in natural settings and closeness to data with a sort of insider view (Ghauri, 2004). According to Bryman and Bell (2007), qualitative research is appropriate for research in social sciences, languages and other related fields. On the other hand, a qualitative approach was more suitable to achieve the objectives of this study; the data was collected through asking 58 students from the ninth grade to conduct a diagnostic formal letter-writing test before they received any instruction; they were asked to write a letter that consisted of sixty to seventy words. The researcher measured the students' abilities, points of weakness, and strengths. The letter was evaluated using specified writing rubrics (Module C) and according to error analysis and contrastive analysis hypothesis. According to the investigated result, the researcher developed a specified instruction aiming to handle each spot of weakness with suitable teaching style and proper timing. On the other hand, the researcher exposed the students in the control group to most of the writing rubrics devoting similar timing to each rubric. Furthermore, an achievement test was conducted by both groups to measure the effect of applying the intended approach.

Qualitative approach of study was used to get detailed data about the teachers` attitudes towards using the test-teach-test approach and to what extent they use this approach to enhance students` achievement in English language.

## 3.3  Variables of the Study

The independent variable is applying the test-teach-test approach in teaching English writing. The dependent variable is enhancing writing skill. The statistics used the t-test.

## 3.4  Limitations of the Study

This study was conducted in the second semester in the scholastic year 2016-2017. It was conducted in one government school in East Jerusalem "Shu'fat basic school for girls". The study included (58) female students in the ninth grade, divided into two groups. Twenty-nine of the students constituted the experimental group that applied the pre-test as well as the following instructions according to the test-teach-test approach, while the second group was the control group that applied the pre-test but continued to learn with the traditional way. The population of the study was the students of the ninth grade in East Jerusalem during the second semester of the academic year 2016/2017 which was (1557) students. Moreover, the researcher interviewed a sample of ten English teachers from several schools in Jerusalem.

## 3.5  Validity and Reliability of the Instrument

Reliability and validity are basic requirements for conducting a research as these measures assist to specify the objectivity, trustworthiness and credibility of the research.

As for the current study, the researcher adapted a formal letter writing task for both the pre and the post-test which were scored according to" Rubric for Assessing the Written Task - New Module C", the researcher also created questions for the interview which were reviewed by a jury specialists in the field of teaching English at An-Najah University who suggested some modification which were taken into consideration.

## 3.6  Data Analysis

The researcher in this study used both quantitative analysis and thematic analysis. The data of the study was analyzed through using the Statistical Package for Social Sciences SPSS version 22 as a data analysis type, because it is an easy tool to analyze the data. The researcher used means, standard deviation, t- test and ANCOVA to clarify the results of the study.

The scores for the students' writings in both pre- and post-tests were collected and marked by the researcher using "Rubric for Assessing the Written Task - New Module C for Students Studying in the Tenth Grade 2014". A higher score in the post-tests would indicate that a student's achievement had improved. It was important to specify whether any improvement in students' writing from pre-test to post-test was the result of their involvement in the effect of applying the test-teach-test approach in enhancing the students' English language writing skills in east Jerusalem, rather than in writing alone. Thus, in addition to the independent t-test used to investigate the difference between the mean in both the experimental

group and control groups, the researcher used a paired t-test to investigate the difference between the mean in the pre-test and that in the post-test in the same group (e.g., the pre-test and post-test results of individual members of the experimental group were compared). The aim of using a paired t-test was to ascertain the Pearson correlation between dependent and independent variables and to determine whether there were significant differences or relationships between the two variables.

EG: O1X O2

CG: O1O2

O1: Pre Test

O2: Post Test

X: Treatment

The researcher also used interviews with teachers to build an idea and awareness about to what extent English teachers use the test-teach-test approach and what their opinions are towards this approach in teaching English. A qualitative data consisted of open-ended information that the researcher collected through interviews with participants. The general, open ended questions asked throughout these interviews permitted the participants to supply answers in their own words.

The analysis of the qualitative data mainly followed the path of aggregating the words into categories of information and presenting the

diversity of ideas gathered throughout data collection. Qualitative approach basically clarified the relationship between influences and actions. The main objective of the qualitative approach was to interpret and explain various scenarios that may take place under various conditions. Furthermore, interviews were arranged with English teachers from different schools in Jerusalem city. Qualitative approach was followed when the researcher aimed to build knowledge based on a constructivist perspective such as individual experience. One of the most important strategies used to collect the needed information and data is multiple cases study where the researcher has minimum control over the events of the study, or when using real-life context (Creswell, 2003).

The researcher used semi-structured interview questions. These questions were reviewed by the supervisor of the study and other professional on the research.

The researcher used the thematic analysis to provide a detailed comprehensive analysis for the themes created. While thematic analysis is alike to content analysis, it delves deeper in the qualitative aspects of the material analyzed (Yardley and Marks 2004). Thematic analysis was used to analyze qualitative data by creating themes (Daly, Kellehear, & Gliksman, 1998). It provided richness for the description of the collected data. The usage of this method went beyond counting words and phrases; it helped in specifying relationships and comparing themes frequencies

(Guest, Macqueen, & Namey, 2012). Since the study was deductive, data analysis was connected to previous studies.

## 3.7 Ethical Considerations

Written consent was obtained from each subject to participate in the study. Each subject was informed about the purpose, and the nature of the study. The subjects were informed that their participation was totally voluntarily and confidentiality and anonymity of the subjects were assured.

## 3.8 Originality and Limitations of Methodology

This was one of the pioneering studies of its type conducted in Jerusalem schools' context. The aim of this study was to find out the effect of applying the test- teach -test approach in enhancing the students' English language writing skills in east Jerusalem. Furthermore, the researcher aimed to explore the teachers` attitudes towards using the test-teach-test approach. The experimental approach of this thesis included pre-tests and post-tests involving writing a formal letter. Furthermore, the descriptive approach used individual and private interviews with teachers.

The limitations of the thesis involved the adopted methodology that was limited to writing scores and interviews with English teachers, However, other instruments were not used: for example, diaries and observations. Other limitation was that this study was undertaken in Jerusalem schools, and this may affect inversely on the generalizability of

the results and the possibility of applying the study in other, similar teaching situations.

## 3.9  Pilot Study

The researcher applied a pilot study to try the efficacy of the study instrument, and to edit it before the actual implementation. The researcher chose random sample of fourteen students from Shu'fat Basic School which resembled about 10% of the ninth graders in that school, which in turn, resembles about 1% of the population of the study. The sample applied the pilot test on March 26th of the scholastic year of 2016-2017. These students were asked to write a formal letter and were informed about the aims of the pilot study. During the pilot study, the researcher noticed the following points:

1  The results showed that the students committed errors in all writing domains

2  There were various types of writing errors related to the influence of mother tongue, while other errors were not related to the influence of the mother tongue. Therefore, the researcher decided to apply the contrastive and error analysis in analyzing the students' errors.

3  The researcher noticed some common errors and individual errors among the sample. Hence, she decided to apply individual and group work as demanded in the experimental study.

## 3.10 The Procedures of the Study

After getting permission from Shu'fat Basic School, the researcher conducted a meeting with the principal of the school, the supervisor, and the teacher of the English language who facilitated the researcher work and gladly provided help. Then the researcher investigated the available resources in the school to make positive use of them in building her instructional plans. The school was rich of equipment resources such as a computer lab, internet, smart boards, printers, and projectors. Moreover, the book adapted in this grade was "Top Score 3", besides, the student were supposed to begin unit 9 which focused on traveling and adventure to be ended by writing a formal letter using the vocabulary from the unit. Thus, the teacher, supervisor, and the researcher agreed on writing a formal letter as a suitable task for both the pre and post-tests. Furthermore, the tasks were checked by a jury of experts at An-Najah National University who suggested some modifications, such as adding the seventh question in the interview, which were taken into consideration. In addition, there were four classes in the ninth grade and the researcher chose two randomly, one was the experimental group, and the other was the control group.

After the pre-test, the researcher analyzed the students' errors to be able, with the help of the teacher, to pinpoint the domains of weakness and strength among the students. Accordingly, the researcher could divide both students and time of instruction to overcome points of weakness. Luckily,

the school principal agreed to offer from two to three classes a week to apply the study which had lasted for six weeks.

**The experimental work was accomplished as the following table**

| Week 1 | Lesson 1 | 1 hour |
|---|---|---|
| | Aim | To apply the pre-test (writing a formal letter).The students in both the experimental and control group apply hah to apply it. |
| | Strategy | Individual testing |
| | Tools | Blank paper preceded by comprehensive instruction |
| | Comments | The researcher spent the entire days of the week in analyzing, extensively, the students' errors only for the experimental group, and planning the coming lessons with participation of the teacher. At that point, the researcher could decide how to divide the students in the experimental group through lessons; some lessons demanded the whole class as one unit, others required groups, pairs, or individual classes according to the students' proficiency. |
| Week 2 | Lesson 1 | 45 minutes |
| | Aim | 1. To introduce the researcher to the students and trying to build a friendly relationship with them.<br>2. To Convince them that everyone is keen to commit errors in the process of learning; no one is supposed to be shy or depressed when exposed to errors<br>3. To Familiarize them with the idea of difference between Arabic and English in some domains such as capitalization, use of prepositions, silent letters, and word order utilizing some of their sentences. |
| | Strategy | Convincing based on evidence |
| | Tools | Open conversation |
| | Comments | The students were unfamiliar with the idea of difference between Arabic and English. |
| Week1 | Lesson 2 | 45 minutes |
| | Aim | 1. To dig into details; the researcher started with spelling mistakes that were committed by most of the students.<br>2. To ask the students to compare between the new spelling and their own, specially their names.<br>3. To ask the students to attach the cards of their names to their uniform.<br>4. To revise capital letters utilizing "Prezi" |
| | Strategy | 1. Distributing cards of the students' names randomly between them, each student had to read the name |

| | | |
|---|---|---|
| | | with her then exchange the card with her classmate. <br> 2. presentation software called "Prezi" |
| | Tools | 1. Identification cards with full name for each student. <br> 2. Internet connection, a computer, and a projector for the "Prezi" |
| | Comments | 1. The researcher noticed that most of the students misspelled their names, for instance one student wrote numbers instead of letters such as "3wies, Sama7",while others did not use capital letters. <br> 2. Some of the students refused to change because they were used to the old spelling. <br> 3. After the Prezi, the researcher noticed that the students were really acquainted with this domain when they had to find the places of capital letters, but unfortunately, they lacked the skill of application in task based exercises. |
| Week 3 | Lesson 1 | 45 minutes |
| | Aim | To provoke the students to be an effective participant in the study. |
| | Strategy | Dividing the class into five groups to participate in a competition using a free game-based learning platform "Kahoot" |
| | Tools | A computer lab with internet connection |
| | Comments | 1. The contest was about spelling including capital letters. <br> 2. The students showed great interest and did their best in order to win and get the present and requested to do that type of competitions in the future. <br> 3. Some asked "when is the coming lesson?" |
| Week 3 | Lesson 2 | 45 minutes |
| | Aim | To Utilize the students' sentences to teach word order in English that differs to a great extent from Arabic causing enormous number of the students' errors. |
| | Strategy | Dividing the students into groups, each of them included strong and weak students in which the strong students played the role of the teacher. |
| | Tools | PowerPoint presentation, printed worksheets |
| | Comments | 1. After discussion among each group, the students chose one representative to tell the whole class about the main idea of the PowerPoint and how did they deal with it. <br> 2. Most of the groups could discover the errors such as subject verb agreement, modal verbs, subject adjective agreement, and so on. <br> 3. Unfortunately, the majority could not apply their knowledge to correct the sentences until the researcher presented the PowerPoint on the smart board and discussed one sample sentence on each |

| | | |
|---|---|---|
| | | pattern with the students. |
| | | 4. The researcher noticed that strong students could correct the sentences after every first similar example while others needed more practice, so the researcher asked them to go back to groups and negotiate how to correct the sentences. |
| | | 5. Some of the students recognized that one or more of sentences were their own and they were happy to be able to correct them. |
| Week 3 | Lesson 3 | 45 minutes |
| | Aim | To discuss definite articles |
| | Strategy | 1. Group work |
| | Tools | 1. Prezi lesson for the whole group.<br>2. An individual work sheet.<br>3. PowerPoint game |
| | Comments | 1. The researcher found that third of the students made mistakes in definite articles, accordingly, she taught them alone while the other students had a reading lesson.<br>2. Every student had to do the work sheet in order to participate in the game.<br>3. One student told the researcher that it was the very first time in which someone cared about what she needed either in school or at home. |
| Week 4 | Lesson 1 | 45 minutes |
| | Aim | To teach prepositions |
| | Strategy | 1. Argumentation.<br>2. Presentation for the whole class |
| | Tools | 1. PowerPoint presentation.<br>2. "Prezi" |
| | Comments | 1. Since there is great difference in the use of prepositions, most of them committed lots of errors in that domain.<br>2. The researcher presented the main reason behind committing such errors which is that the language system in Arabic is different from that of English, it took a time of argumentation between the students until the researcher presented PowerPoint and Prezi |
| Week 4 | Lesson 2 | 45 minutes |
| | Aim | To negotiate errors in prepositions and then generate correct sentences |
| | Strategy | Group work |
| | Tools | 1. Worksheets.<br>2. PowerPoint |
| | Comments | 1. The researcher divided the students into groups and distributed worksheets which included 29 sample sentences in which there was a vast variety of the students' own errors in prepositions. |

| | | |
|---|---|---|
| | | 2. They were asked to negotiate these errors and then generate correct sentences, the researcher prepared a PowerPoint similar to the work sheet and every student had to correct a sentence on the board. |
| Week 5 | Lesson 1 | 45 minutes |
| | Aim | To teach linking words |
| | Strategy | Presentation. |
| | Tools | PowerPoint |
| | Comments | 1. The researcher applied an exercise from unit 9 to introduce linking words. <br> 2. She prepared a PowerPoint to explain the different usage of linking words. <br> 3. The students had to write a paragraph about a personal wish utilizing their knowledge in the previous classes. <br> 4. Some of the students showed motivation while others were shy to commit errors, thus the researcher told them again that errors are commonsensical in the human nature. |
| Week 5 | Lesson 2 | 45 minutes |
| | Aim | To introduce the layout of a formal letter. |
| | Strategy | 1. Group work. <br> 2. Individual comments. |
| | Tools | 1. Titled cards. <br> 2. Blank white papers. |
| | Comments | 1. The researcher divided the students into six groups. <br> 2. She presented the layout of a formal letter by preparing titled cards; main body of the letter, writer's address, opening greeting, writer's name and signature, date, addressee's address, and closing greeting. <br> 3. Every group had to have to patch every card in its right place on a letter drawing distributed among every group. <br> 4. the researcher distributed blank white papers among the students and asked them to make their own sample letters according to the rubrics previously presented on the board and then asked them to add the paragraph written by them during the first lesson as the main body of the letter. <br><br> 5. During this lesson, the researcher made some individual comments for specific students according to their pre-test task. Some could complete the task, but others could not. |
| Week 5 | Lesson 3 | 45 minutes |
| | Aim | To negotiate errors with only ten students who showed failure in completing the previous task |
| | Strategy | Group work |

| | Tools | The papers of the pre-test |
|---|---|---|
| | Comments | 1. The others continued a reading exam with their teacher.<br>2. The researcher distributed their papers among them and negotiated the errors with them and asked each one to correct hers, and rewrite the letter through applying her knowledge from previous lessons.<br>3. The students were supposed to correct misspelling mistakes, capital letters, prepositions, word order, definite articles, and finally formal letter layout, but did not touch punctuation.<br>4. The researcher noticed a promising progress in the final edition. |
| Week 6 | Lesson 1 | 45 minutes |
| | Aim | To apply a comprehensive revision |
| | Strategy | 1. Contest.<br>2. Pair work. |
| | Tools | "kahoot" competition |
| | Comments | 1. The students were divided into pairs of strong and weak students.<br>2. They were given instruction as the following: Answer the question on computer then clarify the reason behind your answer on the work paper, please negotiate the answer with your mate.<br>3. Most of the students showed great satisfaction and the results were really pleasing. |
| Week 6 | Lesson 2 | 1 hour |
| | Aim | To test the students' achievement. |
| | Strategy | Individual testing |
| | Tools | Blank papers preceded by comprehensive instruction |
| | Comments | The procedures of the experimental study ended here. |

**Writing Scoring Rubrics**

The researcher adapted "Rubric for Assessing the Written Task - New Module C for Students Studying in the Tenth Grade 2014", stated by Ministry of Education, Pedagogical Secretariat, Language Department, English Language Education and Diplomacy and International Communication in English. Module C rubrics depended on different scoring for four categories of writing namely; content and organization, vocabulary, language use, and mechanics.

1. Content and organization referred to task if it is fully on topic, text is well organized, and also if the content is easily understood; the higher mark is 10 while the lowest is 0

2. Vocabulary referred to the use of appropriate vocabulary; the higher mark is 6 while the lowest is 1

3. Language use referred to correct use of basic language structures, word order, pronouns, and prepositions; the higher mark is 11 while the lowest is 1

4. Mechanics referred to spelling, punctuation, capitalization; the higher mark is 3 while the lowest is 0

**3.11 Summary**

This chapter explored the study questions, methodology, variables of the study, setting, instrument validity and reliability, data analysis, ethical considerations, originality and limitations of methodology, pilot study, and the study approach.

# Chapter Four
# The Results of the Study

- **Introduction**

- **Results of the Tests Analysis**

- **Presenting the results of the Interviews**

- **Summary**

**Introduction**

The researcher, in this chapter of the study, presented the results of the study that aimed to investigate the effectiveness of applying the test-teach-test approach in enhancing the Students' English language writing skills. Furthermore, she identified the writing abilities at the 9th grade students in East Jerusalem in the second semester of school year 2016-2017 and determined if the test-teach-test had any effect on students' writing abilities. The researcher used the (ANCOVA) to answer the questions of the study and analyzed the hypotheses of the study. The researcher analyzed the impact of using test-teach-test approach on students' achievement in English based upon four writing domains: Content organization, use of appropriate vocabulary, language use, errors of word order, pronouns, prepositions, mechanics, errors of spelling, and capitalization.

**4.1. Results Of The Tests Analysis**

**Answer for the first question:**

1. What is the effect of applying the test- teach - test approach in improving the students' English language writing skills?

**(Domain: 1): Content Organization**

To answer this question, the researcher found out the means and standard deviation of students on the content organization for the control group and the experiment group.

**Table (4.1): Means and standard deviation based on the group (experiment group vs. control group) in the pretest for the content organization.**

|  | Mean | Standard deviation |
|---|---|---|
| Control group | 3.51 | 2.34 |
| Experiment group | 4.38 | 2.59 |

Table (4.1) indicates that the mean of the control group is (3.51), and the stand deviation is (2.34). While the mean of the experiment group is (4.38), and the standard deviation is (2.59). This indicates that the mean of the control group is less than the mean of the experiment group in the pretest. Furthermore, the standard deviation for the control group is less than the standard deviation for the experiment group.

**Table (4.2): Means and standard deviation based on the group (experiment group vs. control group) in the posttest for the content organization**

|  | Mean | Standard deviation |
|---|---|---|
| Control group | 4.93 | 2.55 |
| Experiment group | 7.41 | 2.67 |

Table (4.2) indicates that the mean of the control group is (4.93), and the standard deviation is (2.55). While the mean of the experiment group is (7.41), and the standard, deviation is (2.67). This indicates that the mean of the control group is less than the mean of the experiment group in the post-test. Furthermore, the standard deviation of the control group is less than the standard deviation of the experiment group.

To ensure if the means are statistically significant, the researcher used the ANCOVA as presented in the following table.

**Table (4.3) ANCOVA results**

| Source of difference | Sum of squares | df | Mean squares | F | Sig. |
|---|---|---|---|---|---|
| Pre test | 52.871 | 1 | 52.871 | 8.865 | .004 |
| Approach of study | 64.607 | 1 | 64.607 | 10.833 | .002 |
| error | 328.025 | 55 | 5.964 | | |
| Total | 2680.000 | 58 | | | |

Table (4.3) shows that the F- Value of the pre-test is (8.865), so it is significant since the significant level in the study is (0.004) and it is less than the predetermined significant level in the study which is (0.05). This means rejecting the null hypothesis that assumes that there is no differences attributed to using test-teach-test approach. And the F value of the teaching approach is (10.833), and it is statistically significant because the significant level is (0.002) which is less than the determined significant level which is (0.05). This means rejecting the null hypothesis (H0). As a conclusion, there are differences between the control group and the experiment group for the interest of the experiment group in using the test-teach-test approach. The mean of the experiment group is greater than the control group which means that the differences are for the interest of the experiment group.

**(Domain: 2): Use Of Appropriate Vocabulary**

To answer this question, the researcher found out the means and standard deviation of students on the use of appropriate vocabulary for the control group and the experiment group.

**Table (4.4): Means and standard deviation based on the group (experiment group vs. control group) in the pretest of the appropriate vocabulary.**

|                  | Mean | Standard deviation |
|------------------|------|--------------------|
| Control group    | 3    | 1.51               |
| Experiment group | 3.38 | 1.54               |

Table (4.4) indicates that the mean of the control group is (3.00), and the stand deviation is (1.51), while the mean for the experiment group is (3.38), and the standard deviation is (1.54). This indicates that the mean of the control group is less than the mean of the experiment group in the pretest. Furthermore, the standard deviation of the control group is less than the standard deviation of the experiment group.

**Table (4.5): Means and standard deviation based on the group (experiment group vs. control group) in the posttest of the appropriate vocabulary.**

|                  | Mean | Standard deviation |
|------------------|------|--------------------|
| Control group    | 2.86 | 1.22               |
| Experiment group | 3.31 | 1.37               |

Table (4.5) indicates that the mean of the control group is (2.86), and the standard deviation is (1.22), while the mean of the experiment group is (3.31), and the standard deviation is (1.37). This indicates that the mean of the control group is less than the mean of the experiment group in the post-test. Furthermore, the standard deviation of the control group is less than the standard deviation of the experiment group.

To ensure if the means are statistically significant, the researcher used the ANCOVA as presented in the following table.

**Table (4.6) ANCOVA results**

| Source of difference | Sum of squares | df | Mean squares | F | Sig. |
|---|---|---|---|---|---|
| Pre test | 29.940 | 1 | 29.940 | 25.845 | .000 |
| Approach of study | 1.016 | 1 | 1.016 | .877 | .353 |
| Error | 63.715 | 55 | 1.158 | | |
| Total | 649.000 | 58 | | | |

Table (4.6) shows that the F- Value of the pre-test is (25.845), and it is significant since the significant level in the study is (0.000) and it is less than the predetermined significant level in the study that is (0.05), and this means rejecting the null hypothesis that is there are no differences attributed to using the test-teach-test approach. And the F value of the teaching approach is (0.877), and it is statistically insignificant because the significant level is (0.353) which is greater than the determined significant level that is (0.05). This means accepting the null hypothesis (H0) and we can say that there is no difference between the control group and the experiment group in using appropriate vocabulary.

**(Domain: 3): Language Use errors of word order, pronouns, and prepositions**

To answer this question, the researcher found out the means and standard deviation of students in language use: errors of word order, pronouns, prepositions for the control group and the experiment group.

**Table (4.7): Means and standard deviation based on the group (experiment group vs. control group) in the pretest for the language use errors of word order, pronouns, and prepositions**

|  | Mean | Standard deviation |
|---|---|---|
| Control group | 5.55 | 2.67 |
| Experiment group | 6.03 | 2.54 |

Table (4.7) indicates that the mean of the control group is (5.55), and the stand deviation is (2.67), while the mean of the experiment group is (6.03), and the standard deviation is (2.54). This indicates that the mean of the control group is less than the mean of the experiment group in the pretest. On the other hand, the standard deviation of the control group is greater than the standard deviation of the experiment group.

**Table (4.8): Means and standard deviation based on the group (experiment group vs. control group) in the posttest of the language use errors of word order, pronouns, and prepositions**

|  | Mean | Standard deviation |
|---|---|---|
| Control group | 5.0690 | 2.64482 |
| Experiment group | 7.1379 | 2.13348 |

Table (4.8) indicates that the mean of the control group is (5.069), and the standard deviation is (25.64482), while the mean of the experiment group is (7.1379), and the standard deviation is (2.13348). This indicates that the mean of the control group is less than the mean of the experiment group in the post-test. However, the standard deviation of the control group is greater than the standard deviation for the experiment group.

To ensure if the differences in the means are statistically significant, the researcher used the ANCOVA as presented in the following table.

**Table (4.9) ANCOVA results**

| Source of difference | Sum of squares | df | Mean squares | F | Sig. |
|---|---|---|---|---|---|
| Pre test | 108.148 | 1 | 108.148 | 27.645 | .000 |
| Approach of study | 47.161 | 1 | 47.161 | 12.055 | .001 |
| Error | 215.163 | 55 | 3.912 | | |
| Total | 2546.000 | 58 | | | |

Table (4.9) shows that the F- Value of the pre-test is (27.645), and it is significant since the significant level in the study is (0.000) and it's less than the predetermined significant level in the study that is (0.05). This means rejecting the null hypothesis that is there are no differences attributed to using the test-teach-test approach. And the F value of the teaching approach is (12.055), which is statistically significant because the significant level is (0.0014) that is less than the determined significant level that is (0.05). This means rejecting the null hypothesis (H0), and we can say that there are differences between the control group and the experiment group in the language use: errors of word order, pronouns, prepositions and they're for the best interest of the experiment group.

## (Domain: 4): Mechanics errors of spelling, punctuation, capitalization

To answer this question, the researcher found out the means and standard deviation of students in mechanics: errors of spelling, punctuation, capitalization for the control group and the experiment group.

**Table (4.10): Means and standard deviation based on the group (experiment group vs. control group) in the pretest for Mechanics: errors of spelling, punctuation, capitalization**

|                  | Mean  | Standard deviation |
|------------------|-------|--------------------|
| Control group    | 1.24  | 0.69               |
| Experiment group | 1.138 | 0.79               |

Table (4.10) indicates that the mean of the control group is (1.24) and the stand deviation is (0.69), while the mean of the experiment group is (1.138) and the standard deviation is (1.24). This indicates that the mean of the control group is greater than the mean of the experiment group in the pretest. On the other hand, the standard deviation of the control group is less than the standard deviation of the experiment group.

**Table (4.11): Means and standard deviation based on the group (experiment group vs. control group) in the posttest for mechanics: errors of spelling, punctuation, capitalization**

|                  | Mean | Standard deviation |
|------------------|------|--------------------|
| Control group    | 1.24 | 0.69               |
| Experiment group | 1.79 | 0.77               |

Table (4.11) indicates that the mean of the control group is (1.24) and the standard deviation is (0.69), while the mean of the experiment group is (1.79) and the standard deviation is (0.77). This indicates that the mean of the control group is less than the mean of the experiment group in the post-test. Furthermore, the standard deviation of the control group is less than the standard deviation of the experiment group.

To ensure if the differences in the means are statistically significant, the researcher used the ANCOVA as presented in the following table.

**Table (4.12) ANCOVA results**

| Source of difference | Sum of squares | df | Mean squares | F | Sig. |
|---|---|---|---|---|---|
| Pre test | 2.153 | 1 | 2.153 | 4.242 | .044 |
| Approach of study | 4.838 | 1 | 4.838 | 9.532 | .003 |
| Error | 27.916 | 55 | .508 | | |
| Total | 168.000 | 58 | | | |

Table (4.12) shows that the F- Value of the pre-test is (4.242), and it's insignificant since the significant level in the study is (0.044) and it's less than the predetermined significant level in the study that is (0.05). This means rejecting the null hypothesis that is there are no differences attributed to using the test-teach-test approach. And the F value of the teaching approach is (9.532), and it is statistically significant because the significant level is (0.003) which is less than the determined significant level that is (0.05). This means rejecting the null hypothesis (H0), and it is rational to say that there are differences between the control group and the experiment group with regards to mechanics: errors of spelling, punctuation, capitalization and they're for the best interest of the experiment group.

**(Dimension: 5): total mark for the writing exam**

To answer this question, the researcher found out the means and standard deviation of students on the total mark for the writing exam for the control group and the experiment group.

**Table (4.13): Means and standard deviation based on the group (experiment group vs. control group) in the pretest writing exam**

|                  | Mean  | Standard deviation |
|------------------|-------|--------------------|
| Control group    | 13.27 | 6.33               |
| Experiment group | 14.93 | 6.245              |

Table (4.13) indicates that the mean of the control group is (13.27) and the standard deviation is (6.33), while the mean of the experiment group is (14.93) and the standard deviation is (6.245). This indicates that the mean of the control group is less than the mean of the experiment group in the pretest. On the other hand, the standard deviation of the control group is greater than the standard deviation of the experiment group.

**Table (4.14): Means and standard deviation based on the group (experiment group vs. control group) in the posttest for the writing exam**

|                  | Mean  | Standard deviation |
|------------------|-------|--------------------|
| Control group    | 14.14 | 6.39               |
| Experiment group | 19.62 | 5.49               |

Table (4.14) indicates that the mean of the control group is (14.14) and the stand deviation is (6.39), while the mean of the experiment group is (19.62) and the standard deviation is (5.49). This indicates that the mean of the control group is less than the mean of the experiment group in the post-test. However, the standard deviation of the control group is greater than the standard deviation of the experiment group.

To ensure if the differences in the means are statistically significant, the researcher used the ANCOVA as presented in the following table.

**Table (4.15) ANCOVA results**

| Source of difference | Sum of squares | df | Mean squares | F | Sig. |
|---|---|---|---|---|---|
| Pre test | 912.352 | 1 | 912.352 | 46.638 | .000 |
| Approach of study | 278.304 | 1 | 278.304 | 14.227 | .000 |
| Error | 1075.924 | 55 | 19.562 | | |
| Total | 18949.000 | 58 | | | |

Table (4.12) shows that the  F- Value of the pre-test is (46.638), and it's significant since the significant level in the study is (0.00) and it's less than the predetermined significant level in the study that is (0.05). This means rejecting the null hypothesis that is there are no differences attributed to using the test-teach-test approach. And the F value of the teaching approach is (14.227), and it is statistically significant, because the significant level is (0.000) which is less than the determined significant level that is (0.05). This means rejecting the null hypothesis (H0), and we can say that there are differences between the control group and the experiment group with regard to the wiring exam for the best interest of the experiment group.

## 4.3 Presenting the Results of the Interviews

| Teacher | Location | School | Gender | Qualification | Experience |
|---------|----------|--------|--------|---------------|------------|
| **Teacher (1)** | Shufat - Jerusalem | Shufat school | Female | BA | 5 – 10 years or more |
| **Teacher (2)** | Jerusalem | Beit Hanina for girls | Female | BA | 5 -10 year or more |
| **Teacher (3)** | Jerusalem | Shufat school | Female | MA | 5 -10 Years or more |
| **Teacher (4)** | Beit Hanina | Beit hanena school | Female | BA | 5 -10 year or more |
| **Teacher (5)** | Jerusalem | Ibn khaldoun | Male | BA | 5 – 10 years or more |
| **Teacher (6)** | Jerusalem | AL-Ahd | Female | MA | 5 – 10 years or more |
| **Teacher (7)** | Jerusalem | Ibn khaldoun | Female | BA | 5 -10 Years or more |
| **Teacher (8)** | Shufat - Jerusalem | Shufat comprehensive school for boys | Male | BA | 5 – 10 years or more |
| **Teacher (9)** | Shufat - Jerusalem | Shufat comprehensive school for boys | Male | BA | 5 – 10 years or more |
| **Teacher (10)** | East Jerusalem | Beit Hanina | Male | MA | 1-5 years |

The sample varies according to the interviewee location, school, Gender, qualification and experiences. According to the distribution of the sample based on the interviewee location, we can say that all of the sample are located in Jerusalem. According to Gender, the highest percentage of sample members are females. According to qualification, 70% of sample members have BA degree while 30% have Master degree. Almost all sample members had 5- 10 years or more.

**1- How would you grade the importance of emphasizing writing skills?**

A sample of (10) teachers was selected to answer this question that aimed to evaluate the significance and importance of writing skills as one of the fundamental and basic skills in this language. Teacher (1) stated, "As all skills it is very important". Furthermore, teacher (2) added, "it is important to emphasize writing skills from the elementary level up to high school. Writing is the tangible outcome for each assignment. You have to submit each assignment as a hard copy (it is never enough to present it orally). Consequently, it is important for students to practice this skill". Furthermore, teacher (3) explained that English language is important, as it is "A crucial part of communication and critical thinking. Furthermore, it prepares students for their academic and professional life. Besides, it forces students to think better, Moreover, students become more capable of analyzing what they read, interpreting data and thinking critically, eventually, in writing, students are forced to take their own ideas and form them into concrete. This explains their ability to make cohesive

arguments". Teacher (4) perceived that writing skill is important as other English skills "Writing skills are important as the other skill in English. Writing helps students express themselves. The four skills in English are connected to each other".

One of the most important issues for developing students` English writing skill is to improve communication as the respondent stated, "It is a very important skill for all levels of students, I think it is one of the best ways to improve communication it also improves reading.

Teacher (I) stated, "Writing skills are important for all earners, it is a method to grade the language knowledge. It should be given special attention and must be taken care of but writing skills are connected with other skills such as listening skill, so it the language is a complete cycle all together." Furthermore teacher (7) added that "writing skill is highly important because it reflects, the student`s level and skills. In addition, it embodies the ability of the student to organize his thoughts and to successfully express himself".

Teacher (8) assured that writing skill is very important in English language as it is considered a Basic English language skill as he stated that "It is very important to emphasize writing skills in order to clarify how students should write and how could they improve their writing skills". Moreover, teacher (9) explained that English language is important as he said, "It is very important to show or explain to pupils how to write, at least a short paragraph in order to encourage them to write. There should be no

difference among teaching for four skills". Eventually, teacher (10) said, "Writing skill is considered as the productive skill of the language where the students show what they have learnt in speaking, reading, and in listening. Writing skill is emphasized for many reasons; the most important one is for conveying messages for others".

**2- If you do not have enough time, what skill do you emphasize more, writing reading, listening, or speaking?**

The highest portion of respondents assured that reading is the most important skill as 40% assured that, then writing, speaking and listening. Teacher (1) stated, "I emphasize writing but there are no special classes for writing". Furthermore, (I8) stated that "writing is the most important skill which let students be able to improve their skills when they write without mistakes and create meaningful sentences and paragraphs". On the other hand, teacher (2) mentioned that speaking is the most important as he said, "I would go for speaking. It is not enough to read, write or even listen you have to utilize the language in order to get more fluent and accurate use of the language". Moreover, teacher (6) assured that speaking skill is the most important skill as "from my point of view, speaking is the most important skill because you will be able to communicate and express yourself and opinion. This does not mean that writing, reading and listening are not important they all are but speaking is the most". However, teacher (4) mentioned that "Listening then reading then speaking then writing". Furthermore, teacher (5) assured that "Listening would be my choice".

Eventually, teacher (10) stated that "Listening definitely, if the students listen carefully to the language, they will acquire how the language is being constructed, after that I will focus on speaking to practice what they have learnt".

According to reading skill teacher (7) stated "This depends on the grade. In the 7<sup>th</sup> or 8<sup>th</sup> grades I emphasize reading more than spelling and vocabulary." Moreover, teacher (9) expressed that "Reading. I really emphasize reading more because this skill contains all the new vocabulary and examples of the new grammar of the unit in addition to the "everyday English phrases".

Eventually, if students want to get good at English, he or she needs to find ways to read, write, speak and listen as much as he or she can. Students can choose to work on their conventional skills during classroom conversation at school events or on teams and clubs. Reading skills can be developed throughout the day in their classes and a home through materials borrowed from library. Students can choose to work on their listening skills by watching the news, TV. Shows, conversation with friends or listening to music. Writing skills can be fostered by completing home works to convey ideas.

## 3- How would you grade the quality of your writing instruction in class?

The respondents have different attitudes and perceptions towards the quality of the writing instructions in class as teacher (1) stated, "I mention. Because the English is not easy, we emphasize writing but it depends on the nature of the lesson, I emphasize speaking and grammar". On the other hand, teacher (2) declared, "I teach 9th grade. During this year we focused on writing topic sentences- subtopics and details". Teacher (3) mentioned, "Writing skills should be a simple as possible and the instructions should be followed by demonstration and I follow these steps." However teacher (4) said that "I am satisfied comprehensive by giving them exercises, I will see if they were good or not.

Teacher (6) stated, "I try my best to balance between the four skills. I also divide the weekly lessons to skills lessons, for example, I give handwriting lesson on weekly basis to improve the students' handwriting. I also ask the students to copy each week and grade this copy from 5 so I think my method is very good". On the other hand, teacher (7)) pointed that "Below average. My students are not good at reading most of them, how can I move to other skills if there are little nonreaders". Teacher (8) assured that writing skill is very important skill in English language as they assured that "We give writing skill a very high level of importance because I think it is a basic skill which students should acquire in this level of learning." However, teacher (9) complained that "I cannot give enough

time to writing. The curriculum is very long." Eventually, teacher (10) "I think that my instructions are very good because they take care of my student's level and provide them with the information in a sequential way".

**4- Do you think that today's students need to get more support to enhance their writing away from traditional teaching?**

There is high level of agreement that today`s students need to get more support to enhance their writing away from traditional teaching as teacher (1) stated that "Traditional is not bad the students must study at home. We have huge number in class." Furthermore, teacher (2) said that they do that. Furthermore, teacher (3) declared that "Yes, they do need support to enhance their writing skills because their writing may be unsatisfactory from poor grammar and syntax to unclear organization to weak reasoning and arguments so it's important that they learn writing skills needed so as they can communicate and express their thoughts and ideas with clarity and ease. If the ideas flow logically and connections between ideas are made for the readers, Moreover, if it has appropriate examples, which clarify points made... ideas, are explored rated then repeated. Furthermore, teacher (4) said that "Yes, they need the motivation to do that". Moreover, teacher (5) assured that students need to get more support to enhance their writing away from traditional teaching "Yes because writing is very connected to all any language skills".

On the other hand, teacher (6) stated, "I agree with the above statement because I saw that many students had improved due to my

encouragement regarding their writing. So new methods can really enhance the students hand writing". Teacher (7) also stated that "Yes, of course from the beginning 1st grade writing simple, short sentences." Teacher (8) mentioned that "Yes all they could be supported through guiding them and use untraditional ways to motivate them." Furthermore, Yes, I do because there are many new approaches that suit today`s needs. Eventually, teacher (10) said that "Absolutely yes, traditional methods are rusty, as teachers, we need to use more modern ways of teaching that motivate students to deal with the lessons actively".

**5- How would you grade your students' writing proficiency?**

In general, all respondents assured that the students` writing is poor and is not proficient as teacher (1) said that "I know that all skills are important but the students are very poor and we have to emphasize it more. It is the responsibility of the previous teachers". The same perception for the second respondent who assured that "It is quite poor. They get poor marks even on writing simple lines. It is not established within in an effective way. 9th grades but they still need instructions like capital letters and punctuation marks". Furthermore, teacher (3) stated, "I found them poor". Moreover, teacher (4) assured that students are weak as he explained that by saying "I think they are weak by asking them to write short paragraphs then essays and so on". In addition, teacher (5) is in consistent with this result as he assured that students are very weak. Furthermore,

teacher (7) assured that students' grade in English writing proficiency is less than 20%".

On the other hand, teacher (6) stated, "AL-Ahd school had a new approach which is to teach cursive writing in addition to the separate letters writing. This method has improved the student`s writing a lot and made them really better in writing". Moreover, teacher (8) said that he perceives student's grade is good in English writing proficiency "They are very good in creating good paragraphs and also write good composition topics". Teacher (9) believed that "The pupils are guided through a series of activities, which help them to plan what they are going to write. In a grade 9, the pupils are asked to write simple written activities, such as a notice, a story, an e. mail, or even a short paragraph report. So pupils who usually write, they do well, with some mistakes".

Eventually, teacher (10) declared that "In any class you can find those who are excellent and those who are moderate and those who are away of everything. In general, 30% of my students are very good at writing".

**6- Do you use the test-teach-test approach to improve the English language writing skill among your students? How often do you use it?**

The resuls of the field study revealed there is moderate level of teachers who use the test-teach-test approach to improve the English language writing skill among their students. Teacher (1) stated, "It is

suitable for primary grades more than the ninth grade but still I found it good for grammar". Furthermore, teacher (3) stated that "Yes, it is a useful approach as it enables teachers to identify the specific needs of learners concerning a language area and address this need suitably". Moreover, teacher (4) said that "Yes, one a week". Besides, Teacher (10) who stated that "Yes, at writing lessons, I have to know where my students form are the lesson to build on their knowledge". Eventually, Teacher (7) stated that they use it in developing students reading skills.

There are other teachers who never used it at all or who used it rarely as teacher (2) stated that "No, I do not use it". Furthermore, teacher (4) said, "No, I do not use it". Teacher (6) "Actually I do not use it much. I use it once or twice a year. And after that I prepare individual plans to cover the student`s problems." Moreover, teacher (8) expressed he do not use it "A little bit, I am not used to it but I will try to use it the next year". Moreover, teacher (9) "I used it last year (2015 - 2016). In enhancing speaking skills

**7- Would you modify your instruction according to your students' needs? How?**

All the sample members assured that they modify their instruction according to their student`s needs. Teacher (1) assured that by saying "Big yes, especially in grammar". Moreover, teacher (2) agreed with the first one "Yes, I would. I use group work a lot. Peer teaching is an effective way in reading". Besides, Teacher (3) stated "Yes, I would modify the

instructions according to my student's needs by asking questions requiring short answers, beginning the sentences for the students or give a picture cue. Pre teach difficult vocabulary, state the objectives, provide teach the use of acronyms to help visualize lists, give explanation in small steps, have students repeat directions and leave a space between each step of instructions so students can carry out the process in their mind". Teacher (4) declared, "Yes, if the students were weak, I will help them by providing them with worksheets, exercises and so on". Moreover, teacher (5) replied, "Partially, I would. But unfortunately it's too difficult to deal with all the student`s needs. I would make evaluation test according the results. I would divide the class into 2 groups strong/ weak. And give more care to the weak group". Furthermore, teacher (6) stated, "I always take care of students differences so when I give instructions teacher take in consideration student's needs. I try to repeat my instructions sometimes if is feel that the weak students did not get them". Furthermore, teacher (7) said, "I try to fill the gaps in their reading, writing and spelling skills. This takes much time and effort. In some lessons I encourage them to make up sentences using the new vocabulary". On the other hand, teacher (8) assured "Of course I do but I have to finish the book". Besides, teacher (9) declared, "Since many pupils at this level are not yet capable to create a piece of written text without getting help. We generally provide a model on which they can then base their own efforts. The writing activities should therefore be based on a parallel text and guide them using simple cues. However, for pupils who find it difficult to write paragraphs, we may ask them to match sentences

and to reorder them to get a short story, to write about themselves, families
…. Using useful questions to help. So teacher`s job here is to guide and
support the pupils. Eventually, teacher (10) said "Definitely yes. I would
use different methods of teaching and I have to observe where the
participation is even. So I will know what the best is for my pupils".

**8- Do you find it beneficial to apply the test-teach-test in enhancing the students' writing?**

In general, there is a positive perception and attitude towards the
importance of applying the test-teach-test in enhancing the students'
writing as teacher (1) said, "I know my students and I know their strong
and weak points". Moreover, teacher (3) said, "Based on the wiring
problems seen, the teacher plans and presents the target language. It also
enables the teacher to identify the specific needs of learners concerning
writing and address this need suitably. Furthermore, teacher (4) assured
"Yes, we have to examine every new approach". Moreover, teacher (6) said
that "Yes, it is. But we do not have time usually to do it in the class due to
the limited time given to finish the semester plan". Moreover, teacher (7)
stated that "Yes, absolutely I will try it next year consistently". The same
perception for teacher (8) who said "Yes, but it needs lots of preparation at
the beginning of the year". The same view for teacher (9) who said, "Yes,
I think so. These tests (test-teach-test) may help us to get a clear idea about
our pupils and help us to put plans based on the problems seen". Finally,
teacher (10) said that "Yes. It will save time, effort and it will reduce

boredom in the classroom especially in repeating things which are clear for the students".

On the other hand, teacher (5) assured that they do not use it "I never use it. So, I cannot judge".

## 9- To what extent do you support applying the test-teach-test in enhancing writing?

There is positive attitude towards applying the test- teach- test approach in enhancing students writing as teacher (1) said, "I use the traditional way". Furthermore, teacher (2) stated, "Well, if I see some successful experiences. I would think about it". Besides, teacher (3) said, "I use it especially with the fifth grate every year and I support it very much". Moreover, teacher (4) stated "We need it to help our students depend on themselves more and have confidence when writing, speaking …. Etc.". Moreover, teacher (5) "It sounds a good way of teaching the language. I think it has a lot to do with writing". Besides, teacher (6) said "Test-teach-test method is really effective and important to find out the stunts weaknesses and then put a plan to solve them". Furthermore, teacher (7) explored that they highly support applying the test-teach- test approach in enhancing English. Moreover, teacher (8) stated that "Well, to some extent if I see the benefit on other students I will use any thing that supports my students". Besides, teacher (9) said, "Yes, I support it because I found it beneficial in speaking skill. We already have done this approach on speaking skill last year in the 8th grade who are now in the 9th grade and

found positive results. Eventually, teacher (10) assured "I support every teacher to use this method in teaching every skill not only writing".

**Summary**

The researcher in this chapter presented the results of both the two parts of the current study using the (ANCOVA) statistics to answer the questions in details.

# Chapter Five
# Discussion of the Results

# Conclusion and Recommendations

- **Introduction**

- **Discusion of the Results of the Study**

- **Conclusion**

- **Recommendations**

- **Recommendations to Students**

- **Recommendations to Teachers**

- **Recommendations to Further Research**

- **Recommendations to the Ministry of Education**

- **Summary**

## 5.1. Introduction

The researcher devoted this chapter to display the results of the main argumentation of the study. In addition, she explained, in details, the effect of the test-teach-test approach in improving the ninth grade students' writing skills. She also explained the role of the moderator variable in changing the results of the experimental work. In the end, the researcher proposed some recommendations to students, teachers, school principals and the Ministry of Education.

## 5.2.  Discussion of the Results of the Study

## Results Related to the First Question

## 1.  What is the effect of applying the test-teach-test approach in improving the Students' English language writing skills?

The main objective of this study was to investigate whether or not the test-teach-test approach has any positive effect in improving the ninth grade students' writing skills. To get the results of the study, the researcher did an ANCOVA Test for means of the control group and the experimental group. Fortunately, as the researcher expected, the results of the main question showed that there was a positive effect of the test-teach-test approach in improving the students' writing skills. The mean of the experimental group increased from 14.93 to 19.62 while it was 14.14 for the control group in the post-test.

It seemed that the results of the experiment were, to a great extent, similar to the results of the interviews in this study, since the interviewees approved the effectiveness of this approach in enhancing the students' achievement. Furthermore, the answers to the following questions guaranteed the positive effect of this approach.

**Results related to the second question**

2. **What are the writing errors committed by the students according to the diagnostic test?**

The researcher examined four writing domains: content organization, use of appropriate vocabulary, language use errors of word order, pronouns, prepositions, and mechanics that consisted of spelling errors, and capitalization. Some of the results obtained were unexpected; they showed that students, in general, committed errors in most of the four domains. In addition, the results showed moderate scores in two domains: With regard to the use of appropriate vocabulary, the mean was 3.38 out of 6. Moreover, the mean of language use errors of word order, pronouns, and prepositions was 6.03 out of 11. However, the students got 1.138 out of 3 in mechanics consisting of spelling errors, and capitalization and also in the domain of the content organization, the mean of the experimental group was 4.38 out of 10 which meant that students needed extensive intervention in these particular domains to achieve the intended goals.

With respect to content organization, the researcher found the results rational because the students were not familiar with the proper layout of a

formal letter, which is considered an easy issue to deal with in comparison with the three other domains.

Corresponding to Graham and Perin (2007), the researcher contributed the use of vocabulary failure to the students' fear of writing long paragraphs or using new vocabulary to be on the safe side. In other words, the researcher believed that the students thought that the fewer vocabulary they use, the fewer mistakes and criticism they receive, which in turn, led to negative outcomes.

With regard to the other domains such as language use and mechanics, the researcher could, to some extent, predict the result because she took into consideration the effect of mother tongue on the types of errors committed in the second language. The result is consistent with what Moursi (2013) claimed about the effectiveness of the error analysis on determining the areas of weakness or strengths among students then planning the appropriate intervention accordingly.

Moreover, the result also matched with Jabeen, Kazemian, and Mustafai (2015) who found that students' writing exhibits inaccurate application of the second language influencing by the grammatical rules of their mother tongue.

Furthermore, Khansir (2012) claimed the usefulness of this theory in identifying complexities, and simplicities which enables the teacher to change the syllabus, and accordingly, improve the teaching methodologies in the classroom.

In addition, (Atmaca, 2016, P. 234) announced that his students committed errors in "prepositions, verbs, articles, sentence structure, punctuation, gerunds, pluralism, possessives and word choice. In addition, the categories were divided into sub-categories like omission, overuse and misuse", which also paralleled with the current study.

**Results related to the third question**

## 3. Are there any differences between the test and the re-test due to scores and nature of errors?

The results showed noticeable improvement in content organization, language use, and mechanics. In contrast, the results showed retraction in the vocabulary domain which meant that students needed more instruction on that domain.

As the researcher predicted, this result assured the effectiveness of applying the test-teach-test approach in most of the writing domains which confirmed the main objective of this approach as a method to pinpoint the weak as much as the strong spots in order to adopt the most appropriate intervention, and hopefully, eliminating weak points.

In the same context, Tomlinson (2000) brought evidence on the effectiveness of this approach and called for diagnosing the needs of the individuals in order to determine the proper avenues of instruction, to avoid drowning in an annoying standardized time wasting traditional classes.

The result also matched with Middaugh (2005) who considered the needs of students as a forefront to the curriculum development and through which the teachers manipulate instruction to help their students overcome difficulties and make a greater success.

Haywood and Lidz (2007) were biased to this approach. However, they stipulated that educators should be so skillful, talented, and well-prepared to achieve the intended success. In addition, Hasson et. al (2012) Peña, Gillam, and Bedore (2014), and also Alderson (2005) supported this approach based on successful experiences.

Moreover, it shed light on the importance of utilizing the error analysis in analyzing the students' works, since errors provided an insight to set the objectives of instruction. In conclusion, error analysis proved its fruitfulness in enhancing the students' writing.

**Results related to the fourth question**

4. **What is the most affected writing domain resulted from applying this approach?**

The results showed the maximum positive effect of the test-teach-test approach on content organization domain. Evidence revealed that the mean of the students in this specific domain increased from 4.38 to 7.41 out of 10 after the treatment process.

This result meant that students benefited from the intended aim of the group work format of intervention. The result matched with Robert

(2004) who found that students improved in organization domain as a result of applying group work. On the other hand, the result opposed Elbow (1975) who concluded that group work had no positive effect on organization.

The results seemed reasonable for the researcher if interpreted as Billett, S. (2015) who stated that when students engage in goal-directed activities, they are likely to mimic these activities when they are asked to do so, especially when these activities are visible. This assumption coordinated with content organization, since, it is an observable task, because the experimental group practiced organizing the correct layout of a formal letter. Hence, researcher emphasized the importance acceptable organization using cards of the main parts of the formal letter as informative clues for the reader such as the address of the writer, the address of the receiver, the date, opening greeting, the main body of the letter, closing greeting, and the writer's name and signature.

Moreover, the students were enlightened of the importance of the letter as a communication tool through which they can express their demands. Thus, they recognized the significance of placing every part in its proper position to convey the information needed. Hence, they concentrated to achieve perfection in this domain.

**Results related to the fifth question**

## 5. What is the least affected writing domain resulted from applying this approach?

Unfortunately and unexpectedly, the results showed a negative effect of the test-teach-test approach on the use of appropriate vocabulary which was to a great extent away from the researcher's predictions. Evidence revealed that the mean of the students in this specific domain decreased from 3.38 to 3.31 out of 6 after the treatment process.

The results harmonized with Abu Rass (2002) who proclaimed that students needed extensive practice and continuous feedback. The researcher attributed that result to little training and students' tendency to overpass other writing domains such as content organization and language use. Thus, the students felt confused and overloaded which meant that they needed extra practice to be more familiar with, almost all, writing domains especially writing which corresponds to Hamden (2015) recommendations.

Since vocabulary is indispensable to language learning and mainly to successful writing, teachers are ought to apply both formal and informal instruction connecting the new vocabulary to their prior knowledge in order to enable students to contextualize the new vocabulary comfortably through repetition and utilizing modern approaches (Shawna, 2000).

The researcher found it beneficial to  agreed with Pikulski and Templeton (2016) who considered vocabulary as the most significant tool

for success in language skills and life. Consequently, she found it beneficial to get benefit to their  solutions to flourish the use of vocabulary. One was to encourage students to use dictionaries, another was to teach students the meaning of prefixes, suffixes, and moreover, they believed in linking teaching vocabulary with spelling and reading.

**Results related to the sixth question**

**6.   How do teachers grade their students' writing proficiency?**

The results of interviews with teachers showed that the students` writing was weak and was not proficient which matched with the results of the experiment of the current study and most of the studies mentioned in chapter two. Although the whole sample considered writing skill an essential skill, which matches with Spar (2004) who assured the importance of this skill  in keeping  knowledge from evanescence,  most of them conceived the other three skills as more important conflicting with Hyland (2003) who stated that writing is the most essential skill.

Some of the interviewees confessed that they did not devote enough time or special lessons for writing because they had to concentrate on other skills, mainly, speaking and listening. These responses may justify the reason behind the inadequate writing skill within their students, in addition of other reasons such as the students' tendency to writing, Defazio, Jones, Tennant, & Hook (2010) stated that student's considered writing a very weary attempt to translate their thoughts on paper.

This result matched with most of studies and opinions about writing skills all around the world. For example, Kiliç, Genç, and Bada (2016) found that their students were under expectations. Zoubi and Abu-Eid (2014) found that the students, even in universities, committed errors in all linguistic areas. Moreover, Graham and Perin (2007) lamented the high percentage of low-level writing proficiency among students.

Moreover, Hammad (2016) declared that Palestinian students got stuck in linguistic and technical writing problems and that disrupted to a great extent, their performance. She attributed this problem, mainly, to first language interference and word to word translation.

For more elaboration, Hamdeh (2015) attributed the students' poor performance in writing to little practice and also to inner psychological, linguistic, and cognitive reasons, especially because it provides a vision about the essence of the writer's hidden aspects. As a result, she advised teachers to give their students the chance to practice writing more as a solution to overcome those obstacles.

**Results related to the seventh question**

7. **What is the teachers' attitude towards using the test-teach-test approach and to what extent they utilize it to improve the students` English language writing skills?**

To some extent, the answers were predictable; there was a positive attitude towards applying the test-teach-test approach in enhancing students

writing and also the other skills. On the other hand, one of them was frank enough to say that she preferred traditional teaching to match with Benson (2001) who believed that conventional teaching is really useful in delivering information. In contrast, Mccarthy and Anderson (2000) proved the positive effects of modern approaches in helping students achieve better scores compared with students taught traditionally.

Nevertheless, the results of the field study revealed that there is a moderate percentage of teachers use the test-teach-test approach to improve the English language writing skill among their students. Although they assured that they modify their instructions according to their student`s needs, most of them did not follow up as required in the test-teach-test approach, because they have books to be finished while others focused only on grammar or partially on other skills or merely because they believe they know their students.

This fact supported Armstrong (2009) who stated that teachers are stuck on the horns of a dilemma, in other words, they may tend to apply current instructional issues but they fear of wasting the allotted time to cover the whole syllabus.  One of the interviewees did not even hear about it; this might be because it is considered one of the current issues in education that needs a continuous follow up which in turn requires teachers' patience and expertise Graham, Harris, and Larsen (2001).

The results matched partially with (Cambridge-English-Teaching-Framework, 2014) that recommended the test-teach-test as one of the appropriate approaches only for grammar, while it suggested another approaches in teaching writing such as process writing, and drafting.

Haywood and Lidz (2007) recommended the test-teach-test approach continuously and comprehensively in all learning domains. Moreover, they advised teachers to be well-prepared to be able to follow up with their students' needs in all subjects depending on Vygotskey's theory the zone of proximal development. Besides, Hasson et. al (2012) commended it after they found that bilingual students achieved greater change after applying this approach.

Furthermore, McCaul (2015) concluded that it is beneficial in teaching both writing and reading. Moreover, he considered the results more trustworthy than systematic assessment. Likewise, Ajideh and Nourdad (2012) proclaimed the immediate and delayed positive effect of this approach on literacy; as a result, they recommended educators to dig into this approach in other educational skills especially productive ones such as speaking.

Nazari and Mansouri (2014) found that this approach was statistically significant and operative for weak students. However, Bolen (2013) was not convinced to use this approach until she tried it in teaching grammar; as a result, she announced it as a fruitful approach in improving the students' proficiency.

## 5.3. Conclusion

It was clear that the study tried to explore the related literature and previous studies about the test-teach-test approach even though there were very few related studies, especially in the Arab World. Regardless of the quantity of these studies, the majority of them proved a positive effect in learning.

With regard to the current study, the researcher, could declare the fruitfulness of the (TTT). Depending on statistics, the test-teach-test played an effective role in enhancing writing skill. The statistical analysis showed significant differences in students' writing skill between the experimental and the control group. So, the total and specified means of the post-test scores of the experimental group were higher than the overall and specified means of the post-test scores of the control group.

In specification, the results of the recent study showed that the test-teach-test approach had positive effect on content organization, language use, and mechanics. On the other hand, the results showed negative effect on use of appropriate vocabulary. Accordingly, the researcher recommended to replicate this study and also to conduct more studies utilizing this approach on different learning skills in the Arab region in general and in Palestine in particular.

The interviewees also revealed commonsensical positive attitude towards applying the test-teach-test approach in enhancing students writing and even the other skills, which assured the need for the test-teach-test

approach in enhancing the students' achievement. This result confirmed the need for more regional and topical research about the test-teach-test approach.

## 5.4. Recommendations

Based on the results of the study, the researcher offered some recommendations to students, teachers, researchers and the Ministry of Education.

### 5.4.1. Recommendations to Students

Students are the main component of the learning teaching process. So the researcher thought that some recommendations should be given to students, so they can take responsibility for their own learning.

1.  Students are advised to be more confident in manifesting their skills and applying them in class and real life situations.

2.  Students are advised to be serious towards learning in order to achieve greater learning, for example, they have to prepare, participate, and give feedback for their learning.

3.  Students are also advised accept the teacher's feedback. They should learn from their errors to correct them.

4.  Less competent students should not feel shy to ask for help from more competent peers or any elder person.

**5.4.2. Recommendations to Teachers**

In light of the results of the study, the researcher encouraged teachers

1. To utilize the test-teach-test approach because of the advantages it had in enhancing the students' writing proficiency.

2. To be patient in dealing with their less proficient students and confident of the usefulness of the test-teach-test in increasing their options to succeed.

3. To take advantage from group work, pair work and also individual work when needed, since this approach is comprehensive and flexible to all types of rational intervention.

4. To design intervention according to the students' needs and lacks.

5. To investigate the available resources in the school that can facilitate their instruction.

6. To keep an eye on the current issues, approaches, and strategies that serve in enhancing the students' achievement. And to try the effectiveness of each as much as possible.

### 5.4.3. Recommendations to Further Research

In light of the results of study, the researcher recommended other researchers:

1. To conduct similar studies to show the effect of (TTT) on improving learning in different domains and different grades because some of the results were not expected compared with the researcher's expectations.

2. To devote longer period of time to future experimental studies. This helps in giving more reliable and general and, hopefully, more positive results.

3. To specify investigation about the influence of (TTT) on improving writing domains: content organization, use of vocabulary, language use (grammar), and also mechanics, in order to dig more into these domains and devote sufficient time to each of them specially vocabulary because students' post test results did not show any improvement in this domain.

4. To replicate the current instruments and apply other instruments such as observation and questionnaires to obtain a deeper insight in collecting data.

### 5.4.4. Recommendations to the Ministry of Education

The researcher advised decision makers in the Ministry of Education

1. To hold training workshops for teachers regarding current issues in teaching, specially the (TTT).

2. To give the teacher a space of freedom to manipulate instruction according to the students' needs.

3. To revise the curriculum   frequently   to   fit   with   the   emerging problems and modern issues.

4. To supply schools with extra funding and material resources required to facilitate the educational process.

## 5.5. Summary

In this chapter, the researcher exhibited discussion of the study results, the conclusion, and recommendations for students, teachers, researchers, and Ministry of Education.

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# Appendices

## Appendix (1)

## The Interviews' Answers

**Interview (1)**

1. As all skills, it is very important.

2. I emphasize writing but there are no special classes for writing.

3. I mention. Because the English is not easy, we emphasize writing but it depends on the nature of the lesson, I emphasize speaking and grammar.

4. Traditional is not bad the students must study at home. We have huge number in class.

5. I know that all skills are important but the students are very poor and we have to emphasize it more. It is the responsibility of the previous teachers.

6. It is suitable for primary grades more than the ninth grade but still I found it good for grammar.

7. Big yes, especially in grammar.

8. I know my students and I know their strong and weak points.

9. I use the traditional way.

**Interview (2)**

1. It is important to emphasize writing skills from the elementary level up to high school. Writing is considered the tangible outcome for each assignment. You have to submit each assignment as a hard copy (it is never enough to present it orally). Consequently, it is important for students to practice this skill.

2. I would go for speaking. It is not enough to read, write or even listen you have to utilize the language in order to get more fluent and accurate use of the language.

3. I teach $9^{th}$ grade. During this year, we focused on writing topic sentences- subtopics and details.

4. Yes, they do.

5. It is quite poor. They get poor marks even on writing simple lines. It is not established within in an effective way. $9^{th}$ grades but they still need instructions like capital letters and punctuation marks.

6. No, I do not use it.

7. Yes, I would. I use group work a lot. Peer teaching is an effective way in reading.

8. Not applicable here.

9. Well, if I see some successful experiences. I would think about it.

**Interview (3)**

1. It is a crucial part of communication and critical thinking. Furthermore, it prepares students for their academic and professional life. Besides, it forces students to think better, Moreover, students become more capable of analyzing what they read, interpreting data and thinking critically, eventually, in writing, students are forced to take their own ideas and form them into concrete. This explains their ability to make cohesive arguments.

2. If students want to get good at English, he or she needs to find ways to read, write, speak and listen as much as he or she can. Students can choose to work on their conventional skills during classroom conversation at school events or on teams and clubs. Reading skills can be developed throughout the day in their classes and a home through materials borrowed from library. Students can choose to work on their listening skills by watching the news, TV. Shows, conversation with friends or listening to music. Writing skills can be fostered by completing home works to convey ideas.

3. Writing skills should be a simple as possible and the instructions should be followed by demonstration and I follow these steps.

4. Yes, they do need support to enhance their writing skills because their writing may be unsatisfactory from poor grammar and syntax to unclear organization to weak reasoning and arguments so it is important that they learn writing skills needed so as they can communicate and

express their thoughts and ideas with clarity and ease. If the ideas flow logically and connections between ideas are made for the readers, Moreover, if it has appropriate examples, which clarify points made... ideas, are explored rated then repeated. Moreover, if it has sentences control, adequate control of grammar, speaking and vocabulary.

5. I found them poor.

6. Yes, it is a useful approach as it enables teachers to identify the specific needs of learners concerning a language area and address this need suitably.

7. Yes, I would modify the instructions according to my student's needs by asking questions requiring short answers, beginning the sentences for the students or give a picture cue. Pre teach difficult vocabulary, state the objectives, provide teach the use of acronyms to help visualize lists, give explanation in small steps, have students repeat directions and leave a space between each step of instructions so students can carry out the process in their mind.

8. Based on the wiring problems seen, the teacher plans and presents the target language. It also enables the teacher to identify the specific needs of learners concerning writing and address this need suitably.

9. I use it especially with the fifth grate every year and I support it very much.

**Interview (4)**

1. Writing skills are important as the other skill in English. Writing helps, we express ourselves. The four skills in English are connected to each other.

2. Listening then reading then speaking then writing.

3. I am satisfied comprehensive by giving them exercises, I will see if they were good or not.

4. Yes, they need the motivation to do that.

5. I think they are weak by asking them to write short paragraphs then essays and so on.

6. Yes, one a week.

7. Yes, if the students were weak, I will help them by providing them with worksheets, exercises and so on.

8. Yes, we have to examine every new approach.

9. We need it to help our students depend on themselves more and have confidence when writing, speaking …. etc.

**Interview (5)**

1. It is a very important skill for all levels of students, I think it is one of the best ways to improve communication it also improves reading.

2. Listening would be my choice.

3. ..

4. Yes because writing is very connected to all any language skills.

5. Very poor.

6. No, I do not.

7. Partially, I would. But unfortunately it's too difficult to deal with all the student`s needs. I would make evaluation test according the results. I would divide the class into 2 groups strong/ weak. Moreover, give more care to the weak group.

8. I never use it. So, I cannot judge.

9. It sounds a good way of teaching the language. I think it has a lot to do with writing.

**Interview (6)**

1. Writing skills are important for all earners, it is a method to grade the language knowledge. It should be given special attention and must be taken care of but writing skills are connected with other skills such as listening skill, so it the language is a complete cycle all together.

2. From my point of view, speaking is the most important skill because you will be able to communicate and express yourself and opinion. This does not mean that writing, reading and listening are not important they all are but speaking is the most.

3. I try my best to balance between the four skills. I also divide the weekly lessons to skills lessons, for example, I give handwriting lesson on weekly basis to improve the student's handwriting. I also ask the students to copy each week and grade this copy from five so I think my method is very good.

4. I agree with the above statement because I saw that many students had improved due to my encouragement regarding their writing. So new methods can really enhance the student's handwriting.

5. AL-Ahd school had a new approach, which is to teach cursive writing in addition to the separate letters writing. This method has improved the student`s writing a lot and made them really better in writing.

6. Actually, I do not use it much. I use it once or twice a year. And after that I prepare individual plans to cover the student`s problems. Including writing skills.

7. I always take care of students differences so when I give instructions I take in consideration student's needs. I try to repeat my instructions sometimes if is feel that the weak students did not get them.

8. Yes, it is. However, we do not have time usually to do it in the class due to the limited time given to finish the semester plan.

9. Test-teach-test method is really effective and important to find out the stunts weaknesses and then put a plan to solve them.

**Interview (7)**

1. Highly important because it reflects, the student`s level and skills. In addition, it embodies the ability of the student to organize his thoughts and to express successfully himself.

2. This depends on the grade. For seven or eight grades, I emphasize reading more than spelling and vocabulary.

3. Below average. My students are not good at reading most of them, how can I move to other skills if there are little nonreaders.

4. Yes of course from the beginning 1$^{st}$ grade writing simple, short sentences.

5. 20%

6. Reading

7. I try to fill the gaps in their reading, writing and spelling skills. This takes much time and effort. In some lessons, I encourage them to make up sentences using the new vocabulary.

8. Yes, absolutely I will try it next year consistently.

9. 100%.

**Interview (8)**

1. It is very important to emphasize writing skills in order to clarify how students should write and how could they improve their writing skills.

2. Writing is the most important skill which let students be able to improve their skills when they write without mistakes and create meaningful sentences and paragraphs.

3. We give writing skill a very high level of importance because I think it is a basic skill, which students should acquire in this level of learning.

4. Yes all they could be supported through guiding them and use untraditional ways to motivate them.

5. They are very good in creating good paragraphs and write good composition topics.

6. A little bit, I am not used to it but I will try to use it the next year.

7. Of course, I do but I have to finish the book.

8. Yes, but it needs lots of preparation at the beginning of the year.

9. Well, to some extent if I see the benefit on other students I will use any thing that supports my students.

**Interview (9)**

1. It is very important to show or explain to pupils how to write, at least a short paragraph in order to encourage them to write. There should be no difference among teaching for four skills.

2. Reading. I really emphasize reading more because this skill contains all the new vocabulary and examples of the new grammar of the unit in addition to the "everyday English phrases".

3. I cannot give enough time to writing. The curriculum is very long.

4. Yes, I do because there are many new approaches that suit today`s needs.

5. The pupils are guided through a series of activities, which help them to plan what they are going to write. In a grade 9, the pupils are asked to write simple written activities, such as a notice, a story, an e. mail, or even a short paragraph report. So pupils who usually write, they do well, with some mistakes.

6. I used it last year (2015 - 2016). In enhancing speaking skills.

7. Since many pupils at this level are not yet capable to create a piece of written text without getting help. We generally provide a model on which they can then base their own efforts. The writing activities should therefore be based on a parallel text and guide them using simple cues. However, for pupils who find it a difficult to write

paragraphs, we may ask them to match sentences and to reorder them to get a short story, to write about themselves, families …. Using useful questions to help. So teacher`s job here is to guide and support the pupils.

8.  Yes, I think so. These tests (test-teach-test) may help us to get a clear idea about our pupils and help us to put plans based on the problems seen.

9.  Yes, I support it because I found it beneficial in speaking skill.

We already have done this approach on speaking skill last year in the 8th grade who are now in the 9th grade and found positive results.

**Interview (10)**

1- Writing skill is considered as the productive skill of the language where the students show what they have learnt in speaking, reading, and in listening. Writing skill is emphasized for many reasons; the most important one is for conveying messages for others.

2- Listening definitely, if the students listen carefully to the language, they will acquire how the language is being constructed, after that I will focus on speaking to practice what they have learnt.

3- I think that my instructions are very good because they take care of my student's level and provide them with the information in a sequential way.

4- Yes, traditional methods are rusty, as teachers, we need to use more modern ways of teaching that motivate students to deal with the lessons actively.

5- In any class you can find those who are excellent and those who are moderate and those who are away of everything. In general, 30% of my students are very good at writing.

6- Yes, at writing lessons, I have to know where my students form are the lesson to build on their knowledge.

7- Definitely yes. I would use different methods of teaching and I have to observe where the participation is even. So, I will know what the best is for my pupils.

8- Yes. It will save time, effort and it will reduce boredom in the classroom especially in repeating things, which are clear for the students.

9- I support every teacher to use this method in teaching every skill not only writing.

## Writing a formal letter "pre-test"

Full name---nada----------- Date-26-4--------

Grade---

----------------------Total score---/9----------------------

------

Write a formal letter to tell your school's principal about your ambitions according to the school's trip that will take place in May before the end of this year.

Please follow these instructions:

1. Try to include all parts of a formal letter:
   a- The main body of the letter.
   b- The addressee's address.
   c- The writer's address.
   d- The opening greeting.
   e- The writer's name and signature.
   f- The date.
   g- Closing greeting.
2. Include linking words.
3. Use as much vocabulary from unit 9.
4. The letter should include about sixty-to-seventy words.
5. Pay attention to utilize proper spelling and grammar.

$$\frac{19}{30}$$

SHUFAT SCHOOL
Contrastive street NKHNSA

Hello Ø dear Suzan MkHteeb

I want to tell (s) you about the trip all the years we went to a normal trips. And now we feel bored and we don't exciting. Now we will choose what trip we will go. We want to go to diffrent places now I want to be tuck and comfortable. And I love this school from all things And I am proud from it. And now all girls want to go to some place and new. Three years we went to Sendebad. the headmistress says we will go to diffrent places and we will choose choose where

I am Nada Mashni from Grade 9 and I am And All the student want to talk about trip and what we want the students and me.

And I want to say in the trip I want to go with my friends and this trip this final trip we go with all the group and thank you with all my love and I am trust of your choose And Goodby thanks for all things

- verb to be
- wrong greeting
- wrong address
- wrong prepositions

# Writing a formal letter "post-test"

Full name-Nada----------------- Date-14-6----Grade- -----
-------------Total score----26----------------------

Write a formal letter to your school's principal to offer some suggestions about the summer camp that will take place at your school in July.

Please follow these instructions:

1. Try to include all parts of a formal letter:
   a- The main body of the letter.
   b- The addressee's address.
   c- The writer's address.
   d- The opening greeting.
   e- The writer's name and signature.
   f- The date.
   g- Closing greeting.
2. Include linking words.
3. Use as much vocabulary from unit 9.
4. The letter should include about sixty-to-seventy words.
5. Pay attention to utilize proper spelling and grammar.

26/30

Anata street ~~NADA~~           ~~Anata s~~
14-6-2017  ~~Nada Mashni~~      ~~street~~
                              ~~Alkhansa street~~

Suzan Alkhateeb
~~#~~ Alkhansa street
Dear ~~#~~ Mrs Suzan Alkhateeb, I want to tell
you about what I listened. The students ~~said~~ sayed
that we will go to ~~s~~ summer camp with school.
My friends and me want to have fun in the camp,
because this is the last year in this school
and all the girls feel ~~s~~ sad and we were very
busy this year then we will go to a new
school (and know ~~a~~ new girls and in the camp
we want to know ~~a~~ new things and feel
comfortable ~~with~~ with all. ~~s~~ and doing combitition
and we give you sugission about the camp, in the
trip we ~~don't~~ didn't have fun and the air was very
hot and the girls sweat alot. I want to being positive
and go to the camp without fried and thank you
and I am waiting ~~f~~ your report and thank
you for your work and your tired with us
The teacher said that we ~~c~~ wouldn't go to ~~s~~ summer
camp because we cheat but this a wrong thing
we love you and ~~yours~~ faithfully
Nada Mashni

*capitalization* (margin note)

**An-Najah National University**

**Faculty of Graduate Studies**

Dear teachers:

This interview aims to collect data necessary for a master thesis entitled:

<u>The Effect of Applying the Test-Teach-Test Approach in Enhancing the Students' English Writing Skills in East Jerusalem</u>

.

Location          school       gender

Qualification        diploma       BA         MA

Experience:        1-5 years       5-10 years or more

**Thanks for cooperation**

Sahar shweiki

May 2017

Please answer the following questions about the test teach test approach:

**Test-teach-test approach**: an approach to teaching where learners first complete a task or activity without help from the teacher. Then, based on the problems seen, the teacher plans and presents the target language. Then the learners do another task to practice the new language.

1- How would you grade the importance of emphasizing writing skills?

2- If you do not have enough time, what skill do you emphasize more, writing reading, listening, or speaking?

3- How would you grade the quality of your writing instruction in class?

4- Do you think that today's students need to get more support to enhance their writing away from traditional teaching?

5- How would you grade your students' writing proficiency?

6- Do you use the test-teach-test approach to improve the English language writing skill among your students? How often do you use it?

7- Would you modify your instruction according to your students' needs?

8- Do you find it beneficial to apply the test-teach-test in enhancing the students' writing?

9- To what extent do you support applying the test-teach-test in enhancing writing?

**الموضوع: تسهيل مهمة طالبة**

حضرة السادة المسؤولين في بلدية القدس المحترمين

تحية طيبة وبعد،،

يرجى من حضرتكم التكرم بتسهيل مهمة الطالبة سحر ناجح عبد العزيز شويكي رقم التسجيل
11558574 رقم الهوية (035875541) لاستكمال اجراءات الماجستير في تخصص أساليب اللغة
الانجليزية، تحت اشراف الدكتور سوزان عرفات– دكتورة في كلية التربية وإعداد المعلمين، والدكتور
أيمن نزال دكتور في جامعة النجاح، لزيارة مؤسستكم، حيث سوف تضيف بعداً ايجابياً كبيراً على
مخرجات الدراسة لدى الطالبة، ومن هنا نشكر ونثمن لكم عالياً تعاونكم ونتطلع لمزيد من التعاون من
طرفكم.

ومن خلال التطبيق العملي في الصفوف واجراء المقابلات مع عدد من المعلمين حول منحى اختبار
تعليم اختبار في شرقي القدس خلال الفصل الثاني من العام الدراسي 2016–2017
شاكرين حسن تعاونكم معنا

منسق مناهج وأساليب التدريس

الدكتور محمود رمضان

November, 2014

## Rubric for Assessing the Written Task - New Module C for Students Studying in the Tenth Grade 2014

| Criteria | Descriptors | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Content and Organization** | • task is fully on topic<br>• text is well organized<br>• content is easily understood | | | • task is partially on topic<br>• text is fairly well organized<br>• content is sometimes difficult to follow | | | • task is almost or completely off topic, but it is due to misunderstanding of topic<br>• text is poorly organized<br>• content cannot be understood | |
| | 10 | 8 | | 6 | 3 | | 0 | |
| **Vocabulary** | • use of appropriate vocabulary | | | • occasional use of inappropriate vocabulary | | | • consistent use of inappropriate vocabulary | |
| | 6 | 5 | | 4 | 2 | | 1 | |
| **Language Use** | • correct use of basic language structures<br>• hardly any errors of word order, pronouns, prepositions | | | • occasional incorrect use of basic language structures<br>• several errors of word order, pronouns, prepositions | | | • consistent incorrect use of basic language structures<br>• frequent errors of word order, pronouns, prepositions | |
| | 11 | 8 | | 6 | 3 | | 1 | |
| **Mechanics** | • hardly any errors of spelling, punctuation, capitalization | | | • several errors of spelling, punctuation, capitalization | | | • frequent errors of spelling, punctuation, capitalization | |
| | 3 | 2 | | 1 | 0 | | 0 | |

**TOTAL: 30 points**

Teachers can give in-between grades.

## Deduction for Length (70-90 words)

| # of words | # of points deducted |
|---|---|
| 69 - 59 | 2 |
| 58 - 48 | 4 |
| 47 - 37 | 6 |
| 36 - 26 | 8 |
| Fewer than 25 | 30 |

د. الحسن ترال    د. ا

د. سلمان ابو عمر

د. فتيه حرز الله

د. سراج الحق

د. أحمد ك

د. د. أبو قارن

**Names of Jury members**

| Jury | Academic institution |
|---|---|
| **Dr. Ayman Nazzal** | **An-Najah National University** |
| **Dr. Ruqaiah Hirzallah** | **An-Najah National University** |
| **Dr. Sufian Abu Irreh** | **An-Najah National University** |
| **Dr. Bilal Hamamreh** | **An-Najah National University** |
| **Dr. Rami Qawareeq** | **An-Najah National University** |
| **Dr.  Ahmed Qabaha** | **An-Najah National University** |

جامعة النجاح الوطنية

كلية الدراسات العليا

# أثر تطبيق منحى-اختبار-تعليم اختبار في تحسين مهارة كتابة اللغة الإنجليزية لدى طلبة مدارس شرقي القدس

إعداد

سحر ناجح عبد العزيز شويكي

اشراف

د. سوزان عرفات

د. ايمن نزال

قدمت هذه الاطروحة لاستكمال متطلبات الحصول على درجة الماجستير في برنامج أساليب تدريس اللغة الإنجليزية، بكلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس- فلسطين.

2018

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اشراف

**د. سوزان عرفات**

**د. ايمن نزال**

# الملخص

هدفت هذه الدراسة الى استكشاف "تأثير تطبيق منحى اختبار تعليم اختبار في تحسين مهارة الكتابة باللغة الإنجليزية في مدارس شرقي القدس". ولتحقيق هذا الهدف، استخدمت الباحثة مقابلات مع عشر معلمات ومعلمين للتحقيق في موقفهم تجاه استخدام منهج اختبار-تعليم-اختبار، وإلى أي مدى يستخدمونه لتحسين مهارات الكتابة، بالإضافة الى دراسة شبه تجريبية تطبق على 58 من طالبات الصف التاسع من مدرسة شعفاط الأساسية للبنات في القدس الشرقية. شكلت (29) طالبة المجموعة التجريبية التي طبقت الاختبار القبلي وما تلاه من تعليم وفقا لمنحى اختبار– تعليم– اختبار. ومن ناحية أخرى، كانت المجموعة الثانية هي المجموعة الضابطة التي طبقت الاختبار القبلي ولكنها استمرت في التعلم حسب الطريقة التقليدية، ومن ثم قدمن الامتحان البعدي.

أظهرت الدراسة شبه التجريبية نتائج إيجابية لتطبيق هذا المنحى على جميع مجالات الكتابة عدا مجال المفردات. كما أظهرت نتائج المقابلات ميولاً إيجابية نحو استخدام هذا المنحى. في ضوء تلك النتائج، أوصت الباحثة باستخدام منحى اختبار تعليم اختبار في تدريس الكتابة في جميع المراحل التعليمية مستغلين التسهيلات المتوفرة. كما قدمت توصيات للطلبة، الباحثين، ووزارة التربية والتعليم بناء على نتائج الدراسة الحالية. على سبيل المثال، على الطلبة عدم الشعور بالخجل من طلب يد العون من اقرانهم الأكثر كفاءة او أي شخص أكبر سنا. عِلاوة على ذلك، لقد نصحت الباحثين بتكرار هذه الدراسة باستخدام أدوات وحدود مختلفة.