THE EFFECT OF A PROPOSED STRATEGY-BASED WRITING MODEL ON EFL LEARNERS' WRITING SKILLS

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ABSTRACT: *This study investigated the effect of a proposed strategy-based writing model on Saudi EFL students' writing skills. Out of three classes from Al-kuds School, two male third-year intermediate classes were randomly assigned into the control group (N=32) or experimental group (N=33). Class (B), serving as a control group, were taught the course-book "Say It in English" in the traditional method, while Class (C), serving as an experimental group, were taught the same course-book, supplemented with the strategy-based writing model which included six types of strategies: cognitive, meta-cognitive, compensational, social, affective and multiple strategies. Both groups were pre-post tested using a writing test prepared by the researcher. Two hypotheses were formulated and tested. Results obtained from T-test revealed that the strategy-based writing model was effective in enhancing the participants' writing skills. In addition, compared to the traditional instruction, the strategy-based writing model was more effective in improving the participants' writing skills. These results adduce the importance of implementing the strategy-based writing model in EFL classrooms as it enabled the participants to conceive writing as a recursive process which entails flexible and purposeful movement through the three stages of writing.*

KEYWORDS: Strategy-Based Writing Model, Writing Strategies, Strategy Instruction, Writing Skills, Approaches to Writing Instruction.

Introduction

With the advent of the 21th century, the world has become a global community in which English has dominated as an international language. As a result many EFL learners around the world seek to improve their writing skills in order to satisfy their needs and cope with future careers. EFL writing has become a basic requirement for participation and interaction with the global community in which English is the prevalent language. Thus, learners who are proficient in EFL writing will be able to express themselves efficiently and have more privilege when applying for future jobs compared to other peers. Therefore, writing is no longer seen as an option for EFL learners.

Like the other language skills (listening, speaking and reading) writing is one of the cornerstones on which learning English as a foreign language is built. In addition ,"It provides a useful tool for exploring, organizing and refining ideas"(Lane et. al., 2008:236).It is also one of the major vehicles by which learners can demonstrate their knowledge, communicate with others and express themselves. Moreover, writing is beneficial psychologically and physiologically if learners are encouraged to write freely about their feelings and personal experiences.

Accordingly, an increasing interest has been paid to teaching writing to EFL learners (Harmer, 1998: 79; Shih, 2005:10; Al-Hazmi, 2006:37; Tangpermpoon, 2008:1 Bae, 2011:1). In fact, there are many reasons for this. In the first place, while some EFL learners acquire language in a purely oral/aural way, most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both learners' understanding of how it all fits together and as an aid to committing the new language to memory. Learners find it useful to write sentences using new language shortly after they have studied it. Second, the actual process of writing enables EFL writers to learn as they go along. The mental activity learners have to exert to construct their compositions is a part of the ongoing learning experience. Third, writing is appropriate for learners who usually spend some time to think things so as to produce language in a slower way. "It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication"(Harmer, 1998: 79). Lastly, writing is one of the basic language skills (speaking, listening and reading), which are crucial for successful language acquisition. Developing EFL learners' ability to express their ideas through the written language has become a learning objective of its own. That is why EFL teachers and educators acknowledge the importance of enhancing learners' writing skills.

However, learning to write in the foreign language is one of the most difficult tasks which EFL learners encounter and one that few of them are said to fully master. This may be attributed to the fact that writing in a foreign language is a complex, challenging and difficult process which involves "cognitive (linguistic competence of composing), meta-cognitive (awareness of purpose, audience and style), social (being communicative and interactive with peers and the target reader) and affective (being expressive of feelings as well as ideas) factors (Xiao-xia, 2007:31). In addition, Writing is a productive skill in which learners need to use all the means they have such as syntactic, lexical, rhetorical and discoursal knowledge to perform certain writing tasks. Thus, to write coherently, fluently and appropriately in English is seen by Nunan (1999:271) and Tangpermpoon (2008: 1) as the most difficult skill to acquire. It takes considerable time and effort to become a skillful EFL writer. That's why writing instruction is assuming an increasing role in Teaching English as a Foreign Language (TEFL).

Good instruction is the most powerful means for fostering EFL learners' writing skills and diminishing their writing problems as it enables teachers to provide proper scaffolding which helps learners' perform their writing tasks successfully. Strategy-based writing instruction is a recent approach which has proved to be effective in enhancing EFL learners' writing skills (Oxford, 1990:1;Hsiao and Oxford;2002;372; Chien,2008:44;Dujsik,2008:6;McMullen,2009:419; Al-Samadani, 2010:53; Rogers, 2010:3;Abdullah et. al.,2011:1; Dül ,2011:82).

Context of the Problem

In Saudi Arabia, English is the only foreign language used as a means of communication in business, trade, travel, diplomacy and as a medium for many subjects at the tertiary level such as Science, Medicine, Computers and Engineering. In addition, proficiency in English is one of the prerequisites for acceptance into Colleges of Medicine and Dentistry. English proficiency is even more important for post graduate studies; it is a key factor in most majors. In addition, English is taught in public schools and in many private schools and universities. Moreover, it is taught as a core subject in public intermediate and secondary grades, all

private school grades and all Saudi universities as either an elective subject or a major field of study

Affected by the changes occurring in the field of English language teaching in the last decades, EFL courses of the intermediate stage, in Saudi Arabia, have witnessed important changes. New English courses have been designed and implemented at the intermediate stage since 2005. However, pupils, teachers and supervisors have complained that the English language course-book offered to third-grade intermediate students is inadequate for them in terms of content, gradation, recycling and supplementary materials (Al-Yousef, 2007:103). In addition, third grade intermediate students exhibited poor test performance in the final term exams. This led The Higher Committee of Education Policy- (2007: 13) - to consider the student passing if he or she gets 15 marks out of 50 in the final term exam (Appendix One).

Moreover, what EFL teachers do to help learners develop their writing skills is still behind the level that can contribute to actual development. For example, they adopt traditional approaches to writing instruction. These approaches - as concluded by (Al-Hazmi, 2006:36; Quintero, 2008:8; Qian, 2010:13) - are deficient in two important aspects. First, teachers look upon students' writing as a product, assuming that they know how to write and using what students produce as a test of their ability. Second, teachers focus on form, i. e., syntax, grammar, mechanics and organization rather than on content which is mainly seen as a key vehicle for the correct expression of grammatical, lexical and organizational patterns. Thus, they still focus on the final product and its linguistic features. This may be due to the fact that both teachers and learners are trapped in the examination preparation cycles; teachers find themselves teaching to prepare students to the final exam rather than helping them to develop their language skills. Learners see learning English not as a chance to acquire language, but as an avenue for passing the grade level they study. So, they tend to memorize language vocabulary and structures as well as some passages of written English so as to pass the final exam. Therefore, the in-class writing activities are devoid of meaningful contexts which learners might be confronted with in the real world. So, writing instruction "can be described as guided composition at lower levels and free composition at higher levels, with a mixture of both at the intermediate levels"(Asiri, 2003: 3).

In addition, being a supervisor of the eighth-level students in Teaching Practice for twelve years, the researcher noticed the following:

1- The context of teaching English is one of learning rather than acquisition, albeit the English language course-book prescribed to third-year intermediate students emphasizes the importance of the four language skills listening, speaking ,reading and writing (Fakahani et al., 2005:3).
2- There is no purposeful and systematic preparation for writing tasks.
3- Writing instruction is traditional, product-oriented; great attention is paid to the writing product and the linguistic features of students' compositions.
4- EFL teachers suffer from the problem of overcorrection; they correct the same errors many times.
5- Students lack the ability to adopt strategic writing practices.

The researcher's observations agree with Al-Hojaylan's conclusion that Saudi Arabian students lack the skills of writing composition (2003: 34). They also confirm the conclusions of Al-Hazmi (2006:36), Qointero (2008:8) and Qian (2010:13).   Accordingly, since strategy-based writing instruction has proved to be effective in improving EFL/ESL students'

writing performance (Zimmerman and Bandura, 1994:846; Brown, 2001: 101 ; Luke,2006:6 ; Chien,2008: 44;McMullen,2009:419; Lv and Chen ,2010: 136; Al- Samadani,2010: ; Rogers, 2010:3Abdullah et. al.,2011:1; Dül,2011:82;Mahnam and Nejadansari ,2012:154), this study sought to investigate the effect of a proposed strategy-based writing model on third-year intermediate students' writing skills.

Statement of the Problem:

Although the EFL course of the third grade intermediate students in Kingdom of Saudi Arabia " Say It in English" was newly developed in 2005, EFL teachers, pupils and supervisors complained of the inadequacy of its content, gradation, recycling and supplementary materials (Al-Yousef:2007: 103). In addition, the third grade intermediate pupils exhibited poor test performance in the final term exams. This led The Higher Committee of Education Policy to consider the pupil passing if he or she gets 15 marks out of 50 in the final term exam (The Higher Committee of Education Policy, 2007: 13). This, as concluded by Al-Hazmi (2006:36), Quintero (2008:8) and Qian (2010:13), was attributed to the lack of appropriate writing instruction which over-emphasizes writing as a product. Furthermore, pupils do not receive effective peer or teacher scaffolding which they need to perform their writing tasks successfully. This de-motivated students to write in English, especially as the only incentive for them to write is the mandatory final exam. Also, as stated by Chamot (2005:113) and Dujsik (2008: 41), relatively little research has been conducted on the training of writing strategies with second/foreign language learners. In addition, Tsai (2004:3), McMullen (2009:418) and Rogers (2010:3) agree that while many studies around the world have investigated the use of language learning strategies, relatively little has been written on the effect of learning strategies on productive skills, writing in particular. Case in point, to the researcher's knowledge, there are only four documented large-scale strategy studies which feature Saudi students.

The first study, conducted by Alwahibee (2000: 3), examined the relationship between language learning strategies and the English language oral proficiency of Saudi university ESL students. The strategy inventory of language learning (SILL) was used to find out what kinds of language learning strategies (LLS) Saudi students use when learning English as a second language. Using Oxford's (1989) scale of average use of language learning strategies (LLS), the study came to the conclusion that successful Saudi learners used LLS in the following order: metacognitive strategies, cognitive strategies, compensational strategies, social strategies, memory strategies, and, finally, affective strategies. On the other hand, unsuccessful learners used strategies in the following order: compensational strategies, cognitive strategies, metacognitive strategies, memory strategies, social strategies and finally affective strategies.

The second study was undertaken by Al-Samadani (2009:3-4) in which he explored one hundred and forty Saudi students' use of reading strategies and their effect on their reading comprehension .The study was conducted in four major universities and colleges in Saudi Arabia: King Abdul-Aziz University, King Faisal University, Teachers' College in Jeddah, and Teachers' College in Al-Ahsa. It employed both quantitative and qualitative methods to obtain information about Saudi students' perceived use of reading strategies as well as their comprehension level. Results showed that EFL students in Saudi Arabia showed significantly more perceived use of planning strategies than attending strategies and evaluating strategies. They also perceived the environment as the most important factor affecting their reading

comprehension. Results showed no significant relationship between Saudi EFL students ' comprehension level and their use of reading strategies. Rather, Saudi students perceived other factors such as prior knowledge (appropriate schemata), enthusiasm for reading, time on task, purpose for reading, and vocabulary as having much effective contribution to their final comprehension. Gender differences favoring female learners were evident in almost all analyses conducted in the study. Significant differences were found favoring female students in overall strategy use, comprehension level, and the use of evaluating strategies.

McMullen (2009: 418) investigated the use of language learning strategies (LLSs) by Saudi EFL students inside the Kingdom of Saudi Arabia. The study also sought to determine if gender and academic major had any effect on that use. Data was collected during the academic year 2007-2008 from Yanbu University College (YUC), Prince Sultan University (PSU) PSU, and Jubail University College (JUC) using Rebecca Oxford's Strategy Inventory for Language Learning (SILL) and a self-report questionnaire. The study comprised 165 students enrolled in similar Freshman English composition courses and totaled 71 male students and 94 female students. Results of ANOVA tests showed that female students used slightly more LLSs than male students, and that Computer Science students used slightly more LLSs than Management Information Systems students. In response to these findings, a program for direct strategy instruction was piloted with an English writing class at one of the sample universities.

Al-Samadani's (2010:53) study investigated whether Saudi EFL students' writing competence was related to their Arabic writing proficiency. It also examined the possible relationship between Saudi students' first language (Arabic) and second language (English) writing competence and their self-regulatory abilities. The study sample included 35 college-level students majoring in English at Umm Al-Qura University. The participants wrote English and Arabic argumentative essays on the same topic during two separate sessions. In addition, they filled out the Metacognitive Awareness Inventory (Schraw and Dennison, 1994) to provide information about their self-regulation abilities. The writing tasks were scored by a group of EFL university teachers using the ESL Composition Profile (Jacobs et al., 1981). The collected data were used to compare and contrast the participants' writing competence in Arabic and English. The data were also used to detect the correlation between students' self-regulation abilities (their knowledge of cognition and regulation of cognition) and their overall writing competence in both languages. Data analysis revealed a strong correlation between participants' L1 (Arabic) writing proficiency and their L2 (English) writing competence. The study also showed that Saudi students who scored high in L1/L2 writing had high self-regulation abilities.

Accordingly, the present study attempted to improve the writing skills of third-year intermediate students' writing skills through a proposed strategy-based writing model. Specifically, it sought to address the following questions:

1-   What is the effect of the proposed strategy-based writing model on third-year intermediate students' writing skills?

 2-   Which is more effective, the traditional method or the strategy-based writing model, in enhancing students' writing skills?

Purpose of the Study:

The primary purpose of this study was to investigate how the proposed strategy-based writing model influenced the writing skills of third-year intermediate students. A secondary purpose was to adapt the writing activities of the course-book "Say It in English" to suit the target model.

Significance of the Study

The present study is hoped to contribute to the field of EFL writing as it relates to strategy-based writing instruction both theoretically and practically. At a theoretical level, it may add some needed information to the body of literature relative to strategy-based writing instruction and procedural facilitation. At a practical level, it will provide EFL educators and teachers with a strategy-based writing model which may help them make informed decisions in selecting writing strategies that can enhance EFL students' writing performance and training students adopt these strategies effectively.

Specifically, it is hoped that the results of this study might achieve the following:

1. Provide EFL Saudi educators and teachers with a strategy-based writing model which may enrich their insights about strategy-based writing instruction so that they can make their instructional decisions based on sound judgments rather than intuitions.

2. Lead to further research on the effect of strategy-based instruction on the other skills of the English language (listening, speaking and reading,.

3. Provide useful information for other developing EFL studies that have a situation similar to the Saudi one.

4- Help Saudi intermediate students adopt some successful writing strategies that can enhance their writing performance and decrease their writing problems.

Hypotheses:

]To examine the effect of the strategy-based writing model on the participants' writing skills, three hypotheses were formulated and tested.

1- There are no significant differences between the pre-test mean scores of the control group and the experimental group in the writing test.
2- There are significant differences at 0.05 level between the pre-and-post-test mean scores of the experimental group in the writing test, in favor of the post test.
3- There are significant differences at 0.05 level between the post-test mean scores of the control group and the experimental group in writing test, in favor of the experimental group.

Purpose of the study
The purpose of this study is three-fold:
1- to propose a strategy-based writing model which help improve EFL writing instruction.

2-to develop definite procedures for adopting the strategy-based writing model in writing instruction.

3-to determine, through experimentation, whether this strategy-base writing model indeed does improve EFL learners' writing performance.

Limitations of the Study:

This study was limited to:

1- third-year intermediate students in Bisha, K.S.A.Third-year intermediate students were chosen as they are in a transitional grade between the intermediate stage and the secondary stage. If the strategy-based writing instruction proves to be effective in enhancing the participants' writing skills, it will be beneficial to adopt it in teaching writing at the secondary stage.

2- six types of strategies: cognitive , meta-cognitive , compensational   , social ,affective and multiple strategies.

3- five writing categories: content, organization, vocabulary, grammar and mechanics, each of which includes three writing skills (Appendix Eight).

4- the academic year 2011-2012.

5- the Pupil's Book "Say it in English" of the first and the second terms (from unit 1 to 16).

Definition of Terms:

Some terms were repeatedly used in this study. The definition of these is presented below.

Strategy-Based Writing Model (SBWM)

This term is used in this study to mean a learner-centered model for EFL writing instruction, which focuses on explicit inclusion of writing strategies in the writing classes. According to this model the teacher, as a guide or facilitator, enables students to use various writing strategies to perform writing tasks successfully.

EFL (English as a Foreign Language)

This term is used in this study to mean English learned in a country where it is not the primary language (for example, Egypt, Saudi Arabia, Syria … etc.).

ESL (English as a Second Language)

English as a Second Language is usually characterized by the extent to which learners are surrounded by the target language. That is, if the target language, including a third or fourth, is not the native language or mother tongue, it is called a second language (Gass and Selinker, 2008:6).This term is used in this study to mean the study of English by nonnative speakers in an English speaking environment.

Learning Strategies

While Oxford (1990:8) defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more

transferable to new situations", Chamot (2005: 112) sees them as are procedures that facilitate a learning task. These strategies are most often conscious and goal-driven, especially at the beginning stages of tackling an unfamiliar language task. The definition of Oxford (1990:8) was adopted in the present study.

Graphic Organizers

This term is used in this study to mean visual representations of ideas, which are useful for organizing thoughts and ideas.

Writing Strategies

Manchon (2001:47) defines writing strategies as those actions and procedures employed by learners to (1) control the management of writing goals, (2) compensate for the limited capacity of human beings' cognitive resources (limited writing abilities) and (3) overcome the writing difficulties they face. This definition was adopted in this study.

Cognitive Writing Strategies

This term refers to the (1) intentional, carefully planned techniques which learners use to manage their writing performance, (2) actions and procedures by which they process their composition and (3) basic supporting writing mechanics which help them perform their writing tasks.

Meta-cognitive Writing Strategies:

This term refers to a set of writing tactics through which learners become aware of their cognitive processes before writing, during writing and after writing. They are mental activities which help direct learners' writing performance such as planning for writing, monitoring, regulating, managing and reflecting on their writing performance.

Writing Performance

This term indicates the act or process of performing writing tasks. It describes what students actually do regarding writing tasks, in terms of content, organization, vocabulary, grammar and mechanics.

Scaffolding:

This term refers to the temporary help offered by the teacher or peers to enable learners to perform the writing tasks and activities which are beyond their abilities if they are not given that help.

Zone of Proximal Development (ZPD):

This term is used to refer to the domain of knowledge or skill where learners are yet unable to perform their writing tasks independently, but can achieve the desired performance when given relevant scaffolding from the teacher or peers.

REVIEW OF LITERATURE

This section consists of two parts. Part one, "Learning Strategies", sheds light on the definition of learning strategies, learning strategies and language teaching methods/approaches, strategy use and EFL/ESL writing, factors affecting learners' use of language learning strategies, strategy instruction and strategies classifications. In addition, it provides some implications for EFL teachers. Part two, "Writing", deals with the nature of EFL writing, major approaches to writing instruction, elements of writing instruction, stages of writing, the proposed strategy-based writing model , the role of grammar in the writing process, writing assessment , error correction and feedback, scaffolding in writing instruction and reflection.

Part One: Learning Strategies

Learning strategies can typically be conceptualized as survival strategies that are often associated with skills, tactics, plans, and movement to achieve a learning goal (Oxford, 1990: 8).Just as the term "strategy" is associated with special plans and tactics to beat an enemy in a war, learners also struggle to overcome learning problems or cope with a challenge in language learning. Thus, learners equipped with the right strategies are in a more advantageous position to tackle challenges in language learning. The literature in language learning research provides a number of definitions of "learning strategies".

Definitions of Learning Strategies

Learning strategies are important as they make student learning more effective and long-lasting. Generally, strategies can be used at all levels of proficiency. Besides, they are closely related with solving learning problems. While Lee (2010: 137) defines language learning strategies as the means used by learners to acquire, store or recall information and promote autonomous learning, O'Malley and Chamot (1990:1) see them as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".

As far as writing is concerned, Baker and Boonkit (2004:301) look upon learning strategies as "particular techniques or methods used by writers to improve the success of their writing." The definition of Oxford (1990: 8) included cognitive, emotional, and social aspects of language learning strategies that enhance learners' language learning proficiency and self-confidence. What is of most concern to language teaching practitioners is that learning strategies are not inherent abilities that belong to only gifted learner. So, they can actually be taught to learners (Williams and Burden, 1997: 148; Rogers, 2010:3). According to Oxford (1990: 9), language learning strategies have some features which are shown in Table (1).

Table (1): Oxford's Features of Language Learning Strategies

Language Learning Strategies
1- Contribute to the main goal, communicative competence.
2- Allow learners to become more self-directed.
3- Expand the role of the teacher.
4- Are problem oriented.
5- Are specific actions taken by the learner?
6- Involve many aspects of the learner, not just the cognitive.
7- Support learning directly and indirectly.
8- Are not always observable.
9- Are often conscious.
10-Can be taught.
11-Are flexible.
12-are influenced by a variety of factors

Language Learning Strategies and Language Teaching Methods/Approaches

Language learning strategy theory fits easily with contemporaneous language learning and teaching theories and works alongside various teaching methods and approaches. For example, memory and cognitive strategies are involved in the development of vocabulary and grammar knowledge which the grammar translation method aims to develop. Memory and cognitive strategies are also involved in providing the patterning of mechanical responses which is seen as one of the main   linguistic assumptions of the audio-lingual approach. Also, learning from errors, which inter-language theory develops reckons mostly on cognitive and meta-cognitive strategies. Moreover, compensational and social strategies can be easily integrated into the communicative competence theory and the communicative approach. In addition, affective strategies are included in methods like suggestopedia. According to Griffiths(2004: 10-11), the fact that learning strategy theory can operates so easily alongside other theories, methods and approaches means that it has the potential to be a valuable component of contemporary eclectic syllabuses.

Strategy Use and EFL/ESL Writing

Recent research on the effects of writing strategies on writing performance shows positive relationships between strategy use and EFL/ESL writing performance (Thomas,1993:iii ; Chien, 2008: 44; Al-Samadani,2010:55; Abdullah et. al ,2011:1 ; Dul,2011:82; Jiangkui and Yuanxing ,2011:6). Learners' use of writing strategies can influence how they plan, compose and evaluate their writing pieces.Thomas (1993: iii) investigated the effect of cognitive strategy instruction in writing curriculum ,which was based on the principles of instructional scaffolding, on the knowledge and skills in expository text structures and meta-cognitive knowledge of the writing process and writing strategies in a group of learning disabled learners (N=12). Learners were taught writing process strategies and writing expository text structures through reciprocal dialogue, explicit instruction and procedural facilitation. Results indicated significant improvements in the participants' writings of descriptive report and compare/contrast papers. The improvement in writing was accompanied by increased meta-cognitive knowledge of the two text structures, particularly in their ability to articulate how

the text should be organized. There was also increased awareness and knowledge of the writing process.

Chien (2008: 44) explored writing strategy use in Chinese EFL student writers in relation to their achievement in L2 (English) writing. This research took a cognitive approach to the process of writing in a second language as a skilled performance in production. A total of 40 Chinese EFL writers in Taiwan partook in this study. The strategies used by high-and low-achievers in writing revealed through the concurrent think-aloud protocols and immediate retrospective interviews with the students were investigated, analyzed and compared. Results showed that in comparison with low achieving students, high achieving students focused more on clearly formulating their position statement in planning, generating texts, and revising and editing such as making meaning changes, and fixing grammatical and spelling errors during reviewing.

Abdullah et. al. (2011:1) conducted a study as a qualitative research to analyze the written product as well as writing strategies of four ESL Malay undergraduate engineering students of a local private university used while completing a writing task. Think-aloud protocols, written essays, post-session interviews and audiotapes were used to examine the writing processes and strategies of two groups of students, two students in each group of good and weak learners. The think-aloud and interview protocols were transcribed verbatim for analysis. Analyses of the findings revealed that the two groups of students shared common writing strategies mainly cognitive strategies to generate ideas for their essays. Meta-cognitive and social strategies were also used for generating ideas and selecting correct words or expressions. The strategies were used in combination and in a recursive manner to attain certain goals in writing. The difference in the strategy use between the two groups of good and weak students lies in the amount of strategies being used, reason for the use and how the students regulated the strategies to solve problems concerning the writing task.

Dul (2011:82) examined the effect of meta-cognitive strategies on achievement and retention in developing writing. The study sample included 77 freshman students enrolled in English Language Teaching Department at Selçuk University. A pretest-posttest design was adopted to find out the differences between the experimental and the control group. In data collection, students were given writing assessment tests as pretest, posttest and retention test. Results showed that meta-cognitive strategies were found effective on total writing achievement in general, and on content, organization, vocabulary, and mechanics of writing in particular Thus, meta-cognitive strategies proved to have positive effects on students' achievement and writing performance.

Jiangkui and Yuanxing (2011:6) examined a model of self-regulated EFL writing that involved the components of motivational beliefs, motivational self-regulation, strategy use and performance in EFL writing. The participants were 617 second-year college English majors in Mainland China. Data were analyzed using path analysis via Amos 5.0. Results indicated that the whole model accounted for 33% of the variance in the participants' EFL writing performance. These results emphasized the importance of motivational regulation, especially motivational awareness, motivational regulatory strategy use and mastery and outcome goals in self-regulated EFL writing.

Accordingly, since the writing process is not linear and managing such process requires a higher level ability than mere recognition of or adhering to specific stages and processes, EFL learners have to go through certain stages when performing a writing task and have to develop strategies for generating ideas, planning the writing process, organizing, drafting, revising, and considering the audience, purpose and genre. In addition, adopting proper writing strategies can lower students' writing anxiety (Schweiker-Marra and Marra, 2000:99) Therefore, EFL learners should be encouraged to use all types of writing strategies properly.

Factors Affecting Learners' Use of Language Learning Strategies

Generally, learners' use of strategies may be affected by various factors including age, gender, motivation, strategy awareness, learning stage, academic major, cultural differences, beliefs about language learning, nationality and language proficiency (Lee and Oxford,2008:7; McMullen, 2009: 418; Anugkakul,2011:163; Ghavamnia et. al., 2011:1156).

What is of most concern to language teachers is that learning strategies are not inherent abilities that belong to only gifted learners. Learning strategies can actually be learned. In addition, learning strategies are sensitive to the learning context and to the learner's internal processing preferences. If learners perceive, for example, that a task like vocabulary learning requires correct matching of a new word to its definition within a specified period of time (as in an exam), they will likely decide to use a memorization strategy. Their choice of which memorization strategy to use depends on their understanding of their own learning processes and on which strategies have been successful in the past. A different task, such as being able to discuss the theme of a short story will require strategies different from memorization -such as making inferences about the author's intended meaning and applying the learners' prior knowledge about the topic. A particular learning strategy can help learners in a certain context to achieve the learning goal that they deem important, whereas other learning strategies may not be useful for that learning goal.

Ehrman and Oxford (1989:1) and Oxford and Nyikos (1989: 291) discovered distinct gender differences in strategy use. In their study at the Foreign Service Institute, they found that career choice had a major effect on reported language learning strategy use; a finding which they suggest may be the result of underlying motivation. But, Ehrman and Oxford's (1990:311) did not find any evidence of differing language learning strategy use between the sexes. It was concluded that, although men and women did not demonstrate differences in language learning strategy use, women tended to use more language learning strategies than men. Results also showed that psychological type appears to have a strong influence on the way learners use language learning strategies.

The effects of motivation on language learning strategy use were highlighted when Oxford and Nyikos (1989:291) surveyed 1,200 students studying various languages in a Midwestern American University in order to identify the kinds of language learning strategies students reported using. Results revealed that the degree of expressed motivation was found to be the most influential of the variables affecting strategy choice examined.

Sasaki (2000: 270) studied the different writing processes between expert and novice EFL writers. She found that experts wrote longer and more complex texts and spent more time in pre-writing so as to make a detailed outline whereas novice writers wrote relatively short texts, needed more time to generate ideas, and had a less thorough outline. In addition, experts did not stop and think while writing as frequently as novices did and used different

strategies from novices. Also, while experts made a thorough outline before writing and adjusted it while writing, novices struggled with time constraints because they had to stop to translate their native language to English. Finally, the study revealed that the experts' strategies such as global planning and adjustment of the planning cannot be developed over a short time period.

Investigating writing strategies of successful and unsuccessful writers, Baroudy (2008:60) came to the conclusion that most successful writers followed process writing characteristics either consciously or unconsciously. According to him, writers went through pre-writing, multi-drafting, revising, and editing as they were aware of the cyclical nature of the writing process. They kept in mind the readers of their writing and put aside grammatical accuracy and local mechanical concerns until they produced meaningful texts. They stuck to a goal or main ideas, considered their target readers all the time, and spent more time planning. They free wrote their ideas and were not obsessed with certain structures. They also strived to utilize feedback on their writing and revised their writing as much as possible. Thus, it can be concluded that skilled writers do not think about minor errors until they fully generate their ideas whereas unskilled writers constantly are concerned with those errors before writing.

Rahimi et al. (2008: 31) investigated the use of language learning strategies by post-secondary level Persian EFL learners. Particular attention was paid to the variables affecting learners' choice of strategies, and the relationship, if any, between these variables and learners' patterns of strategy use. Data were gathered from 196 low-,mid-and-high proficiency learners using the Strategy Inventory for Language Learning (Oxford, 1990), and two questionnaires of attitude and motivation (adapted from Laine, 1988) and learning style (Soloman and Felder, 2001). Results of the study pointed to proficiency level and motivation as major predictors of the use of language learning strategies among the participants. Gender, on the other hand, was not found to have any effect while years of language study appeared to negatively predict strategy use. Results also revealed that there were significant relationships between language learning strategies and language proficiency.

Lee and Oxford (2008:7) examined the effect of Korean students' strategy awareness, English-learning self-image, and importance of English on language learning strategy use. The study sample comprised students from middle school, high school, and university (N=1,110), who had certain characteristics such as valuing English as important (Importance of English), evaluating their own proficiency as high (English-learning self-image) and being already aware of many language learning strategies. Also, strategy awareness and strategy use were related to the Korean cultural context. Results showed that the main effects of (a) strategy awareness, (b) education level, (c) English-learning self-image, and (d) importance of English on strategy use were very significant. Gender and major did not have significant main effects alone. However, gender showed significant interaction effects with other variables. Strategy awareness had a significant impact on strategy use; the more those students were aware of learning strategies, the more they reported using strategies. Education level also showed a significant influence on strategy use. Specifically, university students used strategies most frequently, followed by middle school students and high school students. Another significant main impact was found for self-image, that is, students' self-rating of their English proficiency. A fourth significant main effect appeared for importance of English (the perceived importance of English). Five interaction effects were significant. Without a significant main effect, gender played an important role in all the interaction effects: (a)

gender with education level, (b) gender with major, (c) gender with self-image, (d) gender with importance of English, and (e) gender with self-image and importance of English.

Anugkakul (2011:163) compared language learning strategies (LLSs) employed by Chinese and Thai students and looked for the frequency of the LLSs they used. The relationship between the use of LLSs and variables (gender, nationality, and levels of English language proficiency) was also examined. The Strategy Inventory for Language Learning (SILL) by Oxford (1990:14-15) was administered to 72 Chinese and Thai students at Suan Sunandha Rajabhat University in Thailand. Data obtained were analyzed using descriptive statistics, T-Test, and Chi-Square Test. Results revealed that Chinese students used overall LLSs significantly more frequently than Thai students. The specific strategies most frequently used were asking for clarification, making positive statements, and using resources for receiving and sending messages. Moreover, it was found that gender and nationality had a significant effect on the students' use of overall LLSs, whereas levels of language proficiency had no significant effect on the strategy use.

Ghavamnia et. al. (2011:1156) examined the relationship between strategy use and three other variables (motivation, proficiency, and learners' beliefs). The participants of this study were 80 students from the Department of English at the University of Isfahan, who were homogenized in terms of age, gender, and major and were required to fill out three questionnaires and complete a TOEFL test. Two instruments were used for data collection. The first was the Strategy-Inventory for Language Learning (SILL) developed by R. Oxford (1990:9) to identify the general strategies ESL/EFL learners use. The second was the Beliefs about Language Learning Inventory (BALLI) developed by Horwitz (1988). The study also adopted Schmidt and Watanabe's (2001) model of language learning motivation. Finally, the Coefficient-Correlation was calculated to identify the relationship between the aforementioned variables in relation to strategy use. Results indicated that Persian students use a number of language learning strategies, but they show distinct preferences for particular types of strategies. Results also reveal a positive relationship between strategy use and motivation, proficiency and language learning beliefs.

Strategy Instruction

Language learning strategies are teachable and learners can benefit from coaching in learning strategies to improve their language skills (Oxford, 1990:9; Nunan, 1997: 133). In line with this belief, many researchers have attempted to demonstrate the pedagogical applications of findings from studies into language learning strategies. For example, Nunan (1997: 133) examined the effects of strategy training on four key aspects of the learning process, namely student motivation, students' knowledge of strategies, the perceived utility of strategies, and the actual deployment of strategies by students. The study took the form of an experiment in which sixty first-year undergraduate students at the University of Hong Kong were randomly assigned to control and experimental groups. Both groups took part in the same language program. In addition, the participants of the experimental group were systematically trained in fifteen learning strategies. Results of the study indicated significant differences in three of the four areas investigated. The experimental group significantly outperformed the control group on motivation, knowledge, and perceived utility. There was no significant difference in the area of deployment. Analysis of results on individual strategies revealed that strategy training was neither uniform nor consistent across all strategies.

Importance of Strategy Instruction

Oxford (1990:8) defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" Thus, like football players who use tactics in order to win a game, language learners use learning strategies to acquire the target language skills more successfully. Learning strategies improve the learners' strategic behavior, knowledge and motivation. Specifically, as stated by Lane et. al., (2008:236), they address three main goals: First, learners grasp how to carry out specific composing processes (e.g. planning, drafting, etc.). Second, learners develop the knowledge and self-regulatory procedures (e.g., goal setting, self-monitoring, self-instruction and self-reinforcement) necessary for adopting writing strategies and regulating their performance while writing. Finally, learners ' motivation is enhanced. In this way, the purpose of encouraging learners to use language learning strategies is to make their learning more effective and long-lasting.

In addition, learning strategies can suit any proficiency level; they can be used at all levels of proficiency. Besides, they are closely related with problem solving efforts (Oxford, 1990: 11; Williams and Burden, 1997: 149). Thus, learners equipped with the right problem solving skills are in a more advantageous position to tackle the challenges they faces while learning. Writing is a difficult and time consuming activity for many EFL learners as it is a complex process which requires various cognitive and meta-cognitive activities at the same time. So, if learners are provided with solutions, their immediate writing problems are solved. But if they are taught the writing strategies to work out solutions for themselves, they are empowered to manage their own writing processes. Consequently, learners who can select and use appropriate writing strategies are able to overcome the difficulties they face while writing and perform their writing tasks successfully.

Research results have confirmed that writing strategies can be taught and once learners' meta-cognitive knowledge about how to adopt suitable writing strategies is developed, they will become better writers (O'Malley and Chamot,1990: 151;Oxford, 1996:180; Hsiao and Oxford,2002:369;Shih,2005:18;Luke,2006:2;Chien,2008:44;   Kummin   and Rahman,2010:145; Dul,2011:82).Accordingly, strategy instruction was the main part of writing instruction in this study. Six types of writing strategies were integrated into the proposed model, adopted and taught to the participants: cognitive strategies, meta-cognitive strategies, affective strategies, social strategies, compensational strategies and multiple strategies. These strategies provided ample opportunities for the participants to go through the writing stages (prewriting, writing and post-writing), equipped with various tools which empowered them to generate and organize ideas and plan before writing, write their first drafts, monitor and control their writing behaviors while writing and revise and edit their compositions after writing. In addition, affective strategies helped them persist and overcome writing problems over the three stages of writing.

Separate versus Integrated Strategy Instruction

One of the controversial issues on strategy instruction is whether instruction should focus only on learning strategy instruction or should be integrated with language skills to be taught. Corroborator of separate strategy instruction state that strategies are generalizable to various contexts and that learners grasp the target strategies better if they focus all their attention on developing strategic processing skills rather than attempt to learn language skills at the same time. Supporters of integrated strategy instruction, on the other hand, think that learning the

target strategies in context is more effective than learning them as separate skills in isolation as the immediate applicability of these skills may not be evident to the learners and that adopting strategies in authentic language situations facilitates the transfer of strategies to similar situations in other classes. In this study, strategy instruction was integrated into writing instruction. The participants were taught to use various strategies in authentic writing situations. The teacher provided models of how to adopt specific strategies at each stage of writing (prewriting, writing and post writing).

Direct versus Indirect or Embedded Strategy Instruction

An unresolved issue in strategy instruction is whether it should be direct or embedded. O'Mally and Chamot (1990:153) identified two approaches to strategy instruction, namely the direct (explicit) approach and the indirect (embedded or implicit) approach.

The Direct (Explicit) Approach

This approach is also called the informed strategy approach as learners are informed of the value as well as the purpose of strategy instruction. The aim of this approach is to enhance the learners' awareness of how to improve their learning by adopting appropriate strategies. Thus, learners are made aware of the fact that they are being taught specific strategies and when and how to use these strategies. This approach is favored by many EFL/ESL teachers, educators and researchers as it enables the learners to transfer the strategies they are taught to new learning situations (Eilers and Pinkley,2006:14 and Klapwijk, 2008:23).

The Embedded (Implicit) Approach

According to this approach, learners are not explicitly informed that strategy instruction is occurring. They are guided in the use of specific strategies that are embedded in the writing task. Few researchers seem to favor this approach (Klapwijk, 2008:24).

In this study, strategy instruction was delivered explicitly to the participants who had an opportunity to apply the writing strategies in real communicative writing tasks. This explicit method of instruction was adopted for two reasons: (1) it is appropriate and effective for all students, clever, average and weak students and (2) it is suitable for intermediate EFL students. What's more, the researcher and the EFL teacher used to guide the participants to use strategies until their use became an automatic part of each one's repertoire.

Stages of Strategy Instruction in the Proposed Model

In this study, strategy instruction was an integral part of the proposed model and complemented the writing instruction in the target writing tasks. It included six stages: (1) activating background knowledge (2) general strategy discussion (description), (3) teacher modeling, (4) student guided strategy use (5) analysis of strategy use and (6) independent strategy practice.

Activating Background Knowledge

At this stage, the teacher first encouraged the participants to identify what they knew about the target strategies and what gaps in prior knowledge should be addressed.

General Strategy Discussion

The target writing strategies were defined and discussed. The aim of strategy discussion was to enhance the participants' awareness of the importance of writing strategies and to ensure that the participants were connecting their progress in writing to their use of those strategies. Another aim was to enhance transfer of training to other new writing tasks. Next, the teacher asked the participants to tell why learning and using strategies is important. Examples of what the teacher elicited from the participants are: (1) strategies help improve their writing skills, (2) strategies help them process their writing actively, (3) strategies help them monitor their writing performance as they write and (4) strategies help them connect the generated ideas into an effective composition.

Teacher Modeling

A third important process of strategy instruction was the regular teacher modeling of expert writer behavior. In doing so, the teacher used to think aloud how to apply specific strategies at the three stages of writing (pre-writing, writing and post-writing). Here is an excerpt from unit six, lesson two (SB, p.52), illustrating how teacher's modeling occurs.

Okay, the topic of the composition is "The Five Senses". Um, well, what is the main idea? I know the main idea includes the topic statement (What the five senses are.), but why they are important "The Five Senses"? We have five senses, each with an important function. Okay, I should fill in the following graphic organizer to generate and organize my ideas.
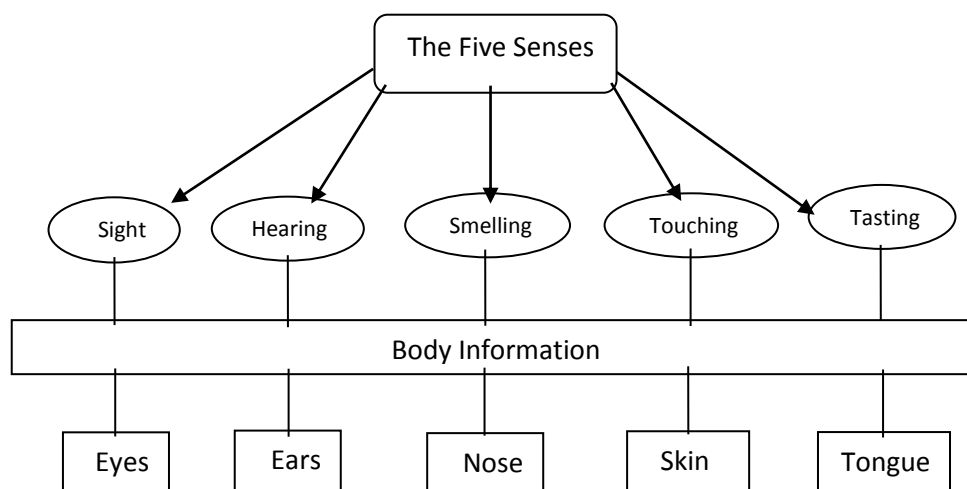
In the above excerpt, the teacher can be observed using pre-writing strategies such as generating and organizing ideas.

Student Guided Strategy Use

Once the participants knew what the target strategies had entailed, they were given time for guided practice of those strategies. The role of the teacher was to provide scaffolding and feedback when the participants failed to apply the target strategies successfully and reinforce correct applications. Also, the teacher encouraged the participants to apply writing strategies and think aloud from the very beginning. However, the researcher informed the teacher that he should bear in mind that familiarity with this process would take time as writing and thinking aloud causes a very high cognitive and meta-cognitive load for EFL writers. That's

why the application of experiment was extended to include the two terms of the academic year 2011-2012.

Analysis and Evaluation of Strategy Use

After the participants had applied the strategies, they immediately analyzed their use of the target strategies through full class discussion; the participants were asked to check the level of their strategy use so that they would well understand what they had learned about new strategies and what needed to be reviewed or modified. Self-evaluation activities including self-questioning or debriefing discussions after strategy use in addition to reflecting on their use of strategies using the "Strategy Use Reflection Checklist" (Appendix Four) were used. Self-questioning included questions like: What did I do? , When did I do it? , What strategies did I use? , How far were the suggested strategies successful? and What other strategies could be successful?

Independent Strategy Use

This stage aimed to help the participants practice, consolidate, evaluate, automate and internalize the strategies they had been taught. The participants were provided with ample opportunities to practice writing strategies throughout the writing classes. Specifically, they were inspired and empowered by means of teacher and peer scaffolding to apply the strategies they thought to be most effective, to transfer newly acquired strategies to new contexts and to devise their own individual combinations and interpretations of those strategies.

Language of Strategy Instruction

This issue is particular to teaching learning strategies to language learners. Chamot (2005:122) states that, in first language contexts, strategies are taught through a language medium in which learners are proficient, but in second or foreign language contexts, this is not necessarily so. Beginning and intermediate level learners, in particular, do not have the foreign language proficiency to understand explanations of why and how to use learning strategies. Yet, postponing learning strategy instruction until advanced level courses deprives those learners of tools that could enhance their language learning and augment their motivation for further study. It is probably not possible to avoid using the first language during strategy instruction for beginning to intermediate level learners. Suggestions have been made to initially teach the learning strategies in the learners' native language, assuming that it is the same for all students and that the teacher knows the language; alternatively, teachers have been urged to give the strategy a target language name, explain how to use it in simple language, and model the strategy repeatedly. In this study, strategy instruction was mainly in Arabic at the beginning of the experiment as the participants' level was very low as revealed by the pre-test (Table 11). Gradually, a combination of the native and the target languages was adopted for strategy instruction.

Strategies Classifications

Review of literature about language learning strategies offers a number of classifications which comprise slight similar points, with many differences in general. However, these classifications can provide different points of view and reflect the complicated system of language learning strategies. Examples of these classifications are provided by Oxford,

(1990:14-15), Wenden (1991:303-36), Riazi (1997:122), Sasaki (2000:259) and Baker and Boonkit (2004:301).

Oxford (1990:14-15) provided a Strategy Inventory for Language Learning (SILL) which has been the most commonly used questionnaire in experimental studies. Oxford's classification assumes that some strategies are concerned with the language directly, whereas others provide support indirectly. So, she divided strategies into direct strategies (those which directly involve the target language such as reviewing and practicing) and indirect strategies (those which provide indirect support for language learning such as planning, co-operating and seeking opportunities).On this basis, she divided each category into three groups. Direct strategies included memory strategies (which relate to how learners remember language), cognitive strategies (which relate to how learners think about their learning), and compensational strategies (which enable learners to make up for limited knowledge), while indirect strategies involved meta-cognitive strategies (relating to how students manage their own learning) , affective strategies (relating to students' feelings and emotions), and social strategies(which involve learning by interaction with others). Oxford's Language Learning Strategy Classification is shown in Table (2).

Table (2): Oxford's Language Learning Strategy Classification.

Direct Strategies	
1-Memory strategies	-Creating mental linkages -Applying images and sounds -Reviewing well -Employing actions
2-Cognitive strategies	- Practicing - Reviewing and sending messages - Analyzing and reasoning -creating structure for input and output
3-Compensational Strategies	- Guessing intelligently - Overcoming limitations in speaking and writing
Indirect Strategies	
1-Metacognitive strategies	- Centering your learning - Arranging and planning your learning -Evaluating your learning
2-Affective strategies	- Lowering your anxiety - Encouraging yourself -Taking your emotional temperature
3-Social strategies	- Asking questions - Cooperating with others -Empathizing with others

O'Malley and Chamot (1990: 44), on the other hand, classified learning strategies into three categories: cognitive, meta-cognitive and social/affective. Cognitive strategies are specified as learning steps that learners take to transform new material. They operate directly on incoming information, manipulating it in ways that enhance learning. Sixteen cognitive

strategies are included in this classification as shown in table (4).Meta-cognitive strategies involve consciously directing learners' efforts into the learning task. They are higher order executive strategies that may entail planning for, monitoring or evaluating the success of a learning activity; in other words, they are strategies about learning rather than learning strategies themselves. They are divided into nine types. Social/affective strategies involve interaction with another person or taking control of one's own feelings on language learning. They represent a broad grouping that involves either interaction with another person or ideational control over affect. Table (3) shows O'Malley and Chamot's Language Learning Strategy Classification.

Table (3): O'Malley's and Chamot's Language Learning Strategy Classification.

Strategies	Examples
Cognitive Strategies	Repetition: imitating other people's speech, silently or aloud; Resourcing: making use of language materials such as dictionaries; Directed physical response; 'relating new information to physical actions, as with directives; Translation: 'using the first language as a basis for understanding and/or producing the L2. Grouping: organizing learning on the basis of 'common attributes'; Note-taking: writing down the gist of texts; Deduction: conscious application of L2 rules; Recombination: putting together smaller meaningful elements into new wholes; Imagery: turning information into a visual form to aid remembering it- "Pretend you are doing something indicated in the sentences to make up about the new word"; Auditory representation: keeping a sound or sound sequence in the mind – "When you are trying to learn how to say something, speak it in your mind first"; Key word: using key-word memory techniques, such as identifying an L2 word with an L1 word that sounds similar; Contextualization: placing a word or phrase in a meaningful language sequence. Elaboration: relating new information to other concepts in memory Transfer: helping language learning through previous knowledge —"If they're talking about something I have already learnt (in Spanish), all I have to do is remember the information and try to put it into English"; Inferencing: guessing meanings by using available information – "I think of the whole meaning of the sentence, and then I can get the meaning of the new word"; Question for clarification: getting a teacher to explain, help and so on.
Meta-cognitive Strategies	Advance organizers: planning the learning activity in advance at a general level - "You review before you go into class"; Directed attention: deciding in advance to concentrate on general aspects of a learning task; Selective attention: deciding to pay attention to specific parts of the language input or the situation that will help learning; Self-management: trying to arrange the appropriate conditions for learning — "I sit in the front of the class so I can see the teacher"; Advance preparation: 'planning for and rehearsing linguistic components necessary to carry out an upcoming language task' Self-monitoring: checking one's performance as one speaks — "Sometimes I cut short a word because I realize I've said it wrong"; Delayed production: deliberately postponing speaking so that one may learn by listening — "I talk when I have to, but I keep it short and hope I'll be understood";

	Self-evaluation: checking how well one is doing against one's own standards; Self-reinforcement: giving oneself rewards for success.
Social/Affective Strategies	Cooperation: working with fellow-students on a language task.

Wenden (1991:303-36) investigated the cognitive and meta-cognitive strategies used by eight ESL learners as they write their compositions using computers. She asked the learners to introspect as they wrote. Cognitive strategies included classification (self-question , hypothesizing , defining terms , comparing) , retrieval (rereading aloud or silently what has been written, self-questioning, writing till the idea would come , summarizing what had been written , thinking in one's native language) , resourcing (asking researcher, referring to dictionary) , deferral , avoidance and verification. Meta-cognitive strategies involved planning, evaluation and monitoring. Wenden's classification of cognitive and metacognitive strategies in writing is shown in Table (4).

Table (4): Wenden's Classification of Cognitive and Metacognitive Strategies in Writing

Meta-cognitive Strategies	Cognitive Strategies	
Planning Evaluation Monitoring	**Clarification**	Self-question Hypothesizing Defining terms Comparing
	Retrieval	Rereading aloud or silently what had been written Writing in a lead-in word or expression Rereading the assigned question Self-questioning Writing till the idea would come Summarizing what had just been written (in terms of content or of rhetoric) Thinking in one's native language
	Resourcing	Ask researcher Refer to dictionary
	Deferral Avoidance Verification	

Riazi (1997:122) examined the compositions of four Iranian doctoral students of education, focusing on the learners' conceptualizations of their writing tasks, their strategies for composing and their personal perceptions of their own learning. He summarized their composing strategies following distinctions made in previous studies of second language learning in academic settings between cognitive, meta-cognitive, social and search strategies. The following table (5) shows Riazi's classification of composing strategies.

Table (5): Riazi's Classification of Composing Strategies.

Composing Strategies	Constituents	Phase of Composing Process
Cognitive Strategies Interacting with the material to be used in writing by manipulating them mentally and physically	-Note-taking -Elaboration -Use of mother tongue -Knowledge and skill transfer from L1. -Inferencing -Drafting(revising and editing)	Reading and writing Reading and writing Reading and writing Reading and writing Reading Writing
Meta-Cognitive Strategies Executive processes used to plan, monitor and evaluate a writing task.	-Assigning goals -Planning (making and changing outlines) -Rationalizing appropriate formats. -Monitoring and evaluation	Task representation and reading. Writing Reading and writing Reading and writing/Task representation
Social Strategies Interacting with other persons to assist in performing the task or to gain affective control.	-Appealing for clarifications -Getting feedback from professor or peers.	Task representation Writing
Search Strategies Searching and using supporting sources	-Searching and using libraries (books, journals, Eric, microfiche). -Using guidelines -Using others' writing as models.	Reading and writing

Sasaki (2000:259) investigated the writing processes of Japanese EFL learners, using multiple data sources including their written texts, videotaped pausing behaviors while writing, stimulated recall protocols, and analytic scores given to the written texts. Methodologically, he adopted a research scheme that has been successfully used for building models of Japanese L1writing. Three paired groups of Japanese EFL writers (experts vs. novices, more-vs. less-skilled student writers, and novices before and after 6 months of instruction) were compared in terms of writing fluency, quality/complexity of their written texts, their pausing behaviors while writing, and their strategy use. Results revealed that (a) before starting to write, the experts spent a longer time planning a detailed overall organization, whereas the novices spent a shorter time, making a less global plan; (b) once the experts had made their global plan, they did not stop or think as frequently as the novices; (c) L2 proficiency appeared to explain part of the difference in strategy use between the experts and novices; and (d) after 6 months of instruction, novices had begun to use some of the expert writers' strategies. It was also revealed that the experts' global planning was a manifestation of writing expertise that cannot be acquired over a short period of time. The following table (6) shows Sasaki's classification of composing strategies.

Table (6): Sasaki's Classification of Composing Strategies

Strategies	Definition
Planning 1.Global planning 2.Thematic planning 3.Local planning 4.Organizing 5.Conclusion planning	 Detailed planning of overall organization Less detailed planning of overall organization Planning what to write next Organizing the generated ideas Planning of the conclusion
Retrieving 1.Plan retrieving 2. Information retrieving	 Retrieving the already constructed plan Retrieving appropriate information from long-term memory
Generating idea 1.Naturally generated 2.Description generated	Generating an idea without any stimulus Generating an idea related to the previous description
Verbalizing 1.Verbalizing a proposition 2.Rhetorical refining 3.Mechanical refining 4.Sense of readers	 Verbalizing the content the writer intends to write Refining the rhetorical aspect(s) of an expression Refining the mechanical or (L1/L2) grammatical aspect(s) of an expression Adjusting expression(s) to the readers
Translating	Translating the generated idea into L2
Rereading	Rereading the already produced sentence
Evaluating 1.L2 proficiency evaluation 2.Local text evaluation 3.General text evaluation	 Evaluating one's own L2 proficiency Evaluating part of the generated text Evaluating the generated text in general
Others 1.Resting 2.Questioning 3.Impossible to categorize	 Resting Asking the researcher a question Impossible to categorize

It is clear from the above-mentioned review that these classifications have been conducted in English as second/foreign language (ESL/EFL) contexts. Regardless of how they are classified, the exact number of strategies available and how these strategies should be classified still remain open for discussion. A comparative analysis of various kinds of strategy classifications reviewed so far supported the view that O'Malley and Chamot's (1990) classification of strategies into cognitive, meta-cognitive and socio/affective strategies, Oxford's six-subset strategy taxonomy, Sasaki's classification and Riazi's classification are more comprehensive and consistent with learners' use of strategies than Weden's cognitive and meta-cognitive strategies. Also, based on the psychological and sociological differences that exist between adult and young language learners, it is not logical to apply results of strategy studies with adults and adolescents to young EFL/ESL language learners. Sasaki's classification may be beneficial for adult learners as it provides a detailed description of the strategies EFL writers

may use in their writing process. However, it may be confusing for young learners as it is too detailed. For example, "planning" includes five strategies (Global planning, thematic planning, local planning, organizing and conclusion planning) which may be embarrassing for young learners.

In addition, almost all the categories about writing strategies are used to categorize the writers' writing processes. No one except Wenden (1991) and Riazi (1997) has classified writing strategies from a theoretical stance. Also, the taxonomies of Wenden and Riazi do not include rhetorical or communicative strategies. Moreover, while Oxford (1990) , O'Malley and Chamot (1990) , Weden(1991)   and Riazi (1997) put planning and global planning together as individual strategies, Sasaki (2000) subdivided planning into planning overall content and idea or global planning, thematic planning and local planning .

Based on the previous strategy classifications, six main writing strategies were classified and taught to the participants in the present study (cognitive strategies, meta-cognitive strategies, compensational strategies, social strategies, affective strategies and multiple strategies). While cognitive strategies helped the participants generate ideas, analyze model texts and use the generated ideas while writing and revise and edit their drafts at the post writing stage, meta-cognitive strategies enabled them to plan for their writing to monitor, regulate and their writing performance while writing and self-evaluate their drafts and reflect on their writing performance at the post-writing stage. Compensational strategies empowered the participants to overcome their writing problems they faced due to their limited writing abilities by referring to various resources such as dictionaries, grammar books, model texts...etc. or asking the teacher and/or peers for clarification. Social strategies facilitated the participants' cooperation with their peers and/or teacher so as to negotiate ideas, give and receive feedback or to share their writing. Affective strategies encouraged them to manage their feelings, emotions and attitudes before writing (alleviating prewriting anxiety/blank sheet apprehension) while writing (enhancing their persistence and relaxation) and after writing (rewarding themselves for performing the writing task). In addition, since   writing strategies might not be occurring at distinct times and in the same order, the orchestration of multiple strategies was important to empower the participants while writing. Accordingly, an additional category including two or more types of writing strategies was recognized and labeled as multiple strategies. For example, when the participants were taught that an effective writing strategy involves considering their audience and purpose (e.g. to explain, to persuade …etc.) in writing (cognitive), they could monitor their strategy use by stopping and thinking about whether they are able to keep track of their aim (metacognitive). Table (7) shows the classification of the writing strategies used in the present study.

Table (7): Classification of the Writing Strategies Used in the Present Study.

Strategies	Examples
Cognitive Strategies	-Generating ideas (brainstorming, listing, clustering…etc.). -Note-taking (writing down the general ideas). -Resourcing (making use of language materials such as dictionaries) -Drafting -Rhetorical refining -Mechanical refining -Clarification (self-questioning, defining terms, comparing ...etc.). -Reading aloud or silently the written composition.

	-Using others' writing as models. -Adjusting expression(s) to the readers
Meta-Cognitive Strategies	-Grouping (organizing ideas using graphic organizers, webs… etc.) -Assigning goals -Planning (making and changing outlines) -Rationalizing appropriate writing formats. -Self-monitoring (checking one's performance as one writes). -Self-management (trying to arrange the appropriate conditions for writing). -Self-evaluation -Evaluating the generated text in general
Compensational Strategies	-Overcoming limitations in writing -Restructuring (the search for an alternative syntactic plan once the writer anticipates or realizes that the original one is not going to be satisfactory for a variety of linguistic, ideational or textual reasons). -Using circumlocutions or synonyms -Adjusting or approximating the message
Affective Strategies	- Lowering writing anxiety -Self-encouragement -Self-reinforcement: giving oneself rewards for success.
Social Strategies	-Appealing for clarifications -Negotiating and discussing ideas -Giving and getting feedback from teacher or peers. -Sharing writing with peers.
Multiple Strategies	-Using two or more strategies.

Implications for EFL Teachers

The strategy-based writing model provides many implications for EFL teachers:

1- EFL teachers should stop teaching writing by simply focusing on the writing product rather than the writing process.

2- Teacher and peer scaffolding should be integrated into EFL writing instruction.

3- EFL teachers should empower learners by creating learner-centered environment in which they are actively and safely engaged in the writing process.

4- EFL learners should have a clear idea of why they write, what they write about and how they write.

5- EFL teachers should train learners to use the six types of writing strategies (cognitive, meta-cognitive, social, compensational, affective and multiple strategies) as they write.

6- EFL teachers should provide good models of strategic approaches.

7- EFL teachers should consistently provide direct strategy instruction, modeling and guided practice.

8-   EFL teachers should encourage all types of correction (self- correction, peer-correction and teacher-correction).

9-   EFL teachers should provide ample opportunities for learners to reflect on their writing performance as well as on the writing activities.

10-   EFL teachers should be supportive and encouraging to learners and attend to their voices from different venues to monitor, regulate and evaluate the teaching strategies they use. This helps learners to get rid of their writing anxiety/apprehension.

11-   An integrated writing approach should be adopted as it enhances the learners' awareness that writing is not a one-step product of getting instant perfection, but a recursive and social process of meaning exploration and reformulation.

12-   EFL teachers should enhance learners' motivation so as to enable them to attain better writing performance.

Part Two: Writing

Writing has always been considered an important skill in teaching and learning English as a Foreign Language (EFL). Firstly, it inspires logical thinking, pushes students to focus their attention and sort out their ideas, and develops their ability to summarize, analyze and criticize. Secondly, writing enhances learning by thinking in, and reflecting on the target language (Luchini, 2010:73).However, writing has never been an easy task for EFL learners who find it difficult to craft a text as the writing process calls for a wide range of writing strategies (cognitive, meta-cognitive, affective, social, compensational and multiple strategies) of which they are mostly unaware. In addition they should "utilize all the means they have, such as lexical, syntactic, discoursal and rhetorical knowledge, to achieve certain writing objectives." (Yan, 2010:29).

The Nature of EFL Writing

Learning to write in the foreign language is one of the most difficult tasks which EFL learners encounter and one that few of them are said to fully perfect. It is an intricate process which causes problems to EFL learners as it entails using a set of mental processes rather than only using the formal structures of the language itself. "It requires not only lexical and syntactic knowledge of vocabulary and grammar but also the ability to generate and organize ideas and thoughts in a way that can be clearly and coherently communicated to a potential reader (Quintero, 2008:8). Raimes (1983:6) concurs with Quintero in that "the process of moving from concepts, thoughts and ideas to written text is complex. A written text represents the product of a series of complicated mental operations". She provides a diagram which illustrates what writers deal with as they produce their writing pieces (figure 1).

Figure (1):Raimes' Factors Included in Producing a Piece of Writing
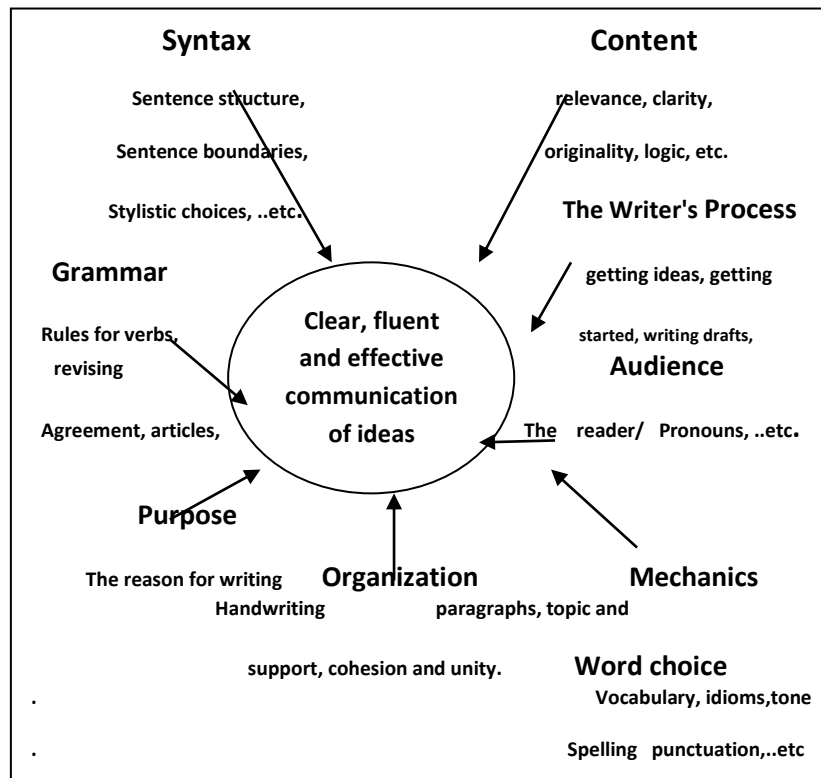
Major Approaches to Writing Instruction

There are various approaches to writing instruction. For the purpose of this study, four approaches are tackled: the product approach, the process approach, the genre approach and the integrated approach.

The Product Approach

The product-oriented approach "began from the early 20th century into the 1960s with its emphasis on paragraph models, grammar and usage rules, vocabulary development, and then focused largely on the logical construction and arrangement of discourse forms" Hung (2008:1). It is also called 'the text-based approach', the controlled-to-free approach and the guided composition approach. According to this traditional approach, learners are given a model text to emulate. The model text is presented and analyzed before starting writing. Then, learners are asked to write their compositions following the model text. Thus, in this approach, writing plays a key role in developing learners' writing in terms of grammatical and syntactical forms. It includes four stages (Badger and White, 2000:153; Hung (2008:1) Hassan and Akhan, 2010:78; Seifoori et al. .2012: 108; Khan, 2015:97):

Stage One: Familiarization

Learners study model texts and highlight the features of the genre they include. For example, if studying a formal letter, learners' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If they read a story, the focus may be on the

techniques used to make the story interesting. In addition, learners focus on where and how the writer employs techniques.

Stage Two: Controlled Writing

This stage involves controlled practice of the highlighted text features, usually in isolation. So, if studying a formal letter, learners may be asked to practise the language used to make formal requests, for example, practicing the "I would be grateful if you …….." structure.

Stage Three: Organizing Ideas.

This is the most important stage where ideas are organized. Proponents of the product approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of linguistic features.

Stage Four: The End Product

This is the end product of the writing process. Learners choose from the choice of comparable writing tasks. To show that they can be competent users of the language, learners individually use the skills, structures and vocabulary they have been taught to compose the product.

Advantages of the Product Approach

This approach is widely adopted by EFL teachers as it has the following advantages (Tangpermpoon, 2008:3; Alzaanin, 2014:19; Setyono, 2014:478; Khan, 2015:97):

1- It helps learners write their compositions systematically by using sample models of written texts (descriptive, narrative and persuasive).

2- It enables learners to use vocabulary and structures appropriately.

3- It enhances students' awareness of semantic and syntactic forms (contexts).

4- It shapes learners' writing competence in terms of language use.

5- It increases self- confidence among novice EFL writers

However, the hours spent by both the teacher and learners in identifying and correcting grammar errors in their compositions may not be the most efficient use of valuable language teaching and learning time, although learners may expect that it is the most important part of their writing instruction. Nonetheless, exercises such as sentence combination and models analysis are effective in improving writing quality. In addition, peer editing, and revision of drafts are most useful when explicit criteria for evaluation are considered. Lastly, clearly defined writing tasks with specific objectives result in the most significant gains in students writing:

Disadvantages of the Product approach

The following are some disadvantages associated with adopting the product approach:

1-It looks upon writing as a grammar exercise; little attention is paid to the writing purpose and the writing process as it focuses on grammar, vocabulary and writing mechanics.

2- Learners ' motivation in this approach is low as they are forced to write their compositions accurately using strict models.

The Process Approach

During the 1980s, there was a shift from the product approach to the process approach in EFL/ESL writing instruction (Yi, 2010: 31).   While the product approach focuses on the writing product, the process approach concentrates on the way writers actually perform their writing tasks from beginning to end. Accuracy of spelling, punctuation and grammar is no longer the central concern and the writing process is considered writer-oriented and self-discovery. This approach is based on the premise that, while writing, learners hardly follow a fixed, linear sequence of writing stages as they have to move forth and back in order to find new ideas and improve their writing. Thus, this approach sees writing as a dynamic process in which writers attempt to reformulate their ideas and convey a specific meaning through their writing pieces.

According to this approach, teachers can encourage students to explore their thoughts and develop their writing by adopting a five-step writing process model (Tangpermpoon, 2008:4; Setyono,2014:478; Dikli et al. ,2015:57):

1-   Prewriting

The teacher assigns a writing task and helps learners generate ideas by applying a number of strategies such as brainstorming, clustering, listing and oral discussions using visual-oral contexts. Students should be told that they do not have to focus on correctness nor appropriateness at this stage.

2-   First Drafting

Students use the ideas they generated at the prewriting stage to write their first drafts.

3-   Feedback

At this stage, learners get feedback from their teacher and peers and move on to another modified draft.

4-   Second drafting

Learners modify their first drafts by adding, revising and rearranging ideas, based the remarks of the teacher and peers.

5-   Proofreading

This is the final stage where learners pay more attention to the proper use of grammar, vocabulary, layout in addition to writing mechanics. This enables them to find out new ideas and language forms.

The abovementioned stages are recursive in nature. Furthermore, this approach encourages learners to interact with each other during the writing process. It also emphasizes that the writing process should be meaningful; learners should understand the steps involved in the writing process.

Advantages of the Process Approach

1- It emphasizes the importance of the skills involved in writing.

2- It recognizes that what learners bring to the writing classroom contributes to the development of their writing ability.

3- It provides a flexible five-step model which allows learners to move forth and back to come up with new ideas.

4- It helps learners develop their writing skills step by step where the teacher provides scaffolding and constructive feedback.

Disadvantages of the Process Approach

1- It often regards all types of writing as being produced by the same set of processes.

2- It pays insufficient attention to the kind of texts writers produce and why such texts are produced.

3- It provides poor linguistic input to students who have no clear understanding about the characteristics of accurate writing.

4- It takes learners a long time to finish their compositions following the five steps.

5- Students may be demotivated as they spend a long time to perform their writing task.

The Genre Approach

In some ways, the genre approach can be regarded as an extension of the product approach. Like product approaches, genre approaches regard writing as predominantly linguistic but, unlike product approaches, they emphasize that writing varies with the social context in which it is produced (Silva, 1990:16; Badger and White, 2000:155; Wang (2013: 2128;Alzaanin, 2014:20).Thus, learners benefit from studying genres used in various socio-cultural contexts for different purposes. This approach involves three stages:

Modeling the Target Genre

At this stage, learners are exposed to examples of the genre they have to produce.

Constructing a Text

At this stage, both learners and the teacher collaborate to compose a text.

Independent Text Construction

The teacher encourages learners to create their texts independently.

Advantages of the Genre Approach

Like the other approaches, the genre approach is widely used in EFL classrooms as it has the following benefits:

1-It acknowledges that writing takes place in a social context.

2-It enables learners to acquire the writing skills consciously through imitation and analysis of each writing genre.

3-It also increases learners' awareness of writing aspects such as arrangement, organization, genre and form.

4-Since this approach emphasizes genre construction, it helps learners' to perform writing tasks appropriately in their real life outside the classroom.

Disadvantages of the Genre Approach

The drawbacks of the genre approach are as follows:

1-It underestimates the skills learners need to produce a text.

2-It seems to ignore the writing abilities which learners possess in other areas.

3-It does not enable learners to have enough language or vocabulary to communicate their message to specific audience.

The Integrated Approach

Each of the aforementioned writing approaches has its merits and demerits. The strengths and weaknesses of each approach show that the three approaches complement each other. So, effective writing instruction can involve flexible incorporation of the insights of the product, process, and genre approaches (Dyer, 1996:316, Alzaanin, 2014:21).This flexible incorporation of existing writing approaches may infuse writing instruction with renewed vigor since this integration allows learners to look at writing beyond form and accuracy. It also enables them to find meaning and purpose in interactive writing activities with peer and teacher scaffolding. Moreover, it still takes the quality of the writing product into account and does not overlook accuracy or form in the least. "This integration is eclectic, and the teacher should make sensible choice on which phase of writing to mainly focus on in the light of learners' specific needs in the real classroom" (Yi, 2010:29). Thus, writing involves knowledge about language (as in product and genre approaches), knowledge of the context in which writing occurs and especially the purpose of writing (as in genre approaches), and skills in using language flexibly (as in process approaches). In addition, writing development occurs by drawing out the learners' potential (as in process approaches) and by providing input to which the learners respond (as in product and genre approaches).

What is increasingly obvious from the previous discussion is that no single approach is sufficient in itself to account for how writing is developed and employed. Based on the fact that an integrated approach to writing instruction can better satisfy EFL writers' needs and that strategy-based instruction plays a vital role in enhancing the learners' writing skills, the present study adopted the integrated approach to EFL writing instruction where six types of strategies (cognitive, meta-cognitive, compensational, affective, social and multiple strategies) were integrated into a model proposed to enhance the participants' writing skills. The integrated approach enabled the participants to transfer the skills they had gained from each approach naturally from one mode to another and thus to produce their writing tasks efficiently. For example, to integrate each approach in the writing class, the teacher followed

these steps. He started teaching writing with one approach and then adapted it by combining the strengths of other approaches in the writing classroom. He also trained the participants on using the rhetorical patterns or the so-called 'rhetorical organizations' in the product-based approach in so as to teach them how to write according to model texts; he provided the participants with some examples of the text types they had to write to enhance their understanding of the aim and framework of a particular writing type. Furthermore, at the beginning of writing classes, the teacher used to describe clearly the genres the participants had to learn in order to help them generate ideas about each genre. In addition, he avoided spending too much time on one piece of writing as this might decrease the participants' motivation and impede them from learning other types of writing. He also used brainstorming, mind-mapping, webbing techniques to help the participants generate and organize ideas and come up with appropriate language use or specific vocabulary for what they wanted to convey in their writing pieces. Moreover, the participants were taught how to develop a sense of audience by taking turns giving and getting feedback and comments on their drafts. Collaborative work was encouraged so as to alliviate the participants' writing apprehension and enhance their writing skills through collaboration with their peers and teacher and asking for clarifications. Also, various error correction techniques (self, peer and teacher correction) were used.

Elements of Writing Instruction

Steve and Perin (2007:4-5) identify eleven elements of current writing instruction which proved to be effective for developing the learners' ability to write well and to use writing as a tool for learning.

1- Writing Strategies: learners should be taught strategies for planning, revising, and editing their compositions

2- Summarization: This involves explicitly and systematically teaching learners how to summarize texts.

3- Collaborative Writing: It is incumbent upon the teacher to create instructional arrangement and a learning environment in which learners work together to plan, draft, revise, and edit their compositions.

4- Specific Product Goals: Learners should be trained to set reachable goals for the writing they are to compose.

5- Word Processing: Learners should be encouraged to use computers and word processors as instructional supports for writing assignments.

6- Sentence Combining: Learners should be taught to construct more complex, sophisticated sentences.

7- Prewriting: Learners should be engaged in prewriting activities designed to help them generate or organize ideas for their compositions.

8- Inquiry Activities: Learners should be encouraged to analyze immediate, concrete data to enable them to develop ideas and content for a particular writing task.

9- Process Writing Approach: This involves a number of writing instructional activities in a workshop environment which stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

10- Study of Models: Learners should be provided with opportunities to read, analyze, and emulate models of good writing.

11- Writing for Content Learning: Learners should use writing as a tool for learning content material.

In this study, the aforementioned writing elements were considered and some of them (writing strategies, collaborative writing, specific product goals, sentence combining, prewriting, inquiry activities and studying models) were integrated into the strategy-based writing model.

Stages of Writing

Writing is a complex, recursive process which involves a series of logical stages which enable writers to organize their thoughts so as to perform their writing tasks successfully. Despite the fact that EFL writing teachers and researchers have agreed that writers go through several stages while writing, they have not reached an agreement on labeling these stages. In addition, even though the writing stages are overlapping in the writing process, they can be dealt with separately to facilitate description. Nevertheless, labeling of each stage does not indicate that the writing process is a linear series of categories. Thus, since dividing the writing process into several stages and labeling each stage may lead learners to misunderstand that the stages are linear, teachers should inform them that the stages are interactive, organic and cyclical.

Generally, there are some process writing models which visualize the writing process and show the recursive and complex nature of writing. For example, White and Arndt (1991: 11) depict the writing process as a recursive process involving six stages. Figure (2) shows White and Arndt's writing process model.
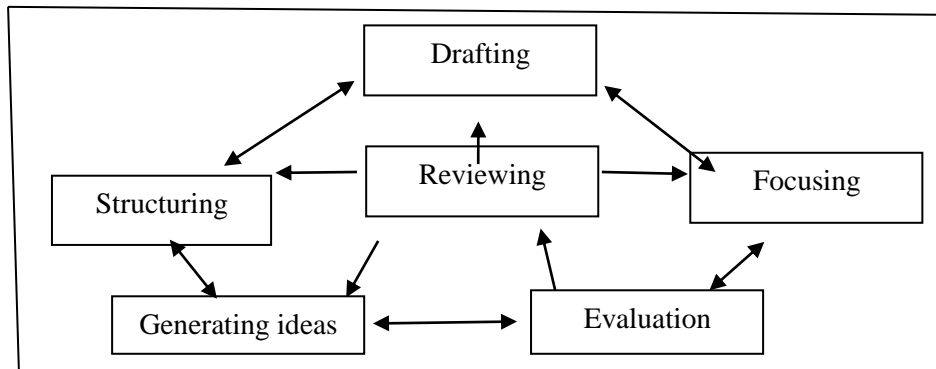
Figure (2): White and Arndt's Writing Process Model

Elucidating the benefits of generating ideas, focusing, and structuring activities presented in White and Arndt's writing process model (Figure 2), Tribble (1996:107) states that generating ideas triggers learners' creativity and helps them figure out their interests in the target writing topics. Focusing activities enable learners to decide what is more important and less important for their writing; learners can identify the priorities of content. Structuring activities help learners decide how to organize their writing in order to convey meaning effectively. Traditional writing instruction emphasizes only the drafting and reviewing stages. However, generating, focusing, and structuring stages should be considered important stages of the writing process because each stage facilitates the other stages and helps learners move from the first draft to the final draft. Similarly, Harmer (1998: 326) highlights the recursive nature of writing as follows:

Figure (3): Harmer's Writing Process Model.
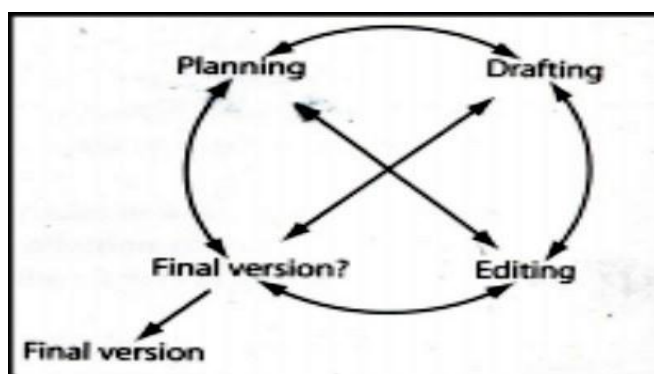
In Figure (3), Harmer compares the writing process to a "wheel". According to Harmer's model, writers move not only around the circumference of the wheel but also across the spokes. This means that they revisit a certain stage as well as move from a planning stage to the final draft stage.

The identification of writing stages depends on the adopted writing approach (the product approach, the process approach, the genre approach or the integrated approach). For instance, Cohen (1990: 105) and Dul (2011:88) view writing basically as a process including four main stages (i.e. planning, drafting, revising, and editing), where each stage has its own rules, activities, and behaviors to be displayed. According to them, teachers are expected to focus on the process rather than the final product. Certainly, accuracy is not neglected when developing writing but it is not the only sought target either. That is, various operations and strategies applied during the completion of a writing task become key processes and elements. On the other hand, Tompkins (1990:87) proposes a five-stage writing process: pre-writing, drafting, revising, editing, and sharing. The following is an in-depth look at each of these stages.

Pre-writing

Prewriting is the first stage of the writing process where learners explore, generate and organize their ideas about the target writing topic. This stage is important as it lays the foundation of good writing and minimize learners ' writing anxiety (Schweiker-Marra and Marra, 2000:99; Hedge, 2005:22 and Shih, 2005:11). It aims at stimulating learners' creativity and enabling them to think about what to write and how to approach the target topic. So, as indicated by Hedge (2005:22), EFL teachers should remind   learners of two important things: the purpose of their writing and its audience. This enhances learners' awareness of both why and for whom they are writing. It also helps them to bear in mind the text content as well as the text readers as they delineate the general outline/plan of their writing. In addition, it is important to motivate learners and provide scaffolding at this stage as many EFL learners apprehend the blank page.

Kroll (2001:224) states that because "there isn't one composing process , the goal of the teacher should be to expose learners to variety of strategies for getting started with a writing task and to encourage each learner to try to discover which strategies work best". These strategies are conscious thoughts, actions, or behaviors which writers use when they plan before writing. The purpose of such strategies is   for the writers to feel that they own several techniques to begin an assigned writing task and that they do not have to begin writing at the same beginning and work through an evolving draft sequentially until they reach their final draft. Therefore, they decrease the learners' writing apprehension and enhance their self-confidence. These strategies should be varied so as to suit the learners' various learning preferences. Listed below are some of the well-known strategies that can be adopted at the prewriting stage with the purpose of helping learners generate and organize their ideas which are the heart of the planning process. They include brainstorming, listing, clustering, free writing, resourcing, elaboration, grouping, planning and goal setting (Brown, 2001:348). If well-planned, these strategies are easy to practice in the classroom without consuming much time. According to Kroll (2001:223), these first four activities are similar, but depending on learners' preferences, one of them can achieve better effects than the others for each individual leaner. While providing ample opportunities for practicing all the techniques, EFL teachers should encourage learners to choose the most effective ones for them.

Brainstorming

It is a group activity in which all learners share their ideas about the target topic. Learners are asked to focus on a particular subject or topic and freely jot down any and all ideas which come to their minds without limiting or expurgating information; they are told that if an idea

comes to mind, they should write it down. They are also informed that ideas may be single words, phrases, ideas, details, examples, descriptions, feelings, people, situations... etc. The main aim is to get as many ideas down on paper as they can.

Listing

Listing is beneficial for the learners who are constrained by excessive concern for expressing their thoughts in grammatically correct sentences. Unlike brainstorming (a group activity), listing is an individual activity. As a first step in approaching the writing topic at hand, each learner is encouraged to produce a long list of all the ideas (main and supporting ideas) that came to his or her mind as he or she thought about the target topic.

Clustering

It is a strategy which encourages learners to pertain many ideas quickly. It begins with a key word or central idea written in the center of a page (or the board) around which the learners (or the teacher, using the learners' generated ideas) jot down all of the free associations triggered by the topic, using words or short phrases. Unlike listing, the generated ideas are written on the page or the board in a way which shows the connection between them. By sharing their clustered ideas with their peers, learners are exposed to various ways of tackling the target topic, which leads to more generation of ideas about the topic at hand.

Free-writing

Free writing, known also as speed writing, quick writing, or ink writing, allows learners to write quickly without stopping within limited time. In the ESL/EFL classrooms, for example, the teacher may ask learners to start free-writing by giving an opening sentence. Fulwiler (1996:2-3) suggests some guidelines for implementing free-writing in the classroom:(1) the teacher may ask learners to write without stopping for five or ten minutes, (2) he/she informs learners that, while writing, they do not need to worry about punctuation, spelling, or organization and (3) when learners finish their free-writing, the teacher asks them to share it with their peers and talk about only the main content of the writing as a good follow-up activity.

Elaboration

 Elaboration is defined as a strategy of relating new information to prior knowledge. It is an essential pre-writing strategy as it activates the learners' background knowledge and helps them apply it to the writing task at hand. Various techniques can be used to achieve both these objectives .One of these techniques is creating a K-W-L (know, want to know, learned) chart. This technique helps the teacher to activate the learners' prior knowledge and empowers them in the planning process. It was used in this study as it suited the participants' proficiency level. In the 'K' step, the participants' were asked to write down everything they know about the writing topic. In the 'W' step, they were encouraged to write questions - based on their prior knowledge- about what they still needed to know about the topic and /or the genre before they started writing. This step enabled the participants to create clear writing objectives. Finally, in the 'L' step, the participants wrote what they learned from their resources on the topic. In this step, they answered the questions they wrote in the 'W' step and also revised any of their prior knowledge that turned out to be mistaken or incomplete. Using this technique, the participants could activate their prior knowledge, elaborated on that

knowledge by asking appropriate questions which guided their research and related the new information they found out in their research to their previous knowledge. The second technique was discussion about the target topic using visual /aural contexts. The teacher used to create a visual /aural context about the target writing topic around which he guided discussion in the class. Through discussion, the teacher activated the participants' prior knowledge and enabled them to generate ideas about the topic. Then, the participants were encouraged to organize their ideas using graphic organizers or webs (Appendix Two).

Resourcing

Resourcing is an important strategy in the writing classes since learners are highly dependent on reference material. It is perhaps one of the most useful resources for learners at the pre-writing stage. A good model of the writing topic is to be analyzed and used as a model for writing about the target topic. Such readings can facilitate writing, especially in ESL/EFL situations as they provide models of good English writing and boost learners' genre awareness. They are more beneficial for ESL/EFL learners who have limited language abilities as they enable them to study language (lexical, syntactical structures, spelling, punctuation …etc.). Brown(2001:347) confirms this when he states that by reading relevant types of writing, learners can acquire insights about both how to write and what to write. Thus, reading model texts about the topic can help learners generate ideas, have a good example of the rhetoric and linguistic features of texts similar to the target topic. However, EFL teachers should inform learners that these model texts should be used for facilitating writing not for copying or emulating them.

In this study, the teacher and the participants went through sample texts in details while the teacher was modeling how to analyze such texts and find out the rhetorical and lexico-grammatical features through various exercises. Then, he provided them with prompts to analyze models of writing by asking questions which guided them to attend to the various aspects of the writing model including its ability to achieve its intended purpose, the interaction between the writer and the reader and certain stylistic or linguistic features that are characteristic of a particular genre of writing. Also, he offered more samples during the following classes to broaden the participants s' horizon for expatiating such model texts. An example of model text analysis is illustrated below:

I. Identifying the Elements of a Paragraph.

A. Read the paragraph. How does the writer try to improve his English?

Ways to Improve my English

Although I face some difficulties when I use English for communication purposes, I try some ways to improve my English. I revise my revisions or worksheets regularly. This helps me to keep the knowledge fresh in my mind. I like playing football on Thursdays. I also read widely - newspapers, short stories, books, etc. I usually take down notes during lessons and check the dictionary for unfamiliar words. I play word games and puzzles. In addition, I try to speak proper English. Moreover, I watch English channels. I study with a friend who is good in the English language. Thus, I have achieved some improvement in my English.

B. Answer the questions about the paragraph above. Give reasons for your answers.

1. Circle the topic sentence. Does the topic sentence help you understand what the paragraph will be about?

2. How many supporting sentences does the paragraph have? Underline them.

3. Do the supporting sentences relate to the topic sentence?

4. Circle the concluding sentence. Does the topic concluding sentence make the paragraph feel finished?

5. Is the first sentence indented?

II. Analyzing the paragraph for unity

1. Underline the topic sentence. Is it the first or the second sentence?

2. Write the controlling idea from the topic sentence in your own words.

   …………………………………………………………………………

3. One sentence in the paragraph is irrelevant. Draw a line through it.

4. Why the sentence is irrelevant? Write your explanation below.

 …………………………………………………………………………

 …………………………………………………………………………

III. Reordering for Coherence

A.Read the sentences from a narrative paragraph. Some of the sentences are out of order. Number the sentences from 1-10 to show logical order.

…….a. At the beginning, he suffered a lot.

…….b. My neighbor is a kind man called Awad.

…….c. He was a soldier in the army.

…….d. He can go to the mosque and come back independently.

…….e. But, he persisted and tried to cope with that problem.

…….f. So, he fought in the Gulf war and lost his sight

…….g. Now, he lives happily; he can manage his own affairs independently.

…….h. He was active, strong and patriot.

…….i. In addition, he goes to the grocery to buy some goods for his family.

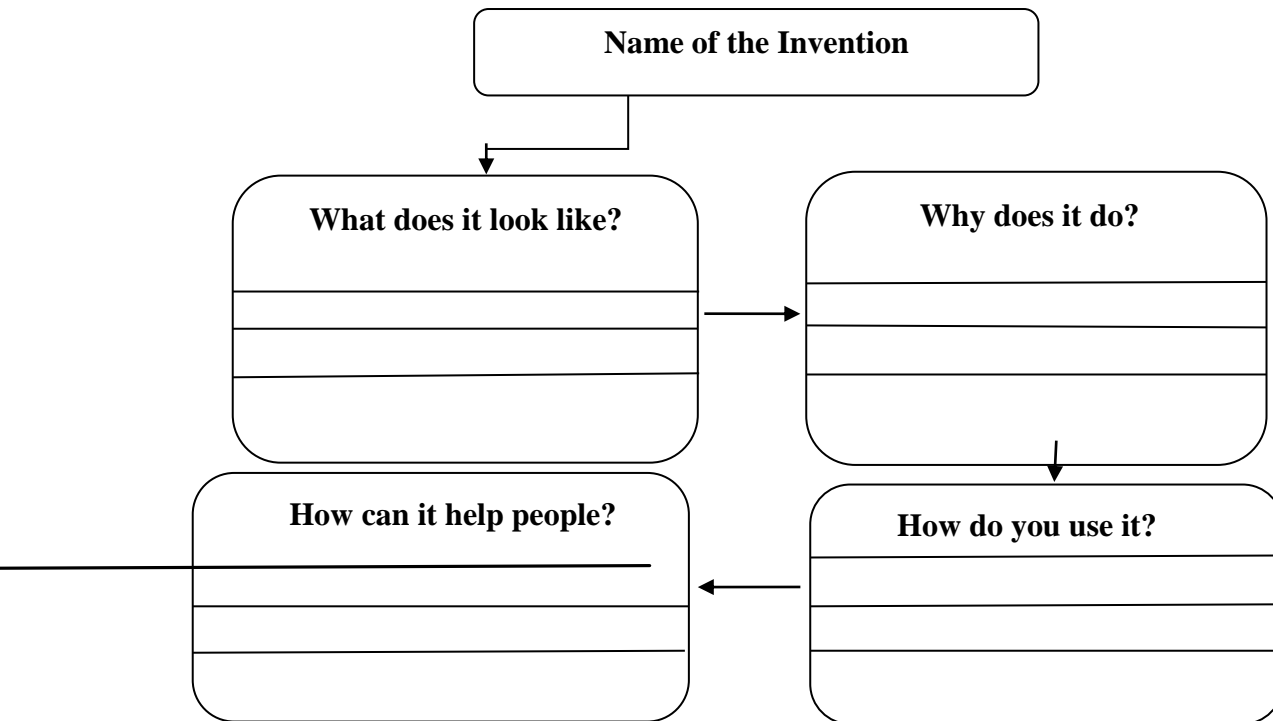……. j. Moreover, he visits his neighbors and spends his time happily.

Grouping

Grouping is a strategy which can be used to activate background knowledge brainstorming. It includes generating, ordering, classifying and labeling ideas, based on common characteristics. An example of grouping is the creation or use of graphic organizers which are visual tools depicting the mental connections which writers make when tackling a major idea or concept within a writing task. Graphic organizers include concept maps, semantic webs or maps, concept diagrams, or advance diagrams. Hyerle (1996:23) divided visual tools into three categories addressing three main purposes: brainstorming webs, task-specific organizers, and thinking process maps. Brainstorming webs include mind mapping, webbing, and clustering. Task-specific organizers include life cycles (used in Science), text structures (used in reading), and decision trees (used in Mathematics). Thinking process maps include concept maps, diagrams for systems thinking, and thinking maps. Graphic organizers can help reduce the cognitive load and enable the working memory to process and retain new learning materials.

Moreover, graphic organizers have the advantage that they can be used by learners with different levels of proficiency. They may be especially useful for novice or less skilled learners. That's why various types of graphic organizers were used in this study (Appendix Two). Generally, three steps were followed for using graphic organizers. First, the teacher activated the participants' background knowledge about the target topic (For example, David Copperfield, Unit 11, Lesson 3) and informed them of the lesson objectives. Second, the participants brainstormed for a few minutes, writing down the ideas related to the topic (They were allowed to refer to the passage about David Copperfield, p.25, SB). Third, based on the brainstorming outcomes, they used the following graphic organizer to organize the generated ideas before they start writing their first draft:

Title   ☐

Problem   ☐

Characters   ☐ ☐ ☐

Event (1)   ☐

Event (1)   ☐

Event (1)   ☐

Solution   ☐

In one of the writing classes (Unit 9, Lesson 3), the participants followed the three steps to organize their ideas about an invention of their own:

```
        ┌─────────────────────────────┐
        │     Name of the Invention    │
        └─────────────────────────────┘
```

What does it look like?		Why does it do?

How can it help people?		How do you use it?

Planning

Planning means constructing a representation of knowledge that can be used in writing. It includes the act of generating and setting goals for writing. This involves prewriting or rehearsing activities, like discussing topic, making notes about the topic, generating ideas, organizing ideas and translating ideas into sentences. The mnemonic PLAN can be adopted to help learners use self-instruction to plan and produce their compositions. This strategy provides a series of steps learners can follow easily. It can be used in conjunction with graphic organizers and/or webbing. The PLAN strategy focuses on four key steps associated with planning and producing writing:

1. Preview the audience, goals, and words to use.

One of the important things learners should do is to consider the audience who will read their compositions and why they will be reading them. Since the only authentic reason for developing a written document is to communicate, learners also consider the specific communication goals they hope to accomplish. Example writing goals may include:(To inform … ,To persuade or convince … , To entertain … ,To express an idea, emotion, or attitude … , To get permission … , To evoke some kind of action … , To invite … etc.). Another effective strategy is to preview the words to be used while writing. Here, learners brainstorm a list of as many key words about the writing topic as they can.

2. List main ideas and details on a think-sheet.

Learners are usually encouraged to generate of ideas, organize the generated ideas, actually express the ideas in writing and edit their compositions, all at the same time. While secondary or university students can perform these four processes simultaneously, intermediate students usually cannot. Thus, intermediate students produce compositions which are improperly organized and full of lexical, mechanical, and syntactical errors. To enable them to perform their writing tasks effectively, these processes are divided into distinct stages of writing. In short, most writing goals can be achieved more successfully if students, before actually starting writing spend some time for identifying the key ideas they plan to express in their writing and then organizing these ideas using graphic organizers, webbing which can serve as effective tools for facilitating this planning process.

3. Assign numbers to indicate order.

Once learners have completed the process of listing main ideas and details on a think-sheet, the next step is to identify the order in which each of the main ideas will be tackled while writing. The first main idea learners initially listed on the think-sheet may not ultimately be the most logical main idea to begin highlighting when writing their first draft. Thus, learners now consider the order in which the listed ideas will be expressed. When the order of main ideas has been identified, learners then repeat this process for each group of supporting details for each main idea. Once learners have specified the order for expressing all of the ideas on the think-sheet, the process of actually composing the written draft can begin.

4. Note ideas in sentences by following your plan

The last step of the basic writing strategy (PLAN) is to produce the written draft. Learners should introduce the topic sentence at the beginning of the composition. The subsequent details focus on the main idea noted on the think-sheet. Learners follow the order indicated on the think-sheet when discussing each main idea. Thus, the first main idea dealt with in the document is the one learners indicated on the think-sheet with a '1' in the upper right-hand corner of the main idea box. As the main idea is discussed, learners follow the order for expressing each detail as indicated on the think-sheet. Once learners have completed the discussion of the first main idea and its supporting points, they begin a new paragraph to discuss the next main idea on their think-sheet.

Goal Setting

In EFL writing, goal setting means attaining a specific standard of proficiency on a writing task. In learner-centered EFL writing classes, it is an important part of the writing instruction since learners are active participants in the decision-making process. It help learners take control of their own writing performance by establishing aims they themselves see as relevant to making progress in the writing process. In addition, it has a positive effect on learners' motivation (Nunan, 1999:233). When learners perceive progress towards their goal while writing, they become more motivated. While writing, learners set a group of goals on various levels, which are continuously refined and developed in the light of new insights. Generally, there are two kinds of writing goals: (1) process goals (how to manage the writing process) and (2) content goals (what to include in the composition).

While some goals are directly taken from memory (previously existing goals), others are developed during writing. This goes on through the whole writing process. In this study, to enhance the participants' autonomy, they were encouraged to set their own writing goals and practice writing with clear goals in mind. This helped to draw their attention to the writing features they would like to improve and spurred them to make a conscious effort to produce those features. Haynes (2011: 84) specifies some conditions that help learners attain their goals. These include having strategies available to achieve them, having adequate ability, an adequate level of difficulty of reaching these goals, a meaningful purpose for doing them, useful feedback and finally some kind of reward for attainment of the goals.

Each of the above-mentioned strategies (cognitive such as brainstorming, clustering, elaborating and listing, meta-cognitive like planning and goal setting and compensational strategies such as resourcing) are not used separately; two or more strategies may be adopted simultaneously together with other types of strategies (affective , social …etc.).This depends on the learners' preferences. So, the participants in this study were taught how to choose and practise all the strategies at the beginning of the experiment (the first seven weeks) but later they were asked to use those that clearly serve them best.

Drafting

Moving from planning to actual writing is not an easy task for EFL learners. Nevertheless, learners need to transform their plans into primary text at some point. So, at this stage, learners should be encouraged to focus on getting ideas on paper without worrying about grammatical and mechanical errors. In this respect, as indicated by Fulwiler (1996:4), EFL teachers and learners should not expect error-free early drafts. Therefore, they should focus on more global aspects of writing (topic, organization, and evidence) while ignoring minor errors (spelling, punctuation, and wordiness) because minor errors can be dealt with in following drafts. Supporting Fulwiler' view, Hedge (2005:23) emphasizes the importance of focusing on content at the drafting stage: "Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later".

Accordingly, many EFL/ESL teachers and researchers attempted to help learners move from idea generating to drafting. For example, White (1996: 55) suggests the following activities to help learners' transition from idea generating to drafting: (1) Associate the theme with something else,(2) Define it,(3) Apply the idea,(4) Describe it,(5) Compare it with something else,(6) Argue for or against the subject and (7) Narrate the development or history of it. Thus, to lead learners to writing the first draft the following activities should come first: generating ideas, organizing ideas, developing a theme, evolving a plan, taking audience into account, and getting started (Tribble,1996: 113; Nasir et al.:2013:27). This means that drafting is not done in one step in process writing. Instead, learners may need to write several drafts until they get the final draft. This "drafting" section is mostly concerned with the first draft, which requires learners to transform the planning to actual writing. Expressing ideas about a topic on paper is important in the first draft stage whereas refining content, organization, and polishing what learners have written are more important concerns in subsequent drafts. The subsequent drafts are directly imfluenced by teachers and peers' feedback as well as self-correction. Therefore, revising and editing are deeply connected with subsequent drafts, and will be highlighted in the following section.

Revising

Highlighting the importance of the revision stage, Tompkins (1990:83) states that "Revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material." So, teachers should inform learners that revision does not mean correcting minor grammar errors but focusing on content and organization of the whole writing. Accordingly, learners attempt to improve their drafts by looking at them from a different point of view. Brown (2001:355) urges teachers to equip learners with specific directions for revision "through self-correction, peer-correction, and instructor initiated comments". He further provides some guidelines for giving feedback on learners' first drafts. Teachers should not focus on minor grammatical errors but major content related errors within learners' drafts and should comment on the general thesis and structural organization. Moreover, teachers can point out wrong word choices and expressions and provide suggestions for better word choices and expressions. Thus, to provide constructive feedback on learners' first drafts, teachers should respond to the first drafts focusing on the overall meaning of the writing rather than spelling, punctuation, mechanical or grammatical errors. Most significantly, teachers should try not to rewrite learners' wrong sentences. Instead, they should ask learners what a particular sentence means or give suggestions for helping them express what they mean in a correct way. Tribble (1996:116) provides a few questions to improve learners' writing at the revision stage as follows:

- Is it correctly organized on the page?

- Is the information presented in a clear, logical order?

- Have you put in all the information your reader needs?

- Have you put in unnecessary information?

Moreover, learners can reread their first drafts, get feedback from peers and adapt them accordingly. Some revision questions, such as "what parts does not make sense? , What parts should be modified or deleted? , or what details can be added?" can help learners to understand what they should focus on as they give feedback on peers' writing as well as theirs. Such revision questions enable learners to focus on the content of writing and improve coherence as well as the organization of the writing piece (Dikli et al., 2015:61).

Editing

Editing is defined by Tompkins (1990:88) as "putting the piece of writing into its final form". At the editing stage, learners proofread their writing pieces or peer's writing carefully to correct mechanics and grammatical errors. At the previous stage (revising), they did not focus on grammar errors nor mechanics errors but content. However, at this stage, learners are encouraged to polish their writing by correcting errors of grammar, punctuation and spelling. According to Tribble (1996:116), editing checklists can help learners focus on specific points in the editing stage, and these checklists might vary depending on learners' ability levels and needs. In terms of the levels, different grammatical aspects can be focused on each time. Thus, learners should get distance from their compositions and read them checking grammatical and mechanical errors. In addition to grammar books and dictionaries, learners can benefit from the teacher and peers as resources of feedback at this stage. As to the issue of providing feedback in this stage, Brown (2001: 356) advises teachers to highlight

grammatical mechanical errors but not to correct them themselves and suggest further word choices and transitional words to improve clarity and coherence of writing. Providing a mini-grammar lesson at the editing stage can be a realistic option to satisfy the need for focusing on accuracy of writing. This option depends on whether grammar errors are numerous and common or few and individual.

5-The Proposed Strategy-Based Writing Model

For the purpose of this study, the strategy-based writing model included three main stages of writing which were based on the integrated approach. These are prewriting, writing and post-writing (revising, editing). Also, to help the participants follow the suggested procedure of the strategy-based writing model, a three-step writing sheet was designed (Appendix Five).

5.a. The Prewriting Stage

It is generally defined by idea generation, shaping, refining and organization. During this start-up stage, the teacher creates a writing task which learners may meet in real life. The aim is to draw their attention, activate their prior knowledge about the target topic and prepare them for the forthcoming writing task.

Aims

This stage aims at enabling learners to:

1-   activate their prior knowledge about the writing topic.

2-   generate and organize ideas.

3-   consider their assignment, audience, purpose, and tone.

4-   be engaged in the writing task.

5-   set goals and plan for their writing.

6-   use visual and sensory images such as graphic organizers and webs to organize the main ideas and the supporting or related ideas.

7-   collect information from reading various resources, taking notes ..etc.

8-   enhance their motivation to write the topic.

9-   alleviate their pre-writing anxiety/apprehension.

The writer's knowledge base or existing knowledge of the writing topic plays an important role in the writing process. However, learners do not activate their prior knowledge spontaneously while writing, even if they do possess prior knowledge about the topic. So, it is important to brisk their prior knowledge about the writing topic so as to enhance their ability to generate and organize appropriate ideas about it before they actually start writing. The activation of prior knowledge is a strategy done as a part of warming-up activities. So, the teacher can create visual/aural contexts to stimulate learners ' prior knowledge about the writing topic. Once learners are engaged, they start generating ideas about the target writing topic. Then, ideas are organized and the active process of writing becomes ready to begin. This ensures better learner engagement from the beginning of the writing class. Through

discussions about the topic, the teacher can identify the existing writing abilities of the learners. This helps him or her to provide the proper scaffolding which learners need to start the writing task. Thus, discussions about the target writing topic enhance learners' awareness of the knowledge they already have about the topic.

Procedures

1- Teacher activates learners' prior knowledge through warming-up activities using visual/aural contexts.

2- Learners respond to the teacher's questions and are engaged in discussions about the writing topic.

3- Teacher declares the objectives by eliciting learners' predictions about the writing topic.

4- Teacher discusses the importance of the topic with the learners.

5- Teacher presents the paragraph format/ features.

6- Teacher models important strategies.

7- Teacher tells learners that the anxiety some of them may feel before they start writing English compositions is temporary.

8- Teacher tells learners that persistence is important for successful EFL writing.

Activities

- Background knowledge discussions.

- Picture talk.

- Taking notes

- Brainstorming

- Listing

- Clustering

- Free-writing

- Elaboration

- Resourcing

- Grouping

- Planning

- Model text analysis.

- Using graphic organizers and webs.

- Think-aloud activities.

5.b. The Writing Stage

The aim of this stage is to enhance the learners' ability use the ideas they generated at the prewriting stage to write their first drafts by adopting appropriate writing strategies (cognitive, meta-cognitive, social, compensational, affective and multiple strategies).

Aims

This stage aims at enabling learners to:

1. use the generated ideas at the pre-writing stage to compose their first drafts.

2. use effective cognitive, meta-cognitive ,social , compensational, affective and multiple strategies as they write.

3. elaborate on the main ideas ; explain them more fully.

4. self-monitor and self-regulate their writing performance.

5. use available resources like dictionaries, illustrations, reading books … etc.

6. persist as they write the writing difficulties.

At this stage, learners practise writing with a clear aim in mind. They use the ideas they generated and organized using graphic organizers or webs to write their first drafts. While writing, learners need to select suitable vocabulary, expressions and structures. Teacher and peer scaffolding is important at this stage as it enables them to overcome the difficulties they encounter as they write and perform their writing task successfully. The teacher can guide learners as they try to use the writing strategies they deem suitable for their writing purposes. In addition, learners may discuss and share their drafts with their peers or even ask for clarifications.

Thus, the role of the teacher is to facilitate learners' writing about the target topic through modeling, scaffolding, discussions and teacher-student conferences. He or she should give models demonstrating how to adopt effective writing strategies while writing. Then, he or she should scaffold students as they try to use these strategies to construct their drafts. Furthermore, the teacher encourages constructive discussions which are based on mutual respect and negotiation of multiple points of views about the topic.

Procedures

1- Teacher asks learners to use the ideas they generated and organized using graphic organizers or webs to write their first draft.

2-Teacher advices learners not to give up writing despite the writing difficulties or lack of motivation.

3-Teacher tells learners that their errors are accepted as a part of the learning process and that they are means for improving their writing performance.

4-Teacher tells learners that they should focus on more global aspects of writing (topic, organization, and evidence) and ignore minor errors (spelling, punctuation, and wordiness) at this stage.

5-Students write their first draft.

6-Teacher monitors and provides scaffolding.

Activities

- Collaborative writing activities

- Resourcing activities.

- Sentence combining.

- Considering rhetorical features.

- Using cohesive devices.

- Resourcing.

- Teacher-student conference.

- Self-monitoring and self-regulation activities.

- Sharing writing with a partner.

- Enrichment activities.

-Reflection

5.c. The Post-Writing Stage

At this stage, learners should decide how to improve their writing by looking at their drafts from a different point of view. In addition, the teacher provides ample opportunities for learners to give and get constructive feedback on their writing pieces. He/ She also encourages self and peer correction to enhance student-student interaction and collaboration. Learners are encouraged to self-correct their writing pieces using the self-evaluation checklist (Appendix Three) and teacher/peers feedback. They are also allowed to provide multiple perspectives as they give feedback. In addition, they are spurred to add, substitute, rearrange or delete inappropriate parts of their compositions, based on the given feedback.

Moreover, learners reflect on their use of the suggested strategies by the end of this stage using the strategy-use reflection checklist (Appendix Four). Thus, teacher and peers feedback, as scaffolding activities, are important at this stage. Reflection activities also ensure better improvement in the performance of both learners and teacher.

Aims

This stage aims to enable learners to:

1. improve their drafts through revision and teacher/peers feedback.

2. self-evaluate their drafts using the self-evaluation checklist.

3. give and get feedback from teacher and peers about their drafts.

4. apply feedback information by adding, substituting, rearranging or deleting inadequate parts of their drafts.

5. reflect on their writing performance.

6. evaluate the writing activity.

Procedures

1. Teacher asks learners to revise their drafts individually and/or in pairs/groups.

2. Learners read their drafts individually, to their peers or even to the whole class.

3.Teacher guides peers feedback about the given drafts.

4. Learners play the role of the teacher in commenting and providing feedback.

5. Teacher provides feedback to learners.

6. Learners add, substitute, rearrange or delete improper sentences or parts of their compositions, based on the given feedback.

7. Teacher allocates some time for free questions.

8. Students reflect on their writing performance using the strategy use checklist.

9. Teacher assigns homework.

10. Teacher ends the class with lesson closure.

Activities

- Revision exercises.

- Self and peer evaluation

- Self and peer correction.

- Discussion activities.

- Feedback sessions.

- Edition activities.

- Think-pair-share activities

- Follow-up activities.

- Summarizing activities.

- Teacher correction activities.

- Drawing conclusions.

- Reflection activities.

The framework of the strategy-based writing model is illustrated in figure (4).

6. The Role of Grammar in the Writing Process

According to Frodesen (2001:233) and Nasir et al. (2013:29) grammar plays a vital role in the writing process as it helps EFL writers develop the rich linguistic resources needed to express their ideas accurately and correct their writing errors. When writing instruction is meaning-focused only, learners fail to develop many linguistic features necessary for producing effective writing. So, focus-on form should be an integral part of writing instruction. However, this does not mean that all kinds of grammar instruction should be used in teaching writing. Nor does it mean that learners will automatically manage to transform the input received through explicit grammar instruction into productive output.
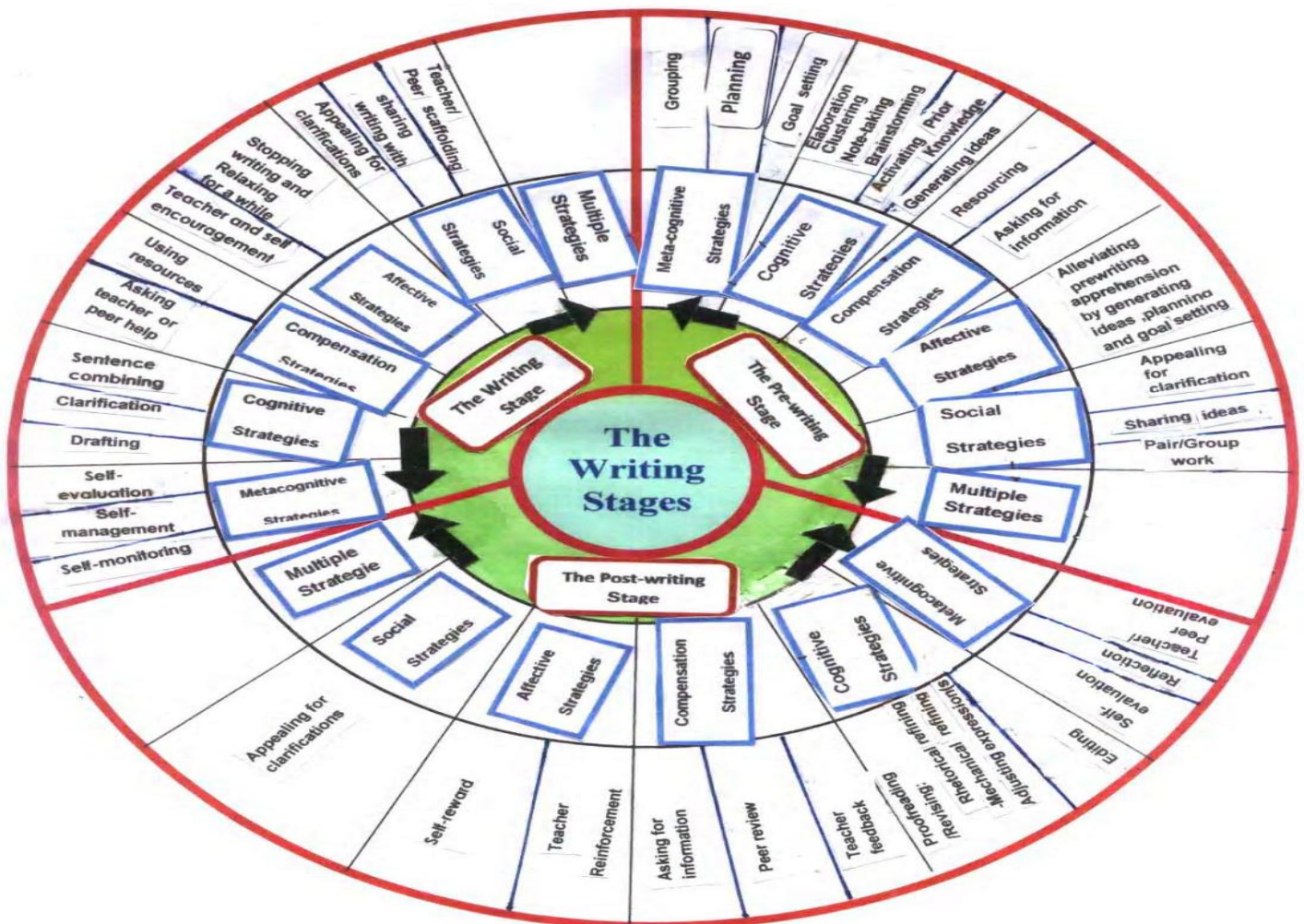

Figure (4) The Framework of the Strategy-based Writing Model

To ensure better transfer from input to output, EFL teachers can consider some variables related to the learners (their age, level, interest and educational background), situational and linguistic aspects relevant to their learners in addition to the EFL context. Awareness of these variables can help teachers pinpoint how and when to incorporate grammar into writing instruction. Generally, considering the importance of grammar instruction in the EFL classrooms, teachers can add a mini-grammar lesson at the editing stage or after the final draft. In addition,-as indicated by Bae (2011:34) "teachers should stress the importance of students' self-correction of their errors after receiving feedback on their first draft. Having students keep portfolios or publishing students' final products can be a helpful way for students to feel more motivated to correct their grammatical and mechanical errors of the final product."

In this study, grammar was an integral part of the strategy-based writing model. Three techniques were used for incorporating grammar into writing instruction: (1) inductive grammar lessons, (2) model text analysis and (3) the test-teach-test. On the one hand, the participants were inductively taught some grammatical items which were thought to influence their writing such as sentence structure (Appendix Six). Model text analysis was also adopted to show the participants how various grammatical features are used in authentic texts (Appendix Seven). Analysis of model texts was beneficial to the participants as it was based on implicit knowledge of grammar rather explicit rule-based knowledge. It made them more familiar with the ways in which various genres of written English differ structurally from oral English forms/structures. Moreover, it helped the participants who are already familiar with prescriptive grammar rules but who still have problems understanding and using grammatical oppositions such as the present continuous and the past continuous verb forms and definite and indefinite articles. In addition, the test-teach-test was used as a diagnostic-remedial technique. According to this technique, the teacher set communicative tasks for the participants which aimed to find out how well they could use a particular grammatical item. Then, the he monitored and evaluated the participants' writing to see whether they had used the target grammatical item correctly. He was also keen to note if the participants attempted to avoid the target structure. If the participants had no problem with the structure, the teacher could then go on to another writing task. If they faced problems or avoided it altogether then the teacher could revise the target structure. Thus, the first step was the "test" where the teacher found out what the participants could and could not already do with a specific structure; "teach" was the second step where the he revised or taught the target structure, based on the participants' weaknesses and the last step was "test" where the teacher assigned practice activities to see if the participants could use the target structure better.

7. Writing Assessment

Within the past few decades, writing assessment was a constant concern to the extent that new publications on written composition had some references to the issues related to writing assessment. Due to the ascending importance of writing in the current modern society which values written communication as an index of educational growth, pronouncing judgment on a piece of writing text has found a significant place (Ghanbari et al, 2012:84).However, assessing the writing performance of EFL learners is increasingly difficult as writing is a complex, recursive process which should be seen as a process (a means of learning) as well as a certain end product (a means of communication). So, the current emphasis in writing instruction focuses on the process of creating writing as well as the end product. Accordingly, "attention has shifted from the finished product to the whole process with its various stages of

planning, drafting, revising, and editing."(AL-Serhani, 2007:2). Thus, based on the premise that writing assessment should be adapted in such a way that it faithfully reflects writing instruction, the teacher's role in the writing assessment process has changed from the error-hunter to that of learning facilitator and scaffolding provider.

7. a. Formative versus Summative Writing Assessment

Formative assessment is often referred to as assessment for writing learning, and is primarily used to improve writing by giving learners information on their progress in writing while still learning. Formative assessment can be given either by one-way communication from the teacher to the learner, or peers. Summative writing assessment, on the other hand, has traditionally been used to sum up end results of writing achievement. The major difference between the two types, according to Gipps (1994: 125), is their purpose and effect. Formative assessment aims to promote and improve learners' writing performance and enhance their empowerment and self-regulation. Formative writing assessment includes all the activities providing feedback which encourages learners to revise, adapt or delete parts of their compositions. Self-assessment practices are also considered an essential component of formative assessment.

In this study, both types of assessment (formative and summative writing assessment) were used. While the pre-and-post writing test was administered as a summative assessment technique, self-assessment, peer and teacher feedback were used as formative assessment techniques.

7. b. Self-Assessment

Self-assessment is seen as a strategy which helps learners develop insights into strengths and weaknesses in their compositions. It also enables them to understand how it is possible to learn more effectively through assuming responsibility for their own learning; it is an empowering tool allowing learners to be involved in what can be seen as the centre of power, that is writing assessment. Thus, self-assessment is a precondition for enhancing the learners' autonomy. Learners need to be able to appraise their writing performance accurately for themselves so that they can understand what parts of their compositions need to be adapted, revised, deleted and/ or replaced.

In this study, the participants were encouraged to self-assess their compositions, using the self-evaluation checklist (Appendix Three). In addition, during the administration of the pre-and-post writing test, a rating rubric was used to control and evaluate the quality of their writing performance.

7.c. Rating Rubrics

The quality of writing assessment is to a great extent dependent upon the criteria used when assessing a piece of writing. In writing assessment, rubrics are used for attaining a standardized, accurate, and applicable evaluative feedback to the learners.

7.c.1. Definition of a Rubric

A rubric is defined by Zimmaro (2004:1) as a "systematic scoring guideline to evaluate students' performance (papers, speeches, problem solutions, portfolios, cases) through the use of a detailed description of performance standards".

7.c.2. Importance of Rubrics

Rubrics are often necessary when teachers want to measure learners' writing performance in a more objective and meaningful way. They are used in assessing writing performance implicitly or explicitly considering the theoretical basis upon which the writing test was designed; that is, they incarnate the test designer's notion of the skills or abilities to be measured by the test. Specifically, the reasons why writing rubrics are important can include the following:

-Rubrics help teachers to attain consistent scores across all learners on writing exams/tests.

-Rubrics help overcome the problem of differences fluxes in the raters' scores in relation to the same writing piece.

-Rubrics inform learners of the expected writing performance and improve their performance accordingly.

-Rubrics promote the learners ability to self-assess their writing performance.

-Rubrics enhance learners' motivation to reach the given standards.

-Rubrics can provide both a grade (summative) and detailed feedback to improve future writing performance (formative).

In spite of the abovementioned benefits of rubrics, as concluded by Kohn (2006:14), rubrics are not innocent tools used to improve the quality of writing. For this reason the development of rubrics and the descriptors for each scale level are of critical importance for the validity of writing assessment. This led Weigle (2002:85) to state that the issue of construct validity in writing must be tackled in at least three ways: First, the task must elicit the type of writing that to be tested. Second, the scoring criteria must take into account those components of writing that are included in the definition of the construct and third, raters must actually adhere to those criteria when scoring writing samples. When it comes to the second point, the issue of scoring presents itself in a challenging way. Therefore, the main problem with writing assessment is that objective scoring as implemented in multiple-choice tests is impossible.

7.c. 3. Types of Rubrics

Rubrics can be holistic or analytic, general or task specific.

7.c.4. Holistic versus Analytic Rubrics

Holistic rubrics provide a single score based on an overall impression of the learners' writing performance. They have the advantages of quick scoring and providing a general overview of writing performance. However, they do not provide detailed information, which makes it difficult for teachers to provide one accurate or consistent score. Analytic rubrics, on the other hand, provide specific feedback along several writing dimensions. They have the advantage of providing more detailed feedback to both teachers and learners and more consistent scoring across learners and teachers. However, they are time consuming.

7.c.5 General versus Task Specific Rubrics

General rubrics include criteria that are general across writing tasks. The advantage of such rubrics is that the same rubric can be used across different writing tasks. But, the feedback they provide may not be specific enough. Task specific rubrics ,on the other hand, include criteria which can be applied to a specific task. The advantage of those rubrics is that they provide more reliable assessment of learners' writing performance. Nevertheless, it is difficult to construct task specific rubrics for all writing tasks.

7. c.6. Developing Rating Rubrics

Undoubtedly, rating rubrics and the way they are conceptualized, designed and developed affect the outcome of writing assessment. The following are the steps to be followed to develop rating rubrics (Weigle, 2002: 122-125; Zimmaro, 2004:3 ;Ghanbari et al, 2012:88).

1. Defining the Writing Product

The writing product learners are expected to produce should be clearly identified.

2. Identifying the Type of Rating Scale to be Used.

At this stage, the type of rating scale is to be pinpointed. The common types of analytic, holistic, general or task specific rubrics are options among which teachers can select according to the goals of writing assessment and the skills to be measured.

3. Pinpointing the Purpose of the Rubric

The appropriateness of the rubric format and the formulation of the definitions or descriptors are affected by the context and purposes of the writing test.

4. Identifying the Person Who Will Use the Rating Scale

Since the rubric format and the descriptors formulation are affected the persons who are going to use them, the persons who will use rubric should be decided. These may include teachers, learners, stakeholders or parents.

5. Deciding the Most Important Writing Skills.

To specify the rating criteria to use as a basis for assessment, the most important writing skills should be decided. Thus, the rating criteria used reflect the rubric developer's concerns.

6. Identifying the Format of Descriptors and the Scoring Levels.

The expected range of writing skills and also what the test results will be used for determine the format of the descriptors. The rubric designer should decide how band levels should be distinguished from each other as well as the types of descriptors to be used.

7-Deciding the Way to Report the Rubric Scores

The purpose and use of the rubric scores determine the manner in which the scores will be reported. Also, they affect the decisions about whether different categories on the rubric scale should be weighted.

The above six steps were considered on developing the rating rubric used in this study. The main reason for developing and using a rubric was that the EFL teacher was in need of a more analytic and standardized form for evaluating the participants' compositions (Appendix Eight). The rating rubric helped to reduce the problems that he might have faced in assessing participants' writing. Another reason was that it was used as a diagnostic tool which enabled the teacher to get access to a more detailed and objective profile of the participants' strengths and weakness in writing especially at the beginning of the experiment. In addition, with the help of this rubric, the teacher could have a more accurate view of how the participants' writing developed. The rubric was used together with the pre-and-post writing test for assessing the participants' writing skills.

8. Error Correction and Feedback

8.a. Error Correction

Error correction has been influenced by the writing approaches adopted for writing instruction in the EFL/ESL classrooms. Until the 1970s, EFL classes were dominated by the product writing approach. So, error correction and grammar instruction were major concerns in EFL/ESL writing classes. This dispensable attention to errors deprived learners from generating ideas and consequently, made writing instruction a grammar and/or vocabulary lesson. With the advent the process writing approach, the emphasis moved to the writing processes rather than the writing product which focused on language accuracy. However, soon after the process approach was adopted in the EFL/ESL writing classes, it was deemed as not appropriate for improving accuracy of students' writing although it emphasized accuracy in the final products.

In EFL contexts, learners struggle to express their intended message in writing because of difficulties in language control as well as problems in generating and organizing ideas. While writing, they may produce many drafts or even a final draft committing various errors which may significantly interfere in the comprehensibility of the written text. However, regardless of the writing approach adopted by EFL teachers and the drafts written by their students, the produced compositions are likely to exhibit difficulties in language use. So, teachers always attempt to help students overcome such difficulties in future writing tasks. Accordingly, teachers should be careful so as not be swayed by the existence of language problems into turning writing classes into grammar classes. Rather, writing errors should be treated at a proper stage of the writing process and this stage is best considered in the final part of the editing phase which aims to get rid of language errors and stylistic inefficiencies.

In addition to deciding which errors to correct and when to correct, the teacher should decide who will correct and how to correct errors. For example ,to draw learners' attention to their errors, the teacher "can choose (1) to point out specific errors by using a mark on the margin, an arrow or other symbol;(2) to correct (or model) specific errors by writing in the correct form; (3) to label specific errors according to the feature they violate ,e.g. subject-verb agreement, using either the complete term or a symbol system; (4) to indicate the presence of errors but not the precise location, e.g., noting that there are problems with word form or (5) to ignore specific errors"(Kroll,2001:230).

8.b. Feedback

Although providing feedback on students' writing is a complex and time-consuming process, it is an essential part of writing instruction. Therefore, teachers should consider when and how to provide feedback on learners' writing, taking into account the specific goals of writing as well as the general goals of the prescribed course. In addition, teachers should decide when to give feedback, which form of feedback should be given, who should offer the feedback and how to help learners utilize the feedback to improve their performance. Moreover, various types of feedback should be tried to decide which ones are appropriate for learners' level, age and feelings. Although written forms of feedback are seen as the major way of responding to students' writing, teachers should use oral feedback as an important additional way of responding to students' writing.

Kroll (2001:371) suggests individual conferences and the use of tape cassettes as two main types of oral feedback. In individual conferences, teachers can ask learners about their intended meaning directly. The role of teachers in such conferences is to listen and guide. While teachers listen to learners' talk about the problems they are facing while writing, teachers can understand better how to tackle these problems. To make conferencing most effective, teachers should prepare questions to encourage learners to talk about their writing at the conference. Tompkins (1990: 372) provides sample questions which can be used for helping learners at each stage of the writing process. Before learners begin to write, teachers can ask about the writing topic and organization. They can also ask learners about their target audiences. When conferencing takes place at the writing stage, teachers can ask about how the writing is going and if learners have any problems. At the post-writing stage (revising or editing stage), teachers can ask about the feedback learners have gotten from their peers or want to get from the peers, and how learners are going to use the feedback to revise or edit their writing. Furthermore, teachers and learners can talk about the whole writing process. For example, they may discuss how they performed the writing process or whether they had any problems at a certain stage.

The question is which type of feedback is more effective for improving EFL learners' writing skills. Morra and Asis (2009: 77-8) investigated the effects of two types of teachers' feedback, taped and written feedback and absence of feedback. Results showed that regardless of the means of providing feedback, the number of content and grammatical errors decrease. In terms of preference for the types of the teacher's comments, almost all the participants chose taped feedback as the most effective. They said that taped feedback made them feel like they were actually talking with their teacher, which helped them understand the teacher's comments better.

In short, regardless of the types of feedback, providing constructive feedback contributes to developing the qualities of students' writing. This emphasizes the importance of self-correction and reinforces the research that verifies the improvement of writing after rereading and rewriting learners' own writing. How to correct students' errors is also complex. Ferris (2002: 63-5) suggests five options for providing feedback on learners' writing. Option one is choosing between direct and indirect feedback. Direct feedback is for teachers to correct errors by providing forms while indirect feedback is for teachers to indicate errors by circling, underlining, or marking. She claims that using indirect feedback is more effective mostly since it requires learners to correct their errors by referring to teachers' comments.

However, direct feedback should be considered in certain circumstances, depending on the learners' proficiency level, error types, or the lesson objectives. For example, when learners are at the beginning level and do not have the ability to interpret teachers' indirect feedback or they are unable to self-correct. Also, when errors are too difficult to treat (a sentence that has so many errors that the teacher cannot understand what it means) or when the teacher wants to draw learners' attention to certain grammatical points, he/she should consider cautiously giving direct feedback. Next, the teacher should decide whether he/she simply marks the locations of errors or identifies the types of errors. In fact, locating errors requires more responsibility for learners to figure out the types of errors and correct forms. On the other hand, there are no significant benefits for identifying students' error types over simply locating the errors. The identification of errors is important when these errors are related to the writing class objectives and have been previously mentioned in other classes. Then, if the teacher chooses to identify the types of errors, he/she should consider how to categorize the error types.

The teacher can use either many small categories or some large categories. For example, he/she can mark "verb error" or divide the verb errors into the specific types such as "verb form", "verb tense", or "subject-verb agreement." In addition, the teacher has to choose among the use of error codes, symbols or verbal comments. Using error codes or symbols saves time; instead of writing "verb tense" to indicate students' error type, the teacher can simply write the error code "vt" Ferris (2002 :66-7) presents how the same errors can be marked in different ways. Table (8) shows Ferris' different marking strategies.

Table (8): Ferris' Different Marking Strategies

Original text portion: I never needed to worry about my parents because they knew everything and could go anywhere they **want**.

Correction Options   **wanted**

1-Direct correction: …... could go anywhere they **want**.

2-Error location: ……. could go anywhere they **want.**

                                                      vt

3- Error code : ……… could go anywhere they **want.**

                                                       A

4- Error symbol : …… could go anywhere they **want**

                                                    tense

5-Verbal cue: …. could go anywhere they **want.**

6-Sample and comment: As you revise, be sure to check

your verbs to see if they need to be in past or present tense. I have underlined some examples of verb tense errors throughout your paper so that you can see what I mean**.**

The meaning of the codes and symbols should be given in advance. Without knowing what "vt", "A" or "tense" mean, learners will not know how to interpret those written figures. It is important for the teacher to use the error codes or symbols consistently to save time and effort. Moreover, he/she should decide where to place the marks. Most times, marking specific errors directly might be the best way. However, for advanced learners, the combination of locating errors and giving verbal summary might be the most appropriate way. A problem which faces the teacher is related to how to treat learners' writing containing so many errors that he/she cannot understand the intended message. One way to respond to such writing is by underlining the sentence and putting a question mark or asking learners to rewrite the sentence again. If the teacher can understand what learners mean, he/she can offer some suggestions to help them rewrite the sentence. Another technique is to hold one-to-one writing conferences and having learners verbally explain their intended message.

Peer review also plays a vital part in writing instruction. Min (2006:118) examined the effect of trained peer review on EFL college students' revision types and quality. Results showed that extensive peer review training significantly contributed to an increase in the number of comments on peers' writing and in the quality of texts. Through consistent peer review training, learners could view their text from their readers' perspectives. In addition, inexperienced writers encountered mismatches between what they actually mean and what their readers understand. Furthermore, learners had written multiple drafts before they submitted the final drafts, and peers' feedback was crucial to every stage of the writing process.

However, one of the problems in EFL writing classrooms is that learners do not know how to review peers' writing and how to implement peers' feedback to improve their writing. Therefore, learners should be explicitly taught to revise and edit their compositions as well as their peers. For reviewing a draft in the EFL writing classrooms, as indicated by Tong (2007: 53), learners can focus on three aspects of writing: word choice, sentence coherence, and paragraph organization. In case of penury of grammatical errors in learners' writing, some writings still contain inappropriate words. This may be attributed to paucity of learners' vocabulary which leads them to over-use some common words. Thus, they need to increase their vocabulary and try to use diverse words. To achieve that goal, highlight pens and a thesaurus can be used; with highlight pens, learners mark verbs, nouns, and transitions to check over-used and/or inappropriate words. The thesaurus can help them find appropriate substitutes for superfluous and redundant words. Using monolingual dictionaries can also help learners distinguish minute connotations of confusing synonyms. Also, learners should be provided with guidelines to improve sentence coherence in their writing. As learners read their or peers' writing aloud, they can check sentence coherence and combine separate sentences into one compound or complex sentence using linking words such as, transitions, conjunctions, participles or sequencing expressions.

In this study, the teacher-learner conference was an effective means of scaffolding and providing feedback. It used to be held at the three stages of writing where the teacher asked questions which guided the participants' performance (Appendix Nine). Overall evaluations of participants' writing such as what they liked best in their writing or how they could improve their writing the following time were discussed. In addition, as suggested by Kroll (2001: 374), the teacher taught the participants how to give and get feedback because they did not have native speakers' intuition. So, they were provided with a response sheet including some specific questions such as: what is the main purpose of this composition? , What have

you found particularly effective in the composition? and Do you think the writer has achieved what he set out to do?. In this way, the participants could use the feedback as a main input for improving their compositions and ameliorating their analytical skills.

In addition, both types of feedback (oral and written) were used. The teacher also adopted a combination of the three error correction techniques (self, peer and teacher correction). During the writing stages, the teacher used to move around the class and provide feedback when necessary so as to help the participants perform their writing tasks successfully. The participants benefited a lot from the teacher's feedback as they were guided in such a way that they eventually corrected themselves rather than given the correct version. Peer correction was also encouraged. For example, when a participant still couldn't get an error right because he didn't know how to, with a gesture, the teacher held his attention and got another participant to help out. Generally, peer correction had the advantage of: (1) involving all the participants in the correction process; (2) making the writing process more collaborative and interactive; (3) reducing the participants' dependence on the teacher; (4) enhancing their sense of ownership in the writing process; (5) sensitizing the participants to problems in their own writing (6) giving the cleverer participants something to do and (7) encouraging the participants to listen to each other and (8) avoiding the problem of overcorrection.

If neither self-correction nor peer correction was effective, the teacher assumed that either the participant hadn't understood what he was getting at or didn't know what the correct version should be. If it is an important item and the other participants didn't know it either, the teacher used to stop and teach it to the whole class. If not, and the meaning of the item was clear, the teacher simply corrected the target errors. According to Kroll (2001:227),"without training, it is possible that students will either ignore feedback or fail to use it constructively." So, the teacher showed explicitly the participants how to revise and edit. Also, to maximize the insights of prior feedback on future writing tasks, the participants were trained to use feedback in ways that enhance their writing.

To avoid the de-motivating effect of overcorrection, the teacher used two techniques for written feedback and error correction. One technique was for the teacher to tell the participants that for a particular piece of writing they were only going to correct errors of spelling or punctuation or grammar….etc. This had two advantages: (1) it enabled the participants to concentrate on that particular aspect and (2) it cut down the correction effort. The second technique was that the teacher agreed with the participants on a list of written symbols (Appendix Ten). When the teacher or peers came across an error, they underlined it discreetly and write the symbol in the margin. This made correction look less damaging and encouraged the participants to exert more effort to self-correct their errors.

9. Scaffolding in Writing Instruction

The concept of scaffolding is based on Vygotsky's Zone of Proximal Development (ZPD) which is defined as the gap between the actual development level of learners, as pinpointed through an independent learning task, and the level of potential development, as determined by a learning task under teacher guidance and interaction and collaboration with clever peers. It also refers to the domain of knowledge or skill where learners are yet unable to perform their writing tasks independently, but can achieve the desired performance when given relevant scaffolding from the teacher or peers. Thus, scaffolding should be integrated into writing instruction since writing is a complex process which requires various cognitive and meta-cognitive activities at the same time, which are strongly interactive (Rijlaarsdam and

Bergh ,2005 : 8; Seifoori et al. ,2012: 107;Fahim and Mirzaii ,2014:8). So, teachers need to assess, and then exploit the learners' Zone of Proximal Development (ZPD) by providing them with a temporary support to perform their writing tasks successfully. Recent studies concluded that by the teachers and peers' scaffolding enabled learners to move from the zone of current development to the zone of proximal development (Baradaran and Sarfarazi ,2011: 2265; Riazi and Rezaii ,2011:61; Veerappan **,** 2011:937 ; Woo et al, 2011:43).. When teachers and peers provide scaffolding properly, learners were encouraged to develop their own creativity, motivation, and resourcefulness. When learners managed to gather knowledge and enhance their skills on their own, scaffolding was dismantled.

9.a. Teacher Scaffolding

Teacher scaffolding can be seen as an instructional technique whereby the teacher models the desired writing strategy and then gradually shifts responsibility to the learners. This type of interaction with the teacher is consistent with Vygotsky's (1978) belief that learning is a social process and not an individual one, and it occurs when learners interact with their teacher and peers in the writing classes.

Accordingly, teacher scaffolding was one of the main components of the strategy-based model as it enabled the participants to perform beyond the limits of their abilities. It provided temporary support which empowered the participants to bridge the gap between what they knew and could do and the intended writing purpose. Teacher scaffolding was provided at the three stages of the writing process. At the prewriting stage, the teacher used to model how to generate ideas and organize them using graphic organizers, webbing and thinking maps and spurred the participants to perform the same tasks. He also modeled how to analyze sample texts related to the target writing topic. At the writing stage, the teacher used to intervene and provide scaffolding with vocabulary and syntactical structures in addition to other information needed by the participants to perform the writing tasks which were too difficult to perform independently. At the post-writing stage, the teacher modeled how to revise and edit a writing piece. In addition, he demonstrated how to reflect on writing performance. Teacher-student conference was also used as a scaffolding technique at the three stages of writing where the teacher asked questions which guided the participants' performance (Appendix Nine). Thus, scaffolding enabled the participants to overcome the writing difficulties, perform their writing tasks and achieve their writing purposes.

9.b. Peer Scaffolding

Peer scaffolding was another main component of the strategy-based writing model as it enhanced student-student interaction and collaboration. It fostered both "playful talk" (imagination) and "controlled talk" (process and planning), which improved the participants' abilities to perform the assigned writing task. In addition, from a collaborative perspective, peer scaffolding in the ZPD did not operate in a scaffolding hierarchy of expertise; instead, the participants negotiated or weaved their various social textual strands together dialogically within their drafts. In addition, peer scaffolding was provided at the three stages of the writing process. At the prewriting stage, the teacher encouraged the participants to collaborate as they were generating and organizing ideas using graphic organizers, webbing and thinking maps. At the writing stage, the participants used to share their writing and ask their peers' help, when needed. At the post-writing stage, the participants used to give and get feedback on their final drafts.

Accordingly, peer scaffolding was important as it enabled the participants to overcome the writing problems which might have hindered them from performing their writing tasks successfully. By providing the participants with ample opportunities for the process to work, along with the appropriate scaffolding from the teacher and peers, they were empowered to create new ideas, new words and new sentences as they plan, write their first draft, revise and create their final drafts.

10. Reflection

EFL learners need to subject their writing performance to critical thinking with the purpose of identifying strengths and weaknesses and adapting their writing practices accordingly. Through reflection   learners can rethink ideas and improve their writing through other additions or deletions. Al-Hazmi, 2006:45) found that reflection has positive effects on Saudi EFL learners' writing skills. Therefore, the participants in this study adopted "reflection on action" at the post-writing stage to evaluate their writing performance, using the self-evaluation checklist" (Appendix Three).

Method and Procedures of the Study

This section deals with the design of the study, participants, instruments and procedures. In addition, it describes the writing materials which were adapted to suit the strategy-based writing model.

Design

The design of the study is quasi-experimental design consisting of two groups: a control group (N=32) and an experimental group (N=33). At the beginning of the second week of the first term of the academic year 2011-2012, the pre-test (The Writing Test) was administered to the two groups. Then, the experimental group was taught the course-book "Say It in English" using the strategy-based writing model, while the control group was taught the same course-book in the traditional way. The duration of the experiment was twenty eight weeks, four forty-five minute periods a week. At the end of the experiment, both groups were post-tested using the same writing test.

Participants

Out of three classes from Al-kuds intermediate school, two male third-year intermediate classes (Class B and Class C) were randomly assigned into the control group (N=32) or experimental group (N=33). Class (B), serving as a control group, was taught the course-book "Say It in English" in the traditional method, while Class (C) , serving as an experimental group, was taught the same course-book, supplemented with the strategy-based writing model which included six types of strategies: cognitive, meta-cognitive, compensational, social, affective and multiple strategies.

Instruments

To collect data, a writing test was designed and administered (Appendix Eight). The test included five writing categories, each of which comprised three writing skills:

1. Content

Content is one of the categories for evaluating writing**.** It includes knowledge of the subject, statement of the main idea and development of supporting details through personal experiences, facts or opinion.

2. Organization

Organization includes logical sequence of ideas, effective organization of the introduction, structure (body) and conclusion of the composition and using effective cohesive devices.

3. Vocabulary

Vocabulary indicates appropriate or correct word choice, spelling and precision.

4. Grammar

Grammar indicates processing grammatically correct sentence constructions, subject-verb agreement and word order/function, tense, articles, pronouns, and prepositions.

5. Mechanics

Mechanics includes appropriate paragraphing, punctuation and capitalization.

The choice of these skills was based on a review of The Teacher's Book and Student's Book of third-year intermediate (terms one and two). Each category was given a score from 1 to 6 on the scoring rubric (Appendix Eight).

Test Validity

Two methods were used for determining the test validity, namely, face validity and intrinsic validity.

a) Face Validity

The test and the rating rubric were submitted to a jury of three college staff members and three EFL teachers to state how far they measure the target writing skills and make the necessary modifications (Appendix Eleven). Based on the jury members' remarks, items of questionable validity were revised or deleted. In addition, other new items were added.

b) Intrinsic Validity

Another criterion was used to determine the test validity. It was calculated through the square root of the test reliability coefficient (El-Said, 1979:553). The test reliability coefficient was 0.803. The intrinsic validity is 0.896. Thus, the test was valid.

Test Reliability

The inter-rater method was used to determine the test reliability. The researcher and an English language teacher of ten-year teaching experience administered the test to two third-year classes (N=55) at Prince Sultan Intermediate School on the first week of the second term of the academic year 2010/2011. To ensure more rating accuracy, each rater scored the test sheets independently, using the same rating rubric (Appendix Eight). Pearson Product

Moment Correlation was calculated between the scores of the two raters (Brown, 1996:1). Table (9) shows the correlation coefficients between the ratings of the two inter-raters.

Table (9): The Correlation Coefficients between the Ratings of the Two Inter-Raters

Dimension	Content	Organization	Vocabulary	Grammar	Mechanics	Total
Correlation Coefficients	0.752**	0.761**	0.880**	0.861**	0.762**	0.803**

**Significant at 0.01

Procedures

Before the experiment, the writing test and the rating rubric were designed. Then, the test validity and reliability were identified. After reviewing the course-book "Say It in English" prescribed for third-year intermediate students for the two terms and the Teacher's Book, the objectives of teaching writing and the writing topics were formulated. Next, the Teacher's Manual was designed to provide step-by-step procedures for teaching writing using the strategy-based writing model. It included how to help learners apply the suggested six types of strategies at the three stages of writing (Appendix Twelve).The Teacher' Manual was submitted to the same jury members of the writing test for face validity (Appendix Eleven). Based on the jury members' remarks, some teaching procedures were adapted. Then, researcher met the language teacher who taught the study groups five times at Al-kuds intermediate school on the first week of the first term of the academic year 2011/2012. The researcher informed him of the purpose of the study, importance of implementing strategy-based writing model in writing instruction and how to use the Teacher's Manual for teaching the writing classes.

The experiment began on the second week of the first term of the academic year 2011-2012.At the beginning, out of three classes, the participants were randomly assigned to the control group (Class B, N=32) or the experimental group (Class C, N=33). Then, they were introduced to the purposes of the study. The writing test was administered to both groups as a pre-test. Afterwards, the control group was taught the course-book "Say It in English" in the traditional method while the experimental group was taught the same course-book supplemented with the strategy-based writing model which included six types of strategies: cognitive, meta-cognitive, compensational, social, affective and multiple strategies.

The experiment was supposed to last for one term, but the researcher and the EFL teacher found it difficult to train the participants to use the suggested writing strategies in one term. So, they decided to expand it to include the two terms; it lasted for twenty-eight weeks, four forty-five minute periods a week. The researcher visited the teacher ten times during the experiment, six of which were in-class visits (Appendix Fourteen).The aim of these visits was to make sure that the strategy-based writing model was effectively adopted and that the teacher did not face any problems. Therefore, the first three visits were in-class. To secure objective data collection during the six in-class visits, an observation checklist (Appendix Thirteen) was designed and submitted to the same jury of specialists of the writing test (Appendix Eleven).The checklist was designed to observe the teacher in strategy-based writing classes. After each in-class visit, feedback was given to the teacher using the checklist. At the end of the experiment, both groups were post-tested using the same writing

test. Finally, based on the statistical analysis of collected data, results were discussed and recommendations were made

Material

1. a. Goals

The adapted course-book aims at:

  - developing the participants' writing skills in terms of five categories (content, organization, vocabulary, grammar and mechanics),

1. b. Content

The course-book of the two terms includes sixteen units, eight units each term. Each unit is made up of four lessons. Lesson four is a revision of the unit itself. The topics of the units are: Learning Tools, Making Plans, Going to places, Revision, Save Our Planets, The Senses, Friendship, Revision, Inventions, Cultures, Stories, Revision, Healthy Eating, On the Phone, People Said and Revision. The course-book included twelve writing topics distributed over twelve units. Table (10) shows the schedule of applying the proposed strategy-based writing model. It exhibits each week's writing activity as well as the writing topics.

Table (10): The Schedule Applying the Strategy-based Writing Instruction

Weeks	Writing Topics	Writing Activities
2-3	Writing a paragraph about improving language skills.	A. Number the writing activities in the order you use more B. Complete the web. Then, use the information to write a paragraph about ways to improve your English. C. Review your paragraph for mistakes and then give it to your partner to proofread. D. Rewrite your paragraph in your notebooks, correcting all mistakes (SB, p.7).
4-5	Writing a paragraph about planning an event	A. Choose an event you'd like to plan e.g. graduation party (SB, p.16).sports day- bazaar, etc… B. complete the graphic organizer with the necessary information. C. Use the information to write a note to your friend, who is absent, telling him about your plan. Make a suggestion about what he can do.
6-7	Writing a postcard.	A. Look at the parts of a postcard (SB, p.26).. B. Which postcard is written correctly? Why? C. Imagine you are a visitor in your hometown. Send a postcard to your friend in Egypt, telling him about it.
8-9	Writing about an environmental problem.	A. Write the parts of the planet in the first part of the graphic organizer. Then, follow your teacher's directions (SB, p.45).

10-11	Writing about a special person.	A. Think of a person who has lost one of his senses. Answer the questions to write a short paragraph about him/her(SB, p.55).
12-13	Writing a paragraph about a close friend.	A. What is your best friend like? (SB, p.65). B. Look at the web. Answer the questions about your best friend. C. Write a paragraph about your best friend, using your answers.
14-15	Writing a paragraph about a misunderstanding with a friend.	A.Have you ever had a fight with a friend? (SB, p.71).Using the graphic organizer, write a paragraph about a situation when you had a misunderstanding with a friend.
16-17	Writing a paragraph about an invention.	A.Are you an inventor? (SB, p.7).Think of a useful object you can invent for home or school. Name the object, describe it and give instructions for using it. Complete the web.
18-19	Writing a friendly letter.	A.Read the friendly letter on p 17(SB). B.A friend is planning to visit your country. Write a letter telling him about the customs related to the following points: suitable clothes, greeting people, table manners and wearing abaya/thobe.
20-21	Writing a story.	A.Read David Copperfield on page 25. Fillin the graphic organizer with information from the story. B. Now, think of a story or a real incident and write information about it.
22-23	Writing an ending for a story.	A. Read the story on page 39. B. Write an ending for the story where Tyler decides what to do. Do you think he should return the money? What will happen to him at 13 Raven Way? Can you make it exciting, funny or a little scary? Have fun, finishing the story and be creative!
26-27	Writing about the problems of the misuse of the phone.	Some people do not use the phone wisely. Think of some of the problems that are often connected with the misuse of the phone. Choose one, and then complete the graphic organizer.
28	Writing a short story about a quote and Wrap-up	A. Choose a quote (SB, p.7). Write it, write who said it, put it in reported speech. B. Write a short story about the quote.

2. The Teacher' Book

The Teacher's Book was designed to provide step-by-step procedures for teaching writing using the strategy-based writing model. It includes how to activate students' prior knowledge about each writing topic, the new vocabulary to be taught and the writing strategies (cognitive, meta-cognitive, social, compensational, affective and multiple strategies) which can be used at the pre-writing, writing and post-writing stages. It also sheds

light on the stages of the strategy-based writing model, importance of this type of instruction, lesson-by-lesson notes and complete answer keys to the exercises in the Student's Book.

RESULTS AND DISCUSSION

In this section, results will be presented along with a discussion based on the statistical analysis of the collected data.

To make sure that there were no significant differences between the experimental group and the control group at the beginning of the experiment, Independent Samples T-test was used to compare the mean scores of the two groups on the pre-test. Table (11) shows means, standard deviations and t-values of the two groups.

Table (11) Means, Standard Deviations and T-Values of The experimental Group and The Control Group on the Pre-Writing Test.

Dimension	Group	No.	Mean	S.D.	T-Values	df	Sig.
Content	Control	32	2.7813	.90641			
	Experimental	33	3.0000	1.22474	0.154	63	N.S.
Organization	Control	32	2.3750	1.23784			
	Experimental	33	2.3939	1.41287	0.428	63	N.S.
Vocabulary	Control	32	1.9688	1.12119			
	Experimental	33	2.0000	93541	0.283	63	N.S.
Grammar	Control	32	3.1250	.97551			
	Experimental	33	3.1818	1.26131	0.243	63	N.S.
Mechanics	Control	32	2.3750	.94186			
	Experimental	33	2.1818	1.15798	0.506	63	N.S.
Total	Control	32	12.6250	2.56213			
	Experimental	33	12.7879	2.9660	0.389	63	N.S.

Results in table (11) show that there were no significant differences between the pre-test mean scores of the control group and the experimental group at the beginning of the experiment. This indicates that the two groups were homogeneous at the beginning of the experiment. Results also reveal that the mean scores of the two groups were very low. This, as concluded by Al-Mohanna (2010:72), may be attributed to the fact that the traditional teaching methods were the main cause of students' low achievement. Another plausible explanation is that students had come from the summer vacation in which they might not have practiced EFL writing. A third interpretation is that students used to memorize two or three paragraphs to write about one in the final exam. So, they do not acquire real writing skills to use in new writing situations.

In response to the first research question: "What is the effect of the proposed strategy-based writing model on third-year intermediate students' writing skills?", Paired Samples T-test was used. Table (12) shows means, standard deviations and t-values of the experimental group in the pre-and-posttest.

Table (12) Means, Standard Deviations and T-Values of the Experimental Group in the Pre-and-Post Test.

Dimension	Mean		S.D.		T-Values	df	Sig.
	Pre	Post	Pre	Post			
Content	3.3750	5.9697	1.21150	.72822	13.260	32	0.01
Organization	2.9375	5.3939	1.47970	1.81899	9.295	32	0.01
Vocabulary	2.8438	5.2727	1.32249	1.52628	14.959	32	0.01
Grammar	3.3438	6.1818	1.03517	1.15798	9.749	32	0.01
Mechanics	3.2188	5.6061	1.40814	1.47774	9.911	32	0.01
Total	15.7188	28.4242	3.36236	4.00804	21.873	32	0.01

Results in table (12) show that there were significant differences at 0.01 level between the pre-and-posttest mean scores of the experimental group in the five dimensions of the writing test as well as the test as a whole, in favor of the post-test. Thus, the first hypothesis stating that "There are significant differences at 0.05 level between the pre-and-posttest mean score of the experimental group, in favor of the post test," was verified. These results mean that the strategy-based writing model led to significant improvement in the participants' writing skills. This improvement may be due to the fact that the prewriting strategies made the participants feel that they own several techniques to begin an assigned writing task and that they did not have to begin writing at the same beginning and work through an evolving draft sequentially until they reach their final draft. Therefore, they decreased the participants' writing apprehension and enhanced their self-confidence at the beginning of the writing process. In addition, at the prewriting stage**,** while cognitive strategies enabled the participants to generate ideas, take notes and analyze model texts, meta-cognitive strategies enabled them to organize their ideas, set goals, plan for the forthcoming writing, manage and evaluate their prewriting performance. Compensational strategies, on the other hand, helped them overcome prewriting difficulties, which may be attributed to their limited writing abilities, by referring to various resources such as dictionaries, model texts…etc. or asking the teacher or peers for clarification. Social strategies also facilitated the participants' cooperation with their peers so as to generate and negotiate ideas. Moreover, affective strategies encouraged them to manage their feelings, emotions and attitudes before writing (mitigating prewriting anxiety/blank sheet apprehension). Since writing strategies might not be occurring at distinct times and in the same order, the orchestration of various strategies empowered the participants to perform well before writing. For instance, while the participants were generating ideas (cognitive),

they could monitor and manage their performance (meta-cognitive), reinforce their performance and alleviate their writing anxiety (affective) and use useful resources about the writing topic (compensational). In addition, they could cooperate and share the generated ideas with their peers (social).

At the writing stage, whilst cognitive strategies helped the participants to use the generated ideas as well as their syntactical and lexical knowledge to write their first drafts, meta-cognitive strategies enabled them to monitor, self-regulate and manage their writing performance. Compensational strategies, on the other hand, aided them to compensate for their limited lexical and syntactical ability by referring to various resources such as dictionaries, grammar books...etc. or ask the teacher or peers for information. Social strategies facilitated their cooperation with their peers and teacher so as to give and get proper scaffolding. Moreover, through affective strategies the participants managed their feelings, emotions and attitudes while writing (alleviating writing anxiety by stopping and relaxing for a while). Also, the participants might have orchestrated multiple strategies. For example, while the participants were composing their first drafts (cognitive), they could monitor and regulate their writing performance (meta-cognitive), reinforce their performance and alleviate their writing anxiety (affective) and use useful resources about the writing topic (compensational). In addition, they could give and receive proper scaffolding (social).

At the post-writing stage, cognitive strategies helped the participants use their syntactical and lexical knowledge to revise the first draft, perform mechanical refining and adjust expressions whereas meta-cognitive strategies enabled them to self-evaluate their drafts, self-monitor, and self-regulate and reflect on their writing performance. Social strategies facilitated the participants' cooperation with their teacher as well peers so as to give and get feedback on their drafts and share writing. In addition, affective strategies empowered the participants to self-reward themselves for success. Also, the participants might have orchestrated multiple strategies. For example, while the participants were revising their drafts (cognitive), they might have self-evaluated them and reflected on their writing performance (meta-cognitive), reinforced and self-rewarded themselves for success (affective) and ask for clarification (compensational). In addition, they could give and get from feedback teacher or peers or appeal for clarifications (social).

Moreover, compensational strategies encouraged the participants to overcame the difficulties they faced while revising their drafts by referring to various resources such as dictionaries, grammar books…etc. to adjust or approximate the message or ask the teacher or peers for scaffolding which encouraged them to perform beyond the limits of their writing abilities. This confirms results of previous studies about the positive effects of scaffolding on students' writing skills (Baradaran and Sarfarazi , 2011: 2265; Riazi and Rezaii,2011:55).

Accordingly, these results support the conclusions of Zimmerman and Bandura (1994:846), Brown (2001: 101) , Luke (2006:6) ,Chien (2008: 44),McMullen (2009:419), Lv and Chen (2010: 136) ,Al-Samadani (2010:53),   Rogers (2010:3), Abdullah et. al.(2011:1) Dül (2011:82), and Mahnam and Nejadansari (2012:154) about the positive effects of strategy based writing instruction on students' writing performance.

To answer the second research question: "Which is more effective, the traditional method or the strategy-based writing model, in enhancing students' writing skills?, results in table (13) show that there were significant differences at 0.001 level between the post-test mean scores of the control group and the experimental group in the writing test, in favor of the

experimental group. Table (13) shows means, standard deviations and t-values of the two groups in the post test.

Table (13): Means, Standard Deviations and T-Values of the Two Groups in the Post Test.

Dimension	Group	No.	Mean	S.D.	T-Values	df	Sig.
Content	Control	32	3.3750	1.21150			
	Experimental	33	5.9697	.72822	10.503	63	0.000
Organization	Control	32	2.9375	1.47970			
	Experimental	33	5.3939	1.81899	5.962	63	0.000
Vocabulary	Control	32	2.8438	1.32249			
	Experimental	33	5.2727	1.52628	6.848	63	0.000
Grammar	Control	32	3.3438	1.03517			
	Experimental	33	6.1818	1.15798	10.406	63	0.000
Mechanics	Control	32	3.2188	1.40814			
	Experimental	33	5.6061	1.47774	6.664	63	0.000
Total	Control	32	15.7188	3.36236			
	Experimental	33	28.4242	4.00804	13.824	63	0.000

Results in table (13) reveal that there were significant differences at 0.01 level between the post-test mean scores of the control group and the experimental group in the five dimensions of the writing test as well as the test as a whole, in favor of the experimental group. This means that the strategy-based writing model was more profitable to the participants than the traditional method. These results verify the second hypothesis stating that "there are significant differences at 0.05 level between the post-test mean scores of the control group and the experimental group in the writing test, in favor of the experimental group".

These results may be attributed to the fact that, compared the control group, the participants of the experimental group were trained and encouraged to use six types of strategies (cognitive, meta-cognitive, compensational, social, affective and multiple strategies) at the three stages of the writing process (prewriting, writing and post-writing stages). At the prewriting stage**,** as concluded by Thomas (1993: iii) and Chien (2008: 44), cognitive strategies helped the participants generate ideas, take notes and analyze model texts. In addition, meta-cognitive strategies, as indicated by Abdullah et. al.(2011:1) , Dul (2011:82) and Jiangkui and Yuanxing (2011:6),   enabled the participants to organize their ideas , assigning goals, plan for writing, manage and evaluate their prewriting performance. In addition, compensational strategies enabled them to overcome their prewriting problems (such as their limited knowledge about the writing topic) by referring to various resources such as dictionaries, model texts...etc. or ask the teacher or peers for clarification. Social strategies also boosted the participants' cooperation with their peers and teacher so as to generate and negotiate ideas and plan for writing (Abdullah et. al. 2011:1). Furthermore, affective strategies empowered the participants to manage their feelings, emotions and attitudes before writing (mitigating prewriting anxiety/blank sheet apprehension). The participants' use of graphic organizers augmented their motivation and self-confidence (Meyer, 1995: 3; Sharrock, 2008:2). Moreover, the orchestration of various strategies vested them to perform well before writing. For instance, while the participants were generating ideas (cognitive), they could monitor and manage their performance (meta-cognitive), reinforce their performance and alleviate their prewriting anxiety (affective) and use useful

resources about the writing topic (compensational). In addition, they could cooperate and share the generated ideas with peers (social).

At the writing stage, cognitive strategies enabled the participants use the generated ideas as well as their syntactical and lexical knowledge to write their first draft. Meta-cognitive strategies also helped them to monitor, self-regulate and manage their writing performance. In addition, compensational strategies assisted the participants to overcome limitations in writing by referring to various resources such as dictionaries, grammar books...etc. or ask the teacher or peers for clarification. Social strategies facilitated the participants' cooperation with their teacher and peers so as to give and get proper scaffolding which encouraged them to perform beyond the limits of their writing abilities. Thus, teacher and peer scaffolding helped them to bridge the gap between what they knew and could do and the intended writing purpose. Through scaffolding, the teacher was able to intervene and provide clues, coaching, guidance and feedback in addition to the information which the participants needed to perform their writing tasks successfully. This supports   results about the positive effects of scaffolding on students' writing skills (Baradaran and Sarfarazi , 2011: 2265; Riazi and Rezaii,2011:55). In addition, affective strategies helped the participants to manage their feelings and emotions while writing; the participants were able to mitigate their writing anxiety by stopping and relaxing for a while. Moreover, they enhanced their persistence by encouraging themselves to go on writing despite the writing difficulties they stumbled while writing. Also, the participants used to ordain multiple strategies which empowered them and improved their performance. For example, while the participants were composing their first draft (cognitive), they could monitor and regulate their performance (meta-cognitive), reinforce their performance and alleviate their writing anxiety (affective) and use useful resources related the writing topic (compensational). In addition, they could give and receive proper scaffolding from teacher and peers (social).

At the post-writing stage, whilst cognitive strategies encouraged the participants to use their syntactical and lexical knowledge to revise the first draft, perform mechanical refining and adjust expressions, meta-cognitive strategies enabled them to self-evaluate their drafts and reflect on their writing performance. In addition, compensational strategies boosted their ability to overcome their writing problems by referring to various resources such as dictionaries, grammar books…etc., or ask the teacher or peers for information. Social strategies facilitated the participants' cooperation with their peers so as to give and get feedback on their drafts and share writing. Affective strategies, on the other hand, enabled the participants to self-reward themselves for success. Also, the participants used to adopt multiple strategies simultaneously. For example, while the participants were revising their drafts (cognitive), they might have self-evaluated them and reflected on their writing performance (meta-cognitive), reinforced and rewarded themselves for success (affective) and ask for clarification (compensational). In addition, they could give and get feedback or appeal for clarifications (social)

An additional plausible interpretation is that the strategy-based writing model provided a safe, unthreatening learning environment wherein the participants' errors were accepted and considered a part of the learning process. The teacher established rapport with the participants, which was based on mutual respect. He also used to respond properly to the participants' needs and questions. In addition, the participants were encouraged to attend to their peers as they provide feedback on their drafts and respect their points of views. Furthermore, the participants felt safe as they were equipped with various types of writing

strategies which enabled them to process the writing pieces flexibly and effectively. This safe atmosphere bolstered the participants' abilities to generate, organize their ideas, use the generated ideas for writing their first drafts, monitor and manage their writing performance and self-evaluate and self-correct their writing pieces. It also enhanced their persistence to perform their writing tasks despite the difficulties they had encountered at the three stages of the writing process.

Accordingly, the strategy-based writing model enabled the EFL teacher to initiate unforgettable and fruitful writing experiences which provided ample opportunities for the participants to create their writing pieces. These results are congruent with previous conclusions about the positive effects of strategy-based writing instruction on EFL/ESL learners' writing skills (Zimmerman and Bandura , 1994:846; Brown , 2001: 101;, Luke,2006:6;Chien ,2008: 44;McMullen ,2009:419; Lv and Chen ,2010: 136; ,Al-Samadani ,2010:53 ; Rogers ,2010:3;Abdullah et. al.,2011:1; Dül ,2011:82; and Mahnam and Nejadansari ,2012:154).

CONCLUSION:

The present study investigated the effect of a proposed strategy-based writing model on EFL third-year intermediate students' writing skills. Results are encouraging as far as the strategy-based writing model is concerned. They revealed that the use of such model positively and significantly enhanced the participants' writing skills. These results emphasize the importance of incorporating the strategy-based writing model into the EFL courses at the intermediate stage. The proposed model also provided EFL intermediate students with a safe, unthreatening learning environment where the teacher and peers provide scaffolding for all learners who were encouraged to collaborate, interact, self-monitor, self-regulate and self-correct their writing performance at the three stages of writing. In this atmosphere, students played an active role in the writing process and were responsible for choosing the writing strategies which served them best.

RECOMMENDATIONS

Based on the results of the study, the following recommendations are made:

1. Intermediate stage EFL teachers should be encouraged to adopt the strategy-based writing model in their classrooms.
2. EFL teachers should be trained to use the strategy-based writing model in their teaching at the intermediate stage.
3. The strategy-based writing model should be recommended as one of the teaching methods to be used for teaching the prescribed course-book 'Say It in English'.
4. Teacher and peer scaffolding should be integrated into EFL writing instruction.
5. The activities of the course-book "Say It in English" should be adapted to suit the strategy-based writing model.

6. EFL teachers should train students to use the six types of writing strategies (cognitive, meta-cognitive, social, compensational, affective and multiple strategies) as they write.

7. EFL teachers should stop teaching writing by simply focusing on the writing product rather than the writing process. Rather, an integrated writing approach should be adopted as it enhances learners' awareness that writing is not a one-step product of

getting instant perfection, but a recursive and social process of meaning exploration and reformulation.

8. EFL teachers should empower students by creating learner-centered environment in which they are actively and safely engaged in the writing process.

9. EFL students should have a clear idea of why they write, what they write about and how they write.

10. EFL teachers should consistently provide direct strategy instruction, modeling and guided practice.

11. EFL teachers should encourage all types of correction (self- correction, peer-correction and teacher- correction).

12. EFL teachers should provide ample opportunities for students to reflect on their writing performance as well as the writing activities.

13. EFL teachers should be supportive and encouraging to students and attend to their voices from different venues to monitor, regulate and evaluate the teaching strategies they use. This helps students to get rid of their writing anxiety/apprehension.

SUGGESTIONS FOR FURTHER RESEARCH

Based on the results of the present study, the following suggestions for further research are made:

- Further research can investigate the effect of other strategy-based models on EFL learners' listening, speaking and reading skills.
- More experimentation is needed to examine the effect of the strategy-based writing model on EFL learners' attitudes towards writing or the English language.
- It is possible to investigate the effect of the strategy-based writing model on the writing skills of other subjects, bigger and/or different samples.
- Other studies are needed to direct due attention to the effect of strategy-based writing model on EFL teachers' attitudes towards the teaching profession.
- Future studies may investigate the role of the strategy-based writing model in alleviating the learners' writing apprehension.

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Appendix One

29. OCT. 2006 13:52   MINISTRY OF EDUCATION 4037229   NO. 5985   P. 1/5

بسم الله الرحمن الرحيم

الملكة العربية السعودية
وزارة التربية والتعليم
(٢٨٠)
مركز التطوير التربوي
الإدارة العامة للمناهج

رسالة هاتفية عاجلة

سعادة مدير عام التربية والتعليم (بنين/بنات) بمنطقة   حفظه الله

سعادة مدير التربية والتعليم (بنين/بنات) بمحافظة   حفظه الله

السلام عليكم ورحمة الله وبركاته ،،، وبعد :

إلحاقاً بتعميم معالي الوزير رقم ٢٨/٢٤٩/١/٧/٢٢ وتاريخ ١٤٢٧/٧/١٣هـ المرفق به ملف المذكرة التفسيرية والقواعد التنفيذية للائحة تقويم الطالب ؛ ولوجود بعض المعلومات الإضافية والمعدّلة يجري الآن إدخالها على الملف .

ونظراً لحاجة المدارس إلى هذه المعلومات والتعديلات نرفق لكم توزيع درجات المواد الدراسية التي يتم تقويم الطالب فيها نظرياً وعملياً (أو شفوياً) في المرحلتين المتوسطة والثانوية ، وهذه المواد هي : التجويد ، القراءات ، المكتبة والبحث ، الحاسب الآلي ، واللغة الإنجليزية .

أرجو التكرم بسرعة إيصالها إلى المدارس.

والله يحفظكم ويرعاكم ،،

وكيل الوزارة للتطوير التربوي

د. نايف بن هشال الرومي

وارد مكتب المساعد
الرقم ....
التاريخ ....

هاتف : ٤٠٤٢٨٨٨ - ٤٠٤٦٦٦٦ - فاكس : ٤٠٣٧٢٢٩ - ٤٠١٢٣٦٥ - العنوان البريدي : الرياض - وزارة التربية والتعليم ١١١٤٨

بسم الله الرحمن الرحيم

المملكة العربية السعودية

وزارة التربية والتعليم
(٢٨٠)

مركز التطوير التربوي

الإدارة العامة للمناهج

(الرقم، ....
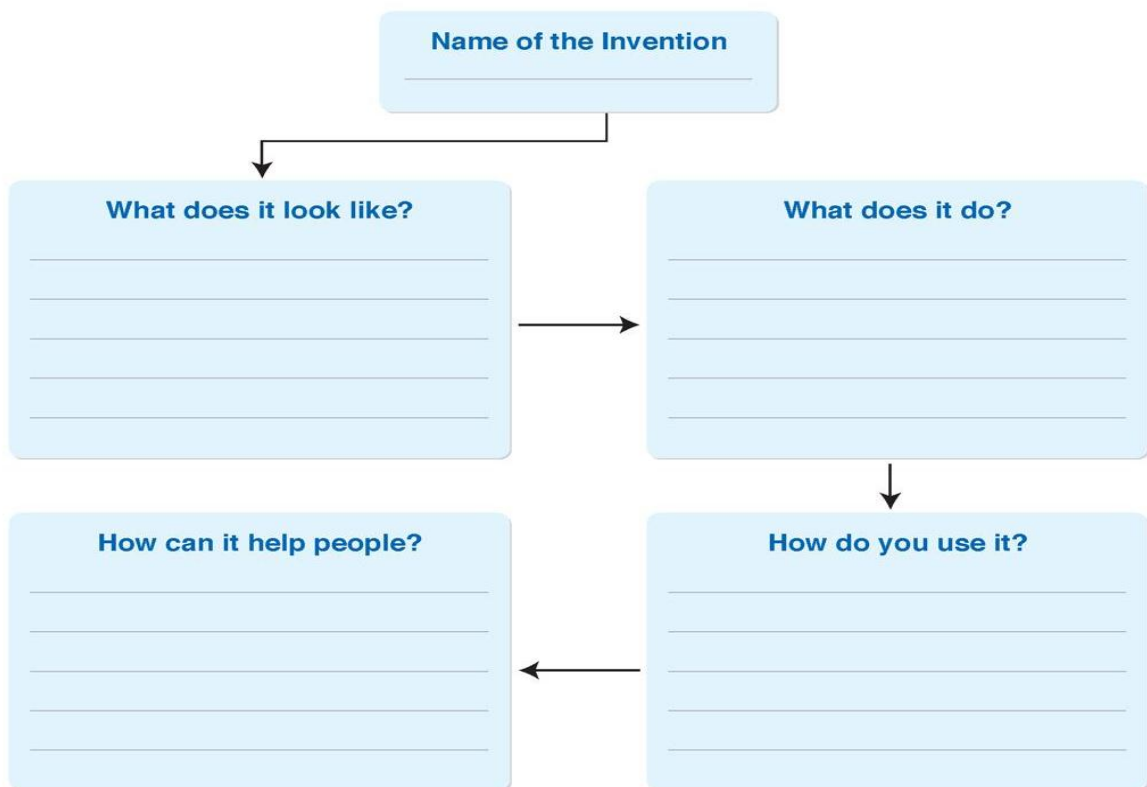التاريخ، ....
المتفرعات، ....

(2) The Distribution of the End Term Test Marks for the Intermediate and Secondary Stages (Boys & Girls) Schools

Stage \ Item	Intermediate			Secondary		
	1st Grade	2nd Grade	3rd Grade	1st Grade	2nd Grade	3rd Grade
	1st & 2nd terms			1st & 2nd terms		
Composition (guided\ free)	---	---	4	6	6	6
Dialogue or letter writing	---	---	4	3	3	3
Comprehension questions based on a seen passage	4	4	6	6	6	6
Information questions based on PB about every day life	6	6	3	---	---	---
Grammar	5	5	5	6	6	6
Vocabulary	6	6	5	6	6	6
Spelling (dictation)	4	4	3	3	---	---
Handwriting	5	5	---	---	---	---
Questions based on the reader lessons	---	---	---	---	3	---
Questions based on the Writing Book	---	---	---	---	---	3
Total Marks	30	30	30	30	30	30

Appendix Two (Sample Graphic Organizers and Webs)

Writing

A. Are you an inventor? Think of a useful object you can invent for home or school. Name the object, describe it and give instructions for using it. Complete the web.

Name of the Invention

What does it look like?

What does it do?

How can it help people?
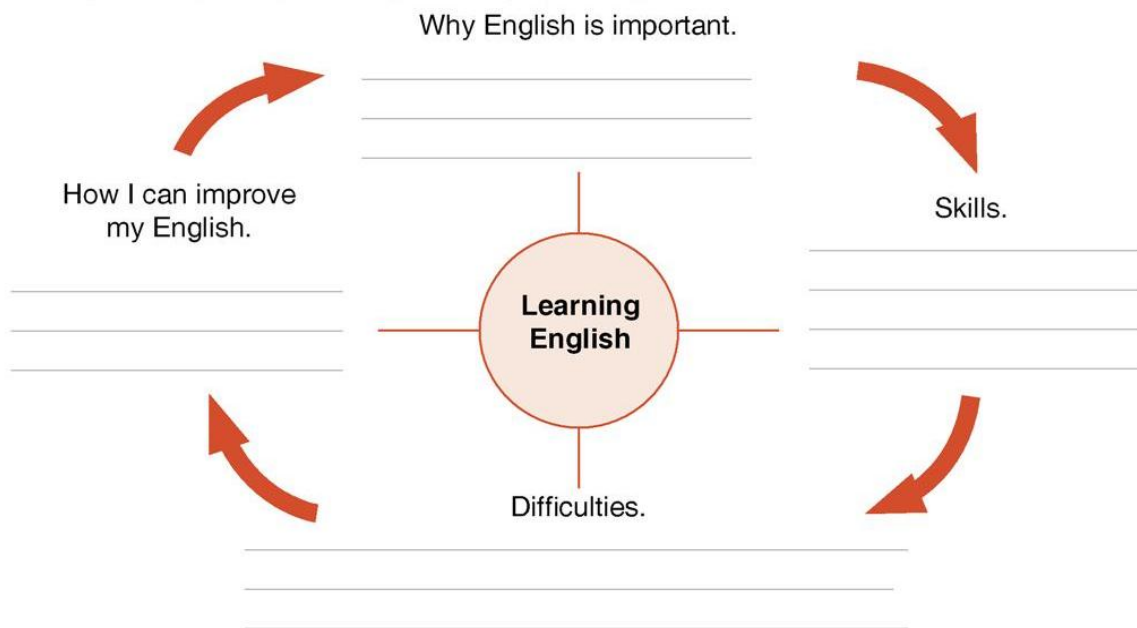
How do you use it?

B. Write a paragraph in your workbook about your invention.

Writing

A. Number the writing activities in the order you use more.

Activity	You	Your partner	Activity	You	Your partner
1. Read about the topic.	☐	☐	5. Write supporting sentences.	☐	☐
2. Use graphs or webs to gather ideas.	☐	☐	6. Review the writing.	☐	☐
3. Organize the ideas.	☐	☐	7. Rewrite it.	☐	☐
4. Write a topic sentence.	☐	☐	8. Proofread your writing.	☐	☐

B. Complete the web below. Then, use the information to write a paragraph about ways to improve your English on page 2 of your workbook.

Why English is important.

How I can improve my English.

Skills.

Learning English

Difficulties.

C. Review your paragraph for mistakes and then give it to your partner to proofread.

D. Rewrite your paragraph in your notebooks, correcting all mistakes.

Language Function

Choose the most appropriate responses.

1. **Would I have to wear a jacket and a tie on formal occasions in U.S.A?**
   a. Yes, you definitely should.
   b. Jackets come in different styles.
   c. I'd like to know more about customs.

2. **How can I stop the dryer?**
   a. It's easy to do that.
   b. No, you can't stop it.
   c. By opening the door.

3. **What's a festival?**
   a. It's nice to have festivals all year around.
   b. It's when people celebrate special occasions.
   c. There are many festivals in Japan.

4. **You missed the TV show! What were you doing?**
   a. My brother didn't watch the show either.
   b. I was teaching my brother when it started.
   c. We will watch it next week on TV.

Speaking

1. Turn to page 87. There are some drawings. Each drawing tells a story.
2. Choose a drawing.   3. Decide on the main characters.
4. What do you think happened in the story. Fill in the graphic organizer.
5. Tell the story to your partner.

Title

Time → Place → Main Characters → ....

Problem → ....

Event → ....

Event → ....

Event → ....

Conclusion → ....

Writing

A. Read David Copperfield again. Fill in the graphic organizer with information from the story

Title	
Problem	
Characters	
Event (1)	
Event (2)	
Event (3)	
Solution	

B. Now think of a story or a real incident and write information about it.

Title	
Problem	
Characters	
Event (1)	
Event (2)	
Event (3)	
Solution	

C. In your workbook, page 13, use the information in the graphic organizer to write your story.

Writing

A. - What are phone messages?
- Are phone messages important? Why?
- How do we write phone messages?

B. Read the following situation then, complete the conversation below.
You are calling your doctor, but he/she is not in. You will leave a message with the nurse. Follow this outline to make sure that the person who receives your message has all the information he/she needs.

> **1 Say who you are** ……... This is ……...
> **2 State reason for calling:** I'm calling to …
> **3 Make a request:** Could you…/ Would you …?
> **4 Leave your phone number:** My number is ....
> **5 Finish:** Thanks a lot, bye. / I'll talk to …later, bye.

Nurse : Hello. Dr. Livingstone's clinic. Can I help you?

You :

Nurse :

You :

Nurse :

You :

Nurse :

You :

Tips for leaving a message
- know exactly who you want.
- know what you want to say.
- know expressions for Leaving messages.
- speak slowly and clearly.

C. The following page from a message pad, gives you an idea about what to write when taking a message. Use the conversation above to write a message for Dr. Livingstone.

To : _____
From : _____
Date : _____
Time : _____
Phone : _____
Message : _____
_____
_____
Taken by : _____

Writing

Some people do not use the phone wisely. Think of some of the problems that are often connected with the misuse of the phone. Choose one, then complete the graphic organizer.

The problem

Possible Solutions

The solution I Chose

What will happen?	Pros / Cons	Value

This is how the solution could be changed to make it better:

Writing

A. In Groups : Choose an event you'd like to plan e.g. graduation party - sports day - bazaar, etc...
Complete the graphic organizer with the necessary information.

Where?

Why?

When?

Who?

Planning an event

What ?

need?

do?

How much?

How long ?

B. Use the information above to write a note to your friend, who is absent, telling him / her about your plans. Make a suggestion about what he / she can do.

Name :

Date :

Time :

Signature

Writing

"*To be or not to be*" **is a famous Shakespearean quote. Adopting this quote, think whether you want to be an active or an inactive member of your society.**

Option
What should I do?

Your option
_____

Results
What will happen?

Pros   Cons

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Think about
the PROS
and CONS

Choice
Is this a good thing to do?

Why?

Writing

A. Read the story.

What the Dog Dug Up

Green was cleaning the garden, he tried to think about the money he was making. His mother had promised to pay him five dollars to clean the garden. But he knew it would take him along time to save money to buy the bike. There must be a faster way to make a money. He said to himself. As he was digging, his spade hit against something hard. He put his spade down and started digging with his hands. Something was down there. It was a metal box. Excitedly, Tyler pulled the box out.

He opened the lock. Inside was money, lots of money. There was also a note. He read: Return this money, and you will have a greater reward! Bring it to 13 Raven Way. Knock once.

Why should he do? This was more than enough money to buy his bike. He knew he should probably return the money, but that was the problem. Everyone new that nobody lived in 13 Raven Way, the old house on the hill.

B. It's Your Story!

Write an ending for the story where Tyler decides what to do. Do you think he should return the money? What will happen to him at 13 Raven Way? Can you make it exciting, funny or a little scary? Have fun, finishing the story and be creative!

Writing

Write the parts of the planet in the first part of the graphic organizer. Then, follow your teacher's directions.

Earth

Parts of the Earth
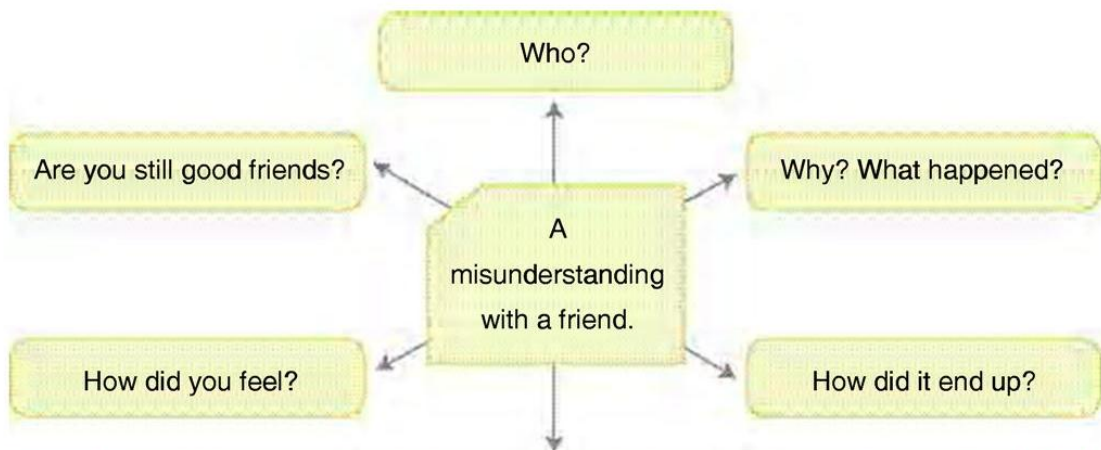
Part Considered

What would happen to the earth if the above part was polluted?

What can we do to keep this part clean?

Writing

Have you ever had a fight with a friend? Write a paragraph about a situation when you had a misunderstanding with a friend

Writing
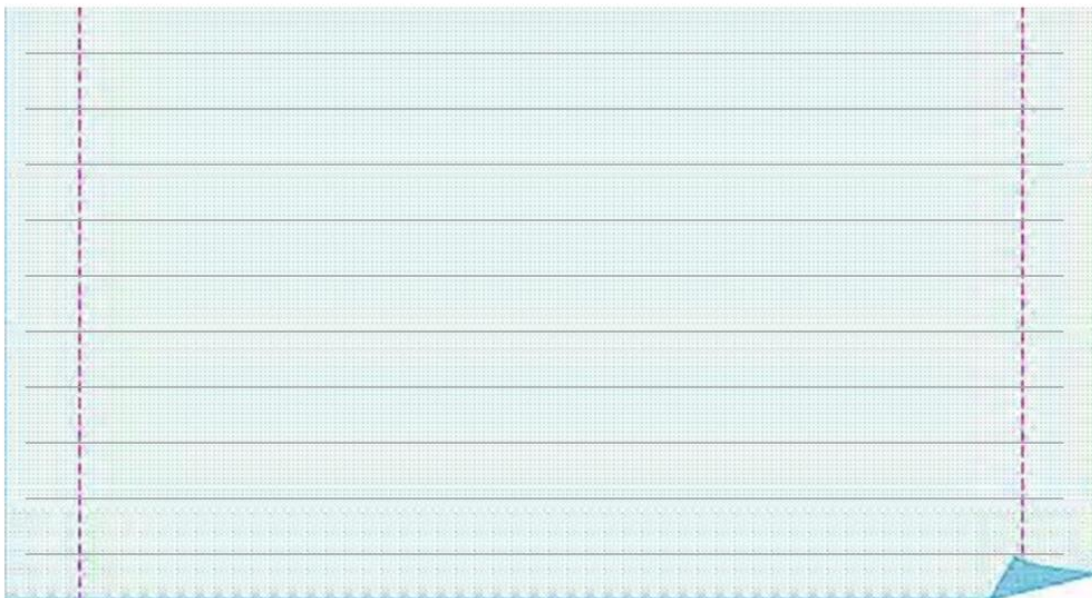
A. What is your best friend like?

B. Look at the web. Answer the questions about your best friend.
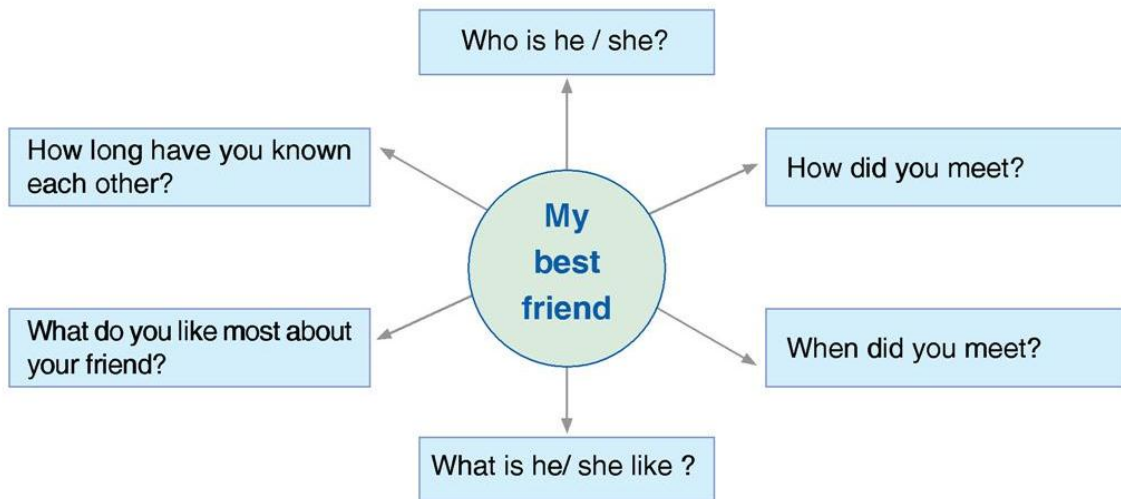
Who is he / she?

How long have you known each other?

How did you meet?

My best friend

What do you like most about your friend?

When did you meet?

What is he/ she like ?

C. Write a paragraph about your best friend, using your answers.

Writing

Think of a person who has lost one of his/her senses. Answer the following questions to write a short paragraph about him/her in your workbook page 27.

Why is this person special?
What did he/she do?

_____

_____

_____

Who is he/she?

_____

_____

Person's name

_____

When did he/she lose it?

_____

_____

Which sense did he/she lose and when?

_____

_____

_____

How is he/she dealing with this difficulty?

_____

_____

_____

_____

_____

Appendix Three

Self-Evaluation Checklist

Before submitting a finished piece of writing, evaluate it against the following criteria to ensure that you have created the best composition possible.

Criteria	Yes	No
Content		
1- My composition shows good knowledge of the writing topic.		
2-The main idea /sentence is clear.		
3- Supporting detail are thoroughly elaborated		
Organization		
1- Opening sentence is correctly placed and reflects precisely the topic.		
2- Ideas are well-organized and logically sequenced		
3--The concluding sentence summarizes precisely what was written.		
Vocabulary		
1- Words are precisely and carefully chosen.		
2-I used wide range of vocabulary		
3- I used correct word form		
Grammar		
1- I used complete and correct sentence constructions.		
2- I used correct subject verb agreement.		
3--I used correct tense, word order/functions, articles, pronouns, prepositions		
Mechanics		
1- I have strong control of conventions /Paragraphing		
2- I used correct spelling, punctuation, capitalization, paragraphing.		
3-My handwriting is legible		

Appendix Four

Strategy Use Reflection Checklist

Name:……………………… Date……………………….. Class:………………………..
Writing Topic………………

The purpose of this checklist is to collect information about your use of proper writing strategies. This will help you to reflect on your writing performance. The checklist includes 30 statements. Each statement is followed by three numbers, 1,2 and 3 and NA means the following:

"1" means that "You **never** do this".

"2" means "You **Sometimes** do this"(About 50% of the time).

"3" means that "You **always or almost** do this".

"NA" means that "You didn't used the specified strategy but you used other strategies".

After reading each statement, **circle the number** (1, 2, or3) which applies to you. Note that **there are no rights or wrong responses** to any of the statements on this checklist.

Statements **The Pre-Writing Stage**	1 (Never)	2 (Sometimes)	3 (Always)	N A
Cognitive Strategies:				
1-I used **elaboration , clustering and brainstorming** strategies				
2-I **activated my prior knowledge about the topic.**				
3-I responded to the teacher's pre-writing questions and discussions to activate my prior knowledge about the topic.				
Meta-Cognitive Strategies				
4-I set purposes in mind before I started writing.				
5-I planned future steps or actions before writing.				
6-I used graphic organizers and webs to organize my ideas				
Affective Strategies:				
7-I convinced myself that writing anxiety is only temporary.				
8-I told myself that errors are the means to improve my writing.				
9-I tried to set goals and planned to alleviate writing apprehension.				
Compensational Strategies				

10-I referred to a dictionary , a model text …etc.				
11-I asked my peers or teacher for information				
Multiple Strategies				
12-I used more than one strategy simultaneously before I start writing				
The Writing Stage				
Cognitive Strategies:				
13-I used my prior knowledge of the topic to write my piece.				
14-I used the generated ideas to write my piece.				
15-I managed to choose proper words.				
16-I connected important ideas in the composition.				
17- I used effective Sentence combination.				
18-I composed the first draft				
Meta-Cognitive Strategies				
19- I noticed when my writing performance is hindered.				
20- While writing, I decided what to ideas use and what to ignore.				
21-While writing , I answered questions readers may like to have answers in my composition..				
Affective Strategies:				
22-I Stopped writing and relaxed for a while				
23- I encourage myself to go On writing to overcome writing problems.				
Compensational Strategies				
24-I Used various resources				
25-I Asked teacher or peer help				
Social Strategies				
26-I engaged in Pair work				
27-I asked the teacher /peers for information				
28-I received teacher/ peer scaffolding				
Multiple Strategies				
29-I used more than one strategy simultaneously while writing.				
The Post-writing Stage				
Cognitive Strategies:				
30-I proofread /Revised my first draft.				
31-I edited my writing piece.				
Meta-Cognitive Strategies				
32-I Self-evaluated my writing piece.				
33-I reflected on my writing performance.				

Affective Strategies:			
34-I Self-rewarded myself.			
35-I received teacher reinforcement			
Compensational Strategies			
36- I asked the teacher/ peers for information			
37-I asked my peers to review my writing piece and give feedback.			
Social Strategies			
38-I shared my writing with peers**.**			
39-I held teacher/ peer conference			
Multiple Strategies			
40- I used more than one strategy simultaneously.			
Comment ……………………………			

Appendix Five

The Three-Step Writing Sheet

(Pre-writing, Writing, Post-writing)

Prewriting

-With the teacher and classmates, decide a topic to write about.

-Consider who will read or listen to your composition.

-Brainstorm ideas about the target topic.

- Write down the ideas.

Writing

-Put ideas into your own words.

-Write sentences and paragraphs even if you think they are not perfect.

-Read what you have written and see if it says what you mean.

-Show it to your teacher or classmates and ask for suggestions.

Post-writing

a- Revising (Make it Better)

-Read what you have written again.

-Think about your teacher's or classmates'

 suggestions.

-Make sure that the sentences are correct and

-Delete, add or modify unclear or overused words, parts based on the

given suggestions.

-Read your composition aloud to make sure that it flows smoothly.

b- Proof Reading (Make it correct).

-Make sure that all the sentences are correct.

- Correct spelling and punctuation errors.

-Replace words or structures that are not used correctly.

-Ask the teacher or a classmate for feedback.

-Recopy your composition correctly.

c- Editing (Share your Composition).

-Read your composition to your classmates.

-Put your writing on display.

- Congratulate yourself on a well-done writing piece.

Appendix Six

Sample Grammar Lessons

<u>Lesson 1</u>

<u>Part 1:Understanding Key Grammatical Terms</u>

To know how to form grammatically correct sentences, you should learn the following key terms:

Subject : the topic of the sentence

Predicate : the statement made about the subject

Phrase :a group of related words, but lacking either a subject, predicate, or both

Clause : a group of related words that expresses a thought (either complete or incomplete).

Sentence: a group of words with a grammatical subject, a predicate, and a complete thought**.**

Sentence fragment: a group of words lacking a subject, predicate, or complete thought**;** fragments generally are just phrases or subordinate clauses

Main (or independent) clause : A group of words that expresses a complete or major thought; a main clause can stand by itself

Subordinate (or dependent) clause : A group of related words that expresses an incomplete or minor thought; a subordinate clause cannot stand by itself.

Verbal : A verb used as another part of speech; the category of   verbals is made up of gerunds, participles, and infinitives.

Gerund : A verb used as a noun; always ends in -ing

Participle :A verb used as an adjective; ends in -ing or the past participle form of the verb (whether regular (-d or –ed) or irregular).

Infinitive : A verb used as a noun, adjective, or adverb; always in the form of to + verb—for example, to run, to sing, to dance, to write, etc.

<u>Part 2: Understanding Parts of Speech</u>

You also should understand the parts of speech. A part of speech identifies a word according to its grammatical function in a sentence. Parts of speech are the noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.

Noun :names of a person, place, or thing

Pronoun :takes the place of a noun

Verb :expresses action or a state of being

Adjective : modifies a noun or pronoun

Adverb : modifies a verb, adjective, or other adverb

Preposition : A connecting word that introduces a prepositional phrase

Conjunction : A connecting word that introduces a main clause or subordinate clause

Interjection : expresses emotion.

As noted above, once you know the basic grammatical terms, you can begin to repair problem sentences.

Lesson2

Part 1: Understanding Verb Tenses

Verb tense is the form of the verb that indicates the time at which an event occurs, or the time at which a state of being exists. Tense also indicates whether an event has happened once or is ongoing. For example, the simple tenses of verbs indicate a one-time event, while the progressive tenses indicate an ongoing action or state of existence. The verb tense that indicates something existing or occurring right now is, of course, the present tense. The other five verb tenses relate to or build upon the present tense—that is, they indicate the existence or occurrence of something in relation to the present. The following table lists the six main verb tenses, explains how to use them properly in English sentences, and gives examples of each tense.

Past Perfect – Past – Present Perfect – Present - Future Perfect – Future

Verb Tense	Verb Use	Examples
Simple Present	Indicates an action that happens as regularly, or habitual actions.	- I see what you mean. - I understand what you are talking about. - We study hard to do well in the final test. -The sun shines in the east.
Simple Past	Indicates a completed action that already happened	- I prepared this lesson earlier today. - My brother was born in 1974.
Simple Future	Indicates an action that will occur later on, or is likely to happen	- Ahmed will go to school. - Fast population growth will continue to occur in Saudi Arabia. - We will have a party at the end of the second term.
Present Progressive	Indicate continuing or ongoing actions happening now or at the present time	-I am explaining the lesson. - Abdul-Rahman is reading loudly. -Mohammad is sitting down.
Past Progressive	Indicates continuing or ongoing actions happening in the past.	-I was explaining the lesson. - Abdul-Rahman was reading loudly. -Mohammad and Ahmed were sitting down.
Present Perfect	Indicates an action that began in the past and is	- Fahd has just come home. -My father has invested his money wisely.

	finished in the present, or an action that began in the past and extends into the present.	• We have studied English several minutes. • Some students have come to class late.
Past Perfect	Indicates an action that was happening before a certain time in the past.	• By 1432, engineers had built five new schools in Bisha. • Before teachers used data show, they had used the white board. • Ali came back after he had gone to school .

B. Distinguishing Between Sentences and Fragments

You should know the difference between groups of word that are just fragments and groups that constitute actual sentences. A fragment expresses an incomplete thought, while a sentence includes a subject, verb, and complete idea.

Fragment and Complete Sentence

After I left the house. I left the house **after** I had breakfast.

When I went to lunch that day. When I went to lunch that day, I had pasta and sugar-free cola.

Brushing my teeth in front of the mirror in the first-floor bathroom. I brushed my teeth in front of the mirror in the

first-floor bathroom.

Because I was tired and wanted to go to bed early. I did not watch the news because I was tired and wanted to go to bed early. **Notice that fragments 1, 2, and 5 begin with the connecting words after, when, and because.** These words are subordinating conjunctions. Subordinating conjunctions join a subordinate clause to a main clause. Fragments 3 and 4 begin with verbals known as participles. 3. Action Verbs are the strongest part of speech in an English sentence. Thus, you should prefer sentences with action verbs over those with just linking verbs. An action verb expresses action, while a linking verb simply expresses a state of being or existence.

Active and Passive Voice

Sentences with action verbs in the active voice are preferred over those in the passive voice. In an active voice sentence, the grammatical subject performs the action, and therefore is active. In a passive voice sentence, the subject is someone or something other than the performer and therefore is passive.

Examples

The wallpaper was completely examined **by Fa**hd.

Fahd examined the wallpaper thoroughly.

The car was struck by **a van** which had its headlights broken.

A van with broken headlights struck the car.

Our country will be considered economically stronger when Saudi cars are being manufactured.

Saudi economy will improve if factories manufacture Saudi-made cars.

Appendix Seven

The Analyzed Texts

Text One

I. Identifying the elements of a paragraph.

A.Read the paragraph. How does the writer try to improve his English? Ways to Improve my English

Although I face some difficulties when I use English for communication purposes, I try some ways to improve my English. I revise my revisions or worksheets regularly. This helps me to keep the knowledge fresh in my mind. I like playing football on Thursdays. I also read widely - newspapers, short stories, books, etc. I usually take down notes during lessons and check the dictionary for unfamiliar words. I play word games and puzzles. In addition, I try to speak proper English. Moreover, I watch English channels. I study with a friend who is good in the English language. Thus, I have achieved some improvement in my English.

B.Answer the questions about the paragraph above. Give reasons for your answers.

1. Circle the topic sentence. Does the topic sentence help you understand what the paragraph will be about?

2. How many supporting sentences does the paragraph have? Underline them.

3. Do the supporting sentences relate to the topic sentence?

4. Circle the concluding sentence. Does the topic concluding sentence make the paragraph feel finished?

5. Is the first sentence indented?

II. Analyzing the paragraph for unity

1.Underline the topic sentence. Is it the first or the second sentence?

2.Write the controlling idea from the topic sentence in your own words.

   …………………………………………………………………………

3.One sentence in the paragraph is irrelevant. Draw a line through it.

4.Why the sentence is irrelevant? Write your explanation below.

   …………………………………………………………………………

   …………………………………………………………………………

III. Reordering for coherence

A.Read the sentences from a narrative paragraph. Some of the sentences are out of order. Number the sentences from 1-10 to show logical order.

…….a. At the beginning, he suffered a lot.

…….b. My neighbor is a kind man called Awad.

…….c.He was a soldier in the army.

…….d. He can go to the mosque and come back independently.

…….e. But, he persisted and tried to cope with that problem.

…….f. So, he fought in the Gulf war and lost his sight

…….g. Now, he lives happily; he can manage his own affairs

        independently.

…….h. He was active, strong and patriot.

…….i. In addition, he goes to the grocery to buy some goods for his family.

……. j. Moreover, he visits his neighbors and spends his time happily.

Text Two

I. Identifying the elements of a paragraph.

A.Read the paragraph. Who will deliver certificates and prizes?

Planning an Event

        We are planning for a graduation party next week. The party will be on Wednesday evening. It will be on the school theatre. Graduates will be honored. Parents are also invited to attend this important occasion. The school principal will deliver certificates as well as prizes to cleverer graduates as well as their parents. My parents will watch TV.We should buy many things like certificates, prizes, sweets, water bottles, refreshments … etc. Also, we should prepare and send invitation cards for the participants. We are all happy to participate in this party.

B.Answer the questions about the paragraph above. Give reasons for your answers.

1. Circle the topic sentence. Does the topic sentence help you understand what the paragraph will be about?

2. How many supporting sentences does the paragraph have? Underline them.

3. Do the supporting sentences relate to the topic sentence?

4. Circle the concluding sentence. Does the topic concluding sentence make the paragraph feel finished?

5. Is the first sentence indented?

II. Analyzing the paragraph for unity

1.Underline the topic sentence. Is it the first or the second sentence?

2.Write the controlling idea from the topic sentence in your own words.

……………………………………………………………………

3.One sentence in the paragraph is irrelevant. Draw a line through it.

4.Why the sentence is irrelevant? Write your explanation below.

……………………………………………………………………

……………………………………………………………………

III. Reordering for coherence

A.Read the sentences from a narrative paragraph. Some of the sentences are out of order. Number the sentences from 1-11 to show logical order.

…….a. The first kind is air pollution which is the most dangerous type.

…….b. Factories pour chemicals into the nearest seas and rivers.

…….c. There are many kinds of pollution which make life difficult, unhappy and unhealthy.

 …….d. Pollution is one of the biggest problems of this age.

…….e. It is also caused by tankers spilling oil or towns pouring waste.

…….f. This kind is commonly found in industrial and big cities.

…….g. Those poisonous chemicals and waste make water dirty and unhealthy to drink.

…….h. In such cities, air is not clean and unhealthy.

…….i. The other kind is water pollution.

……. j. It is caused by factories and cars sending out smoke.

Text Three

I. Identifying the elements of a paragraph.

A.Read the paragraph. Who will deliver certificates and prizes?

Pollution

Pollution is one of the biggest problems of this age. There are many kinds of pollution which make life difficult, unhappy and unhealthy. The first kind is air pollution which is the most dangerous type. It is caused by factories and cars sending out smoke. This kind is commonly found in industrial and big cities. In such cities, air is not clean and

unhealthy. The other kind is water pollution. Factories pour chemicals into the nearest seas and rivers. Many people like seas and rivers It is also caused by tankers spilling oil or towns pouring waste. Those poisonous chemicals and waste make water dirty and unhealthy to drink. They also kill fish that people eat. Many countries tried hard to stop pollution and they succeeded. Air and water on their cities became much cleaner. They now breathe and drink fresh and healthy air and water.

B.Answer the questions about the paragraph above. Give reasons for your answers.

1. Circle the topic sentence. Does the topic sentence help you understand what the paragraph will be about?

2. How many supporting sentences does the paragraph have? Underline them.

3. Do the supporting sentences relate to the topic sentence?

4. Circle the concluding sentence. Does the topic concluding sentence make the paragraph feel finished?

5. Is the first sentence indented?

II. Analyzing the paragraph for unity

1.Underline the topic sentence. Is it the first or the second sentence?

2.Write the controlling idea from the topic sentence in your own words.

  …………………………………………………………………………

3.One sentence in the paragraph is irrelevant. Draw a line through it.

4.Why the sentence is irrelevant? Write your explanation below.

 …………………………………………………………………………

 …………………………………………………………………………

III. Reordering for coherence

A.Read the sentences from a narrative paragraph. Some of the sentences are out of order. Number the sentences from 1-11 to show logical order.

…….a. Photocopying machine Saves time – makes books available to everyone

…….b. Finally push the start button.

…….c. Photocopying machine is an important invention.

 …….d. Then –put the paper on the glass copy board face down.

…….e. It is a big box-shaped white metal machine.

…….f. After that, press the keys to enter the number of the copies.

…….g. First, press the switch on.

…….h. It is used for copying paper, books issue and newspaper .

…….i. I can use it by doing the following.

……. j. Next, lower the cover.

Text Four

Here are some ideas about how to write a polite and friendly postcard in English. It's easy! There's not much space on the card, so you can only write a few lines.

If you write a postcard to a stranger, you could write something like the below example. Of course, the underlined sections are up to you.

Dear Ahmed,

My name is Fahd. I am an English teacher and I love to read and surf the web. I live in Bisha, Asir, KSA, which is a medium-sized city near Abha. The picture on this postcard is a photo of the Bisha. I often see the bay when I drive around my town.

Anyway, I would love to hear back from you. My return address is: 123 Alroashin St., Bisha 94538, KSA.

− Al-Shahrani[Lastname]

Here is another possible Post Crossing example, written for you by my former roommate, Sami:

Dear Khalid,

I found this post card and had to send it to someone. It was much too pretty to keep. I hope that you are well and will send me a postcard back.

Sincerely,

Sami W.
123 Alseteen St.
Abha 94538
KSA

Text Five

I. Identifying the elements of a paragraph.

A.Read the paragraph. How did the man lose his sight?

A Person Who Has Lost His Sense

My neighbor is a kind man called Awad. He was a soldier in the army. He was active, strong and patriot. He fought in the Gulf war and lost his sight. At the beginning, he

suffered a lot. But, he persisted and tried to cope with that problem. He drinks a lot of tea.Now, he lives happily; he can manage his own affairs independently. He can go to the mosque and come back independently. In addition, he goes to the grocery to buy some goods for his family. Moreover, he visits his neighbors and spends his time happily.

B.Answer the questions about the paragraph above. Give reasons for your answers.

1. Circle the topic sentence. Does the topic sentence help you understand what the paragraph will be about?

2. How many supporting sentences does the paragraph have? Underline them.

3. Do the supporting sentences relate to the topic sentence?

4. Circle the concluding sentence. Does the topic concluding sentence make the paragraph feel finished?

5. Is the first sentence indented?

II. Analyzing the paragraph for unity

1.Underline the topic sentence. Is it the first or the second sentence?

2.Write the controlling idea from the topic sentence in your own words.

……………………………………………………………………

3.One sentence in the paragraph is irrelevant. Draw a line through it.

4.Why the sentence is irrelevant? Write your explanation below.

……………………………………………………………………

……………………………………………………………………

III. Reordering for coherence

A.Read the sentences from a narrative paragraph. Some of the sentences are out of order. Number the sentences from 1-11 to show logical order.

…….a. This helps me to keep the knowledge fresh in my mind.

…….b. I also read widely - newspapers, short stories, books, etc.

…….c. I also read widely - newspapers, short stories, books, etc.

 …….d. Although I face some difficulties when I use English for communication purposes, I try some ways to improve my English.

…….e. I play word games and puzzles.

…….f. I revise my revisions or worksheets regularly.

…….g. I usually take down notes during lessons and check the dictionary for unfamiliar words.

…….h. Moreover, I watch English channels. I study with a friend who is good in the English language.

…….i. Thus, I have achieved some improvement in my English.

…….j. In addition, I try to speak proper English.

Text six

Photocopying machine

Photocopying machine is an important invention. It is a big box-shaped white metal machine. It is used for copying paper, books issue and newspaper .I can use it by doing the following. First, press the switch on. Then –put the paper on the glass copy board face down. Next, lower the cover. After that, press the keys to enter the number of the copies. Finally push the start button. Photocopying machine Saves time – makes books available to everyone

Text Seven

My best Friend

A best friend is the first person who comes in when, out of the door, the whole world has gone. A best friend is one who loves the truth and me, and will tell the truth. I am very lucky that I have a best friend with whom I can share my feelings and divide grief with. His name is Saiaf.

First, Saiaf has all those friendly habits which I seek in a friend such as friendly behavior and respectfulness. He is very respectful and friendly person. For example, to be more respectful person, if I come to his house, he welcomes me to come in and asks to have a seat and then he asks me to have something to drink very nicely. He is also very helpful person. For instance, he helps his parents in their work such as mowing the lawn and cleaning the house. He also helps his mother preparing the meals and helps her in washing the dishes.

Also, J Saiaf is a hardworking and a very punctual person. He likes doing his work on time. He always attends his classes and prepare for his tests and quizzes. On the other hand, he works a part time job, so he could make his pocket money. But also sometimes he works overtime on the weekend to make more money for his future studies for college.

In conclusion, Saiaf is very friendly and well organized person. He loves the people who speak truth and to be successful in life he is working very hard. And I am very happy to have him as my best friend!

Text Eight

David Copperfield

David was born in the "Rookery," in Blunderstone, Suffolk, England. Already agitated by the impending birth of this new baby, and by the death of David's father six

months before, Mrs. Copperfield is further troubled by the abrupt appearance and manner of Miss Trotwood. She becomes ill with labor pains, and Ham, the nephew of the servant, Peggotty, is sent to get the doctor, Mr. Chillip. The mild-mannered Chillip is astonished, as is everyone else, by the brusqueness of Miss Trotwood. Later, when he tells her the baby is a *boy,* she silently but swiftly puts on her bonnet, walks out of the house, and vanishes "like a discontented fairy."

David recalls his home and its vast and mysterious passageways, the churchyard where his father is buried, Sundays in church, and his early life with his youthful, pretty mother and the kindly, capable Peggotty. One night, after David learned to read, he is reading a story to Peggotty, and he asks, "if you marry a person, and the person dies, why then you may marry another person, mayn t you?" Almost immediately afterward, his mother enters the house with a bearded man whom David resents at once. After the stranger's departure, David hears an argument between his mother and Peggotty about the man. Peggotty insists that the man, Mr. Murdstone, is not an acceptable suitor. About two months later, Peggotty invites David to spend a fortnight with her at her brother's place at Yarmouth. David is eager to go, but he asks what his mother will say. "She can't live by herself, you know," he insists. Young as he is, he does not realize that he is being sent away deliberately. His mother has a tearful farewell with him. As David and Peggotty drive off in a cart, David looks back. He sees Mr. Murdstone come up to his mother and apparently scold her for being so emotional

Text Nine

Telephone Message Form

Many people who work in offices must answer the telephone for other people. This form shows what kind of information you must write in the message.

Text Ten

Misuse of the Phone

Cell phones are considered one of the greatest and most useful inventions of mankind. Earlier, people had to depend on mails, computers etc to communicate with different parts of the world but these were not always available. Cell phones help people to stay in touch with other people in different corners of the world in a jiffy. For those who are looking for snazzy gadgets to flaunt, cell phones are exactly what they need. Even the tech-savvy consumer is not disappointed-cell phones these days come equipped with the coolest new features and functionalities like web clients, various gaming platforms for mobile gaming, audio and video recorders, MMS or multimedia messaging services, email clients, document readers, PDA or personal digital assistant services, facilities for streaming and watching videos, video callings, music players etc. The prices are just right and these features are just what you need in your phone.

However, there is another darker and graver side to the story too. Widespread use of cell phones has made way for its rampant misuse too especially by the youth, anti-socials, terrorists and other criminals. Camera phones, those that come with MMS facilities enabled are used to take unauthorized explicit photos, shoot pornographic videos etc and spread them. Moreover since SIM cards can be easily available and there is no proper facility for full-proof checking of one's records, these phones are being misused by terrorists for various activities.

The young generation is so engrossed in sending SMSes, talking over the phone and spending most of their times in the virtual world that in the real world, they are gradually becoming socially ill-equipped and repressive. This leads to communication problems and also causes disturbances as one is always busy texting and receiving texts.

Mobile phones are both a boon and a bane. It is up to us to use it responsibly and make it a boon for the rest of our lives and beyond.

Appendix Eight

(The Writing Test and The Rating Rubric)

Writing Test for Third-Year Intermediate Pupils

(45 Minutes)

Answer the following questions:

I-Use the friendly letter below to answer questions 1,2,3,4 and 5:

> (1)………………..
>
>   I…….. to Mekah on Thursday. (2) It's really beautiful. People here are kind and generous. I performed Alomrah and prayed in Alharam. i enjoyed looking at alKaaba (3)It was interesting to see some people wearing Thobes………………………………………………….. (4).
>
>   ………………(5)
>
>   Ahmed

1-Choose the correct answer for the blank (1) in the letter above.

(a)Dear friend Osama.

(b) Dear Osama,

(c) Hello Osama!

(d) Hi Osama,

2- Which word can fill the blank (2)?

(a) enjoyed

(b) saw

(c)reached

(d) arrived

3- Which sentence has the correct punctuation?

(a) i enjoyed looking at AlKaaba

(b) i enjoyed looking at alKaaba.

(c) I enjoyed looking at AlKaaba.

(d) I enjoyed looking at AlKaaba,

4- **Which of the following is a good concluding sentence?**

(a) I'll tell you about the sizes of the Thobes.

(b) I need a Thobe like the ones people were wearing.

(c) I should buy a Thobe like the ones people were wearing.

(d) I'll bring one for you when come back home.

5- **Choose the correct closing (2) for this friendly letter.**

(a) Best regards.

(b) Best regards:

(c) Best regards,

(d) Best regards!

6-Choose the word that best completes the sentence.

Saud was _____to his teacher.

(a) listen

(b) listens

(c) listening

(d) listened

7- Which of the following is a complete sentence?

(a) She walked home.

(b) Once upon a time!

(c) The long hot day,

(d) At the baseball game?

8-Fahd wrote a report about his bean seed experiment. Choose from (a),(b), (c) or (d) to help him fill in the missing sentence in his report.

First, I soaked some bean seeds in water. Then, I filled a paper cup with soil. Next, I planted the bean seeds in the soil……………………………….. ..   Finally, I watched them grow!

 (a) I irrigated the bean seeds.

 (b) I asked my brother to see the seeds.

 (c) I wanted to buy some bean seeds.

 (d) I sold the seeds to a farmer.

9-What information is NOT NEEDED in an invitation to a birthday party?

(a) where the party is

(b) when the party is

(c) who is giving the party

(d) who else is invited

10-In the sentence below, circle the letter below the word that needs a capital letter.

she likes to read books about space.

(a)   (b)   (c)   (d)

II. Write   about your most memorable holiday by answering

The following questions.

1 Where did you go?

2 Where did you stay?

3 Who did you go with?

4 What were the best moments?

5 What were the worst moments?

6 Why is it memorable?

Name:………………………………………..Topic:……………………………

Date…………………………………………..Rater:………………………………

Writing Dimensions / Criteria	Content -Knowledge of the subject -Main idea/theme -Supporting details	Organization -logical sequence of ideas. -Effective organization of theintroduction, structure (body) and conclusion. using effective cohesive devices.	Vocabulary -Word choice and use -spelling -Precision	Grammar -Constructions -Subject-verb agreement -Word order/function, tense, articles, pronouns, prepositions	Mechanics -Paragraphing -Punctuation -Capitalization	Score
Excellent	-Exceptionally knowledgeable, substantive, thorough development of the writing topic. - Main/Topic idea sentence is clear, correctly placed. - Supporting details relate back to the main idea. -supporting detail are thoroughly elaborated	-Opening sentence is correctly placed and reflects precisely the topic. -Ideas are well-organized in a way that help readers follow with quite clear transitions. -Logical sequencing and cohesion are quite clear -The concluding sentence summarizes precisely what was written.	-Words are precisely and carefully chosen. -Wide range of vocabulary. -Correct word form.	- Exceptionally complete and correct sentence constructions. -No errors of agreement, tense, word order/functions, articles, pronouns, prepositions.	- Exceptionally strong control of conventions. - No errors of spelling, punctuation, capitalization, paragraphing. - Exceptionally legible handwriting	6
Very Good	- knowledgeable, substantive, thorough development of the writing topic. - Main/Topic idea sentence is mostly clear ,correctly placed. - Supporting details mostly relate back to the main idea. -Supporting detail are mostly elaborated	Opening sentence is correctly placed and reflects the topic. -Ideas are well-organized in a way that help readers follow with clear transitions. -Logical sequencing and cohesion are clear -The concluding sentence summarizes effectively what was written.	-Few errors in word choice and usage. -Mostly wide range of vocabulary. --Few errors in word form.	Complete and correct sentence constructions. -Few errors of agreement, tense, word order/functions, articles, pronouns, prepositions.	- Strong control of conventions. - Few errors of spelling, punctuation, capitalization, paragraphing. - Legible handwriting	5
Good	-Good knowledge of subject. - Main/Topic idea sentence is adequately clear ,correctly placed. - Supporting details adequately relate back to the main idea. -Supporting detail are adequately elaborated.	Opening sentence is adequately placed and reflects the topic. -Ideas are organized in a way that help readers follow with somewhat clear transitions. -Logical sequencing and cohesion are somewhat clear -The concluding sentence summarizes adequately what was written..	- Occasional errors of word/idiom choice ,usage , form but meaning is not obscured. -Good or adequate range of vocabulary.	-Occasional errors in sentence constructions. - Occasional errors of negation, agreement, tense, word order/functions, articles, pronouns, prepositions but meaning is not obscured.	-Adequate control of conventions. - Occasional errors of spelling,punctuation,capitalization, paragraphing but meaning is not obscured. - Adequate Legibility.	4

Fair	- Fair knowledge of subject. - Main/Topic idea sentence is fairly clear ,correctly placed. - Supporting details fairly relate back to the main idea. -Supporting detail are fairly elaborated.	Opening sentence is afairly placed and reflects the topic. -Ideas are organized in a way that help readers follow with somewhat clear transitions. -The sequence is fairly difficult to follow. -The concluding sentence summarizes fairly what was written..	-Words are fairly correct but mundane. -Fair range of vocabulary. - Common words are chosen.	-Frequent errors in sentence constructions. - Frequent errors of negation, agreement, tense, word order/functions, articles, pronouns, prepositions but meaning is not obscured	-Fair control of conventions. - Frequent errors of spelling, punctuation, capitalization, paragraphing but meaning is not obscured. - Adequate Legibility.	3
Poor	-limited knowledge of subject. - Main/Topic idea sentence is somewhat confusing and incorrectly placed. - Supporting details relate poorly back to the main idea. -Supporting detail are poorly elaborated	Opening sentence is poorly placed and does not reflect the topic. -Ideas are presented without regard for order . -The sequence rambles and is confusing . -The concluding sentence d what was written..	- Frequent errors of word/idiom choice, usage , form and meaning is obscured or confused. -Limited range of vocabulary.	- Limited control of constructions. - Limited control of negation, agreement, tense, word order/functions, articles, pronouns, prepositions but meaning is not obscured. Meaning is confused or obscured.	-Limited control of conventions. -Numerous errors of spelling, punctuation, capitalization, paragraphing. Meaning is confused or obscured. - Limited Legibility.	2
Very Poor	- No knowledge of subject. - Main/Topic idea sentence is confusing and wrongly placed. - Supporting details do not relate back to the main idea. -Supporting detail are not elaborated -Or not enough to evaluate.	-There is no opening sentence. There is no organization of ideas There is no concluding sentence.. -Or not enough to evaluate.	-Little knowledge of word/idiom choice, usage and form. - no range of vocabulary -Or not enough to evaluate.	-No Control of sentence construction. -No Control errors of negation, agreement, tense, word order/functions, articles, pronouns, prepositions . -Or not enough to evaluate.	-No mastery of conventions. -No control of errors of spelling, punctuation, capitalization, paragraphing. - Illegible handwriting. -Or not enough to evaluate.	1
Total						

Appendix Nine

Questions Teachers Ask during Teacher-Student Writing Conferences

Writing Stages	Teacher Questions
The Pre-Writing Stage	-What are you going to write about? -What do you know about the topic? -What prewriting strategies are you adopting? -What ideas are you gathering for writing? -How will you organize your ideas and writing? -How will you start writing your first draft? -What form will your writing take? -Who will be your readers? -What writing problems do you think you might encounter? -What do you plan to do next
The Writing Stage	-Did you get anxious when you started writing? -How is your writing going? -Are you using correct sentence structures? -Are you choosing correct and precise words? -Are you controlling the content of your writing? -Are you facing any problems? -How will you overcome such problems? -What do you plan to do next?
The Post-Writing Stage	**Revising** How will you revise your writing? What is the best or strongest part in your writing? What part does not make sense? What is the main idea of the writing? Is opening sentence suitable? If not, why? Is concluding sentence suitable? If not, why Is there a part that needs to be adapted or deleted? Is there a sentence that should be combined with another sentence? Is there a word to need to be changed? What questions do you have for your peers? What information will you ask your peers for? What compliments did your writing group give you? What are the suggestions given to you by your peers? What do you plan to do next? **Editing** Are there any spelling mistakes? If yes, what are they? Are there any punctuation mistakes? (Periods - Question marks - Capital letters at beginning of sentence -Capital letters for names). If yes, what are they? Are there any grammatical mistakes? (- Sentence structure - The use of verb (tense/form-- Subject-verb agreement - The use of article- The use of modal verb - The use of preposition). If yes, what are they? How can I help you identify (or correct) those errors?

	What do you plan to do next? Are you ready to make your final copy? Who will you share your writing with? What did your peer say about your writing? What do you like best about your writing? If you were writing the composition again, what changes would you make?

Appendix Ten

Error Code and Symbols

Codes/Symbols	English Meaning	Arabic Meaning
cap/no cap	Capital/no capital letter	حرف كبير / لا
ًôٌôٌôٌôٌôٌôٌôٌôًWSs	Sentence structure error	خطأ في تركيب الجملة
WO	Error in word order	خطأ في ترتيب المفردات
VF	Error in verb form	خطأ في تكوين الفعل
VT	Error in verb tense	خطأ في زمن الفعل
Art	Article error	خطأ في الأداة
S-V agr	Subject-verb agreement	خطأ في تناسق الفعل مع الفاعل
W Pro	Wrong Pronoun	ضمير خاطأ
Aux	Auxiliary error	فعل مساعد خاطأ
WF	Error in word form	خطأ في تكوين الكلمة
Sp	Spelling error	خطأ في الهجاء
Prep	Preposition error	خطأ في حرف الجر
WP	Error in punctuation	خطأ في علامات الترقيم

Appendix Eleven

The Jury Members of the Writing Test and the Teacher's Book

1-Prof. Dr. Eman M. Abdelhak

 Professor of TEFL , Banha Facuty of Education.

2- Dr. Humod A. El-Said

 Assisstant Professor of TEFL, Bisha Teachers'College

3-Dr. Abdelfattah M. Adel.

 Assisstant Professor of TEFL, Bisha Teachers'College

4-Mr. Mohammad F. Aldossary.

 EFL teacher, Bisha Intermediate School

5- Mr. Abdul-Rahman A. Aad

 EFL teacher, Prince Sultan Intermediate School

6- Mr. Saad M. Musaed

 EFL teacher, Al-Hazmy Intermediate School

Appendix Twelve

The Teacher's Book

Adapted by

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2012

Introduction

This EFL course was adapted to enable third-year intermediate pupils' to use a strategy-based writing model which includes six types of strategies (cognitive, metacognitive, social, affective, compensational and multiple strategies) during the three stages of writing (Pre-Writing, Writing and Post-Writing).

Goals

The course aims at:

-Developing the learners' writing skills in five categories (content, organization, vocabulary, grammar and mechanics).

-Developing the learners' ability to use six types of strategies during the three stages of writing (Pre-Writing, Writing and Post-Writing)..

Content

The course-book includes twelve units with a review unit after every three units. Each unit is made up of four lessons. Lesson four is a revision of the unit itself. The topics of the twelve units are: Learning Tools, Making Plans, Going to Places, Revision, Save Our Planets, The Senses, Friendship, Revision, Inventions, Cultures, Stories, Healthy Eating, On the Phone and People Said.

Evaluation

A Writing test was designed to be used as a pre-and post-test. It is to be administered at the beginning and end of the academic year. It includes five dimensions (content, organization, vocabulary, grammar and mechanics).

The Strategy-Based Writing Model

For the purpose of this study the strategy-based writing model includes three main stages which are based on the integrated approach. These are prewriting, writing and post-writing (revising, editing).

5.a. The Prewriting Stage

It is generally defined by idea generation, shaping, refining and organization. During this start-up stage, the teacher creates a writing task which students may meet in real life. The aim is to draw students' attention, activate their prior knowledge about the target topic and prepare them for the writing task

Aims:

This stage aims at enabling students to:

1. activate their prior knowledge about the writing topic.

2. generate and organize ideas.

3. consider their assignment, audience, purpose, and tone.

4. engage them with the writing task.

5. plan and set goals.

6. use visual and sensory images such as graphic organizers and webs to organize main ideas and supporting or related ideas.

7. help the EFL teacher to determine students' background knowledge about the target topic.

8. collect information from reading, taking notes ..etc.

9. enhance their motivation to write the topic.

10. alleviate their pre-writing anxiety/apprehension.

The writer's knowledge base or existing knowledge of the writing topic plays an important role in the writing process. . However, students do not activate their prior knowledge spontaneously while writing, even if they do possess prior knowledge about the topic. It is important to activate students' prior knowledge about the writing topic so as to enhance their ability to generate and organize appropriate ideas about the topic. Students need to generate and organize before they actually start writing. The teacher can create visual/aural contexts to students' prior knowledge about the writing topic. Once students are engaged, their brains start generating ideas about the target writing topic. Then, ideas are organized and the active process of writing becomes ready to begin. This ensures better student engagement from the beginning of the writing class. Through discussions, the teacher can identify the existing writing abilities of the students. The activation of prior knowledge strategy was done as part of warming-up activities. The reason for this is to enable each student to relate to prior knowledge in their own way and to save time in the overall introduction of the writing topic. This helps the teacher to provide the proper

scaffolding which students need to accomplish the writing task. In addition, discussions about the target writing topic enhance students' awareness of the knowledge they already have about the topic of the text.

Procedures:

1. Teacher activates students' prior knowledge through warming-up activities using visual aural contexts.

2. Students respond to the teacher's questions and discussions included in the warming-up activities.

3. Teacher declares the objectives by eliciting students' predictions about the writing topic.

4. Teacher discusses the importance of the topic with the students.

5. Teacher presents the paragraph format/ features.

6. Teacher models important strategies.

7. Teacher tells students that the anxiety some students may feel before they start writing English compositions is temporary.

8. Teacher tells students that persistence is important for successful EFL writing.

Activities:

- Background knowledge discussions.

- Picture talk.

- Brainstorming

- Listing

- Clustering

- Free-writing

- Elaboration

- Resourcing

- Grouping

-Planning

- Model text analysis.

- Graphic organizers.

-Using Webs.

- Think-aloud activities.

5.b. The Writing Stage:

The aim of this stage is to enhance students' ability use the ideas they generated at the prewriting stage to write their compositions by adopting appropriate writing strategies (cognitive, meta-cognitive ,social , compensational, affective and multi strategies).

Aims:

This stage aims at enabling students to:

1- use the ideas generated at the pre-writing stage to write their first draft.

2- use effective cognitive, meta-cognitive ,social , compensational, memory and affective strategies as they write.

3- elaborate upon ideas; explain them more fully.

4- self-monitor and self-regulate their writing performance.

5- Use available resources like dictionaries, illustrations.. etc.

6- persist as they write even though they encounter writing difficulties.

At this stage, students practice writing with a clear aim in mind. They use the ideas they generated and organized in graphic organizers or webs to write their first draft. While writing, students need to select suitable vocabulary, idioms and structures. Teacher scaffolding is important at this stage to help students use various writing strategies which ensure better writing performance. In addition, students may discuss and share their drafts or even ask their peers help. These discussions students overcome the difficulties they encounter as they write and perform their writing task. Furthermore, the accompanying activities and exercises were designed in a way which allows students to use multiple resources.

The role of the teacher is to facilitate students' writing about the target topic of the text through modeling, scaffolding, discussions and constructive feedback. The teacher gives models demonstrating how to adopt effective writing strategies while writing. Then, he scaffolds students as they try to use these strategies to construct their compositions. Furthermore, the teacher encourages constructive discussions which are based on mutual respect and negotiation of multiple points of views about the topic.

Procedures

1- Teacher asks students to use the ideas they generated and organized in graphic organizers or webs to write their first draft.

2-Teacher advices students not give up writing despite writing difficulties or lack of motivation.

3-Teacher tells students that their errors are accepted as a part of the learning process and that they are means for improving their writing performance.

4-Teacher tells students that they should focus on more global aspects of writing (topic, organization, and evidence) while ignoring surface problems (spelling, punctuation, and wordiness) Students write their first draft.

5-Teacher monitors and provides scaffolding.

Activities

- Think-Aloud Activities

- Resourcing activities.

 - Sentence combining.

- Using mnemonics.

- Resourcing

- Collaborative writing.

- Self-monitoring and self-regulation activities.

- Sharing writing with a partner.

- Enrichment activities.

-Reflection

5.c. The Post-Writing Stage:

At this stage, students should decide how to improve their writing by looking at their compositions from a different point of view.

Aims:

This stage aims at:

1- improving students' writing through discussions and feedback.

2- evaluating their drafts using the self-evaluation checklist.

3- giving constructive feedback to students about their compositions.

4- applying feedback information by adding, substituting, rearranging or deleting parts of students' compositions.

2- reflecting on students' writing performance.

3- reflecting on the writing activity.

At this stage, the teacher attempts to consolidate students' learning providing ample opportunities for students to receive and provide constructive feedback on their compositions. The teacher also encourages self and peer correction to enhance student-student interaction. Students can self-correct their writing using an evaluation checklist (Appendix Two).Students are allowed to provide multiple perspectives as they give

feedback. In addition, they are encouraged to add, substitute, rearrange or delete parts of their compositions, based on the given feedback.

Moreover, students reflect on their use of the suggested strategies by the end of this stage using the strategy-use reflection checklist (Appendix Four). Reflection activities ensure better improvement in the performance of both students and the teacher.

Procedures

1-Students revise the drafts individually and/or in pairs/groups.

2- Students read their drafts to their peers or to the whole class.

3-Teacher guides peer feedback about the given drafts.

4- Students play the role of the teacher in commenting and providing feedback.

5- Teacher provides feedback to students.

6- Students add, substitute, rearrange or delete parts of their compositions, based on the given feedback.

7-Teacher allocates some time for free questions.

8-Teacher ends the class with lesson closure.

9-Students reflect on their writing performance using the strategy use checklist.

10-Teacher assigns homework.

Activities:

- Revision exercises.

- Self and peer evaluation

- Self and peer correction.

- Discussion activities.

- Feedback sessions.

- Edition activities.

- Think-pair-share activities

- Follow-up activities.

- Summarizing activities.

- Correction activities.

- Drawing conclusions.

- Reflection activities.

To help the participants   follow the suggested procedure of the strategy-based writing model, a three-step writing sheet was designed (Appendix Five).

Appendix Thirteen

Teacher Observation Checklist in Writing Classes

Class:…………………………………………..Date: …………………………………

Observer:……………………………………Teacher:…………………………………

Items for Observation			
I-The Pre-writing Stage			
1-T activates students' prior knowledge about the writing topic.			
2- T helps students (ss.) to develop a sense of audience.			
3-T provides contextualized tasks.			
4-T encourages Ss to work in pairs and / or groups			
5- T provide Ss with strategies for generating ideas through, organizing them and planning.			
6-T teaches Ss how to apply these strategies			
7-T provides ample opportunities for Ss to apply proper strategies for generating ideas.			
8- T encourages Ss to use visual and sensory images such as graphic organizers and webs to organize main ideas and supporting or related ideas			
9- T enables Ss to collect information from reading, taking notes ..etc			
10-T helps Ss analyze a model text related to the writing topic.			
11-T helps Ss alleviate their pre-writing anxiety/apprehension.			
II-The Writing Stage			
12- T lead ss. into building awareness of discourse organization			
13- T models "crafting skills"			
14- T models how the parts of a text are linked through cohesive devices			
15-T illustrates how sentence structure can vary to develop meaning.			
16- T helps Ss use correct punctuation, word form, structures ….etc.			
17- T encourages collaborative tasks			
18- T promotes drafting			
III-The Post Writing Skills			
19- Ss. Are encouraged to use revision strategies			
20- When assessing Ss' work, T marks areas for improvement			
21-T encourages self and peer correction.			
22-T locates errors and gives them symbols to denote types of errors (using a coding system)			
23-T indicates in the margin that there is an error of a particular kind somewhere on that line and asks Ss. to locate it and correct it			
24- T shares with Ss. the grading criteria that are to be used to assess their written work.			
25- T provides constructive feedback.			

Appendix Fourteen

The Schedule of the Researcher's Visits to the EFL Teacher during the Experiment

	Type of Visit	Date
	In-class	Saturday 17/9/2011
	In-class	Sunday 25/9/2011
	In-class	Saturday 8/10/2011
	Out-of-class	Saturday 22/10/2011
	Out-of-class	Saturday 19/11/2011
	In-class	Saturday 28/1/2012
	Out-of-class	Saturday 18/2/2012
	In-class	Saturday 3/3/2012
	Out-of-class	Saturday 7/4/2012
	In-class	Saturday 28/4/2012