

RESEARCH TITLE

The extent of contribution of the intervention program "Writing Internalize Understanding" on improving students' writing of 6th grades in Arabic Language

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Abstract

This study investigates the impact of the intervention program "*Writing Generates Understanding*" on enhancing the expressive writing skills of 6th-grade students in Arabic language. Using a quantitative research design, the study involved 50 students from two homogeneous classes in an Arab-sector elementary school in the central district. Class 6A (13 boys, 12 girls) served as the control group, while Class 6B (10 boys, 15 girls) was the experimental group that received the intervention over a four-month period. Pre-tests and post-tests, based on the Ministry of Education's Efficiency and Development Measures, were administered to both groups, and results were analyzed using SPSS. The intervention incorporated structured stages of writing (narrative, descriptive, persuasive, and personal notes), active student participation, and systematic feedback. Findings showed that the experimental group achieved significant improvements across all measured writing components—structure, language, grammar, morphology, spelling, and punctuation—with post-test averages rising from 59.68 to 86.4, compared to negligible change in the control group. No gender-based differences were detected. The study concludes that the "*Writing Generates Understanding*" program is highly effective in improving writing proficiency and recommends its broader application, along with increased teacher training and allocation of classroom time for writing instruction.

Key Words: writing skills, intervention program, Arabic language, expressive writing, primary education, experimental study.

مدى إسهام برنامج التدخل "الكتابة تولّد الفهم" في تحسين مهارات الكتابة لدى تلاميذ الصف السادس في مادة اللغة العربية

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المستخلص

تهدف هذه الدراسة إلى بحث أثر برنامج التدخل "الكتابة تولّد الفهم" في تنمية مهارات التعبير الكتابي لدى تلاميذ الصف السادس في مادة اللغة العربية. استخدمت الدراسة المنهج الكمي، وشارك فيها 50 تلميذاً من صفين متجانسين في مدرسة ابتدائية بالقطاع العربي في المنطقة الوسطى. مثل الصف السادس (أ) - المكوّن من 13 طالبًا و12 طالبة - المجموعة الضابطة، في حين مثل الصف السادس (ب) - المكوّن من 10 طلاب و15 طالبة - المجموعة التجريبية التي طُبّق عليها البرنامج على مدى أربعة أشهر. تم إجراء اختبار قبلي وبعدي للطرفين، بالاعتماد على مقياس الكفاءة والتطور الصادر عن وزارة التربية والتعليم، وتحليل النتائج باستخدام برنامج SPSS. تضمن البرنامج مراحل منظمة للكتابة (السردية، الوصفية، الإقناعية، والمذكرات الشخصية)، ومشاركة فعالة للطلبة، وتغذية راجعة منهجية. أظهرت النتائج تحسناً ملحوظاً في جميع مكونات الكتابة لدى المجموعة التجريبية - من حيث البنية، اللغة، النحو، الصرف، الإملاء، وعلامات الترقيم - إذ ارتفع متوسط الدرجات من 59.68 إلى 86.4، مقارنة بتغير طفيف لدى المجموعة الضابطة. كما لم تُسجّل فروق دالة إحصائية بين الذكور والإناث. خلصت الدراسة إلى أن برنامج "الكتابة تولّد الفهم" فعّال للغاية في تحسين مهارات الكتابة، وأوصت بتعميمه، وزيادة تدريب المعلمين، وتخصيص وقت أكبر لحصص الكتابة.

الكلمات المفتاحية: مهارات الكتابة، برنامج تدخّل، اللغة العربية، التعبير الكتابي، التعليم الابتدائي، دراسة تجريبية.

Foreword

Through my work as an Arabic language teacher in the educational field, I noticed a significant weakness in the skills of expression at the oral and written level. This was manifested in many aspects, including: the average results of the efficiency and development scales exams, and also through Low-level averages of pupils in different subjects, especially in writing. A large number of Arabic male & female teachers claim to train pupils in writing, but they do so in an undirected and ill-conceived manner, which made the achievement of the goals useless, and this is what the results of various tests show.

The pupils and students, if they are asked to write a topic, they make a fuss. They are left with only two options: Either they accept their weakness in writing, or they resort to someone else to write to them. The reason may be that the writing lesson in primary school is marginalized and is not taken into account as it should be. If we look at the teaching of writing in the primary stage, we find that it is going on without a codified educational curriculum, starting with Its educational goals and through its content, activities, teaching and evaluation. Feeling the problem is the first step in solving and overcoming it.

The subject of writing is a very basic and important subject in teaching Arabic language and other educational subjects, but Arabic language teachers lack the appropriate means and methods to teach it, and interest in writing comes in advanced educational stages, in the early childhood stages, interest comes in oral expression rather than in writing. The difficulties of teaching writing as both Al-Dulaimi and Al-Waeli claim, (2009) stems from two sources: The teacher and the pupil, one of the matters related to the teacher is his imposition Traditional topics that do not represent pupils thinking, speaking in the spoken language, and not taking advantage of opportunities to train pupils on writing in other branches of the Arabic language as well as the old curriculum adopted in teaching the Arabic language in the Arab community. It is only recently modified and improved in 2009. As for the reasons related to the pupil, we mention some of them: their lack of writing on different topics that represent their reality, the dual language used, the absence of stimuli and incentives that encourage pupils to write, as well as the study plan applied in teaching the Arabic language.

In order to confirm the principle of teaching the language as one integrated unit, it is necessary to take care and pay attention to the topic of writing through Arabic language lessons in the school schedule, so I built an appropriate educational plan that helps pupils develop proper writing and helps as well as in developing appropriate plans that reduce poor writing among pupils.

Introduction

The active teacher seeks to be a renewed researcher. Constantly monitoring and searching for deficiencies or defects, so he does everything in his power to develop, improve, and advance his knowledge, pupils, and his society. Obtaining a teaching qualification is not the ultimate goal, rather it is The beginning of the long process, and the university degree requires of its holder a lot of effort, fatigue, training and creativity. Undoubtedly the best entry, The best way to develop and improve education is to improve the curriculum and the methods of presenting it to pupils, and to improve the manner the teacher deals with in his class in a way that fits the curriculum with the evolutions of the time and the needs of the development of society. The starting point of this belief and as a result of weak pupils In writing and their poor skills, this matter began to disturb every serious teacher in the educational field, especially Arabic language teachers.

Dr. Fadlallah (2013) says: The topic of writing has suffered and is still suffering from a lot of neglect, whether in terms of the curriculum or evaluation. This negligence is clear due to the

lack of care of Arabic language teachers, neither in terms of preparation for this topic nor in terms of method of teaching, In addition to that, they have moved away from the eloquent language to a sick to colloquial language that has no spirit and no life, in addition to that, non-availability of a specific curriculum for writing and the lack of its classes.

One of the mistakes that seen in our schools today is that these schools are concerned with laws and rules and make them isolated from natural use, as it does not give the pupil an opportunity to apply such rules and laws in his daily life, and days and weeks may pass without exposing the pupil to a specific situation that requires him to use sound language. (Qidar,2002).

Qidar adds (2002): Education usually focuses on reading, reading comprehension, and linguistic exercises. So, the pupil has to write. But there is no oriented teaching of writing.

We as teachers often notice that pupils know the answer, but they cannot take it out and write it down on their white paper. The Ministry of Education is aware of the difficulties faced by the Arab pupil in learning his language. It is mentioned the new curriculum for teaching the Arabic language (2009) that the Arabic language faces many challenges, the most important of which are: “The phenomenon of duality, which is the sharp gap between the standard language and spoken Arabic dialects, and constitute an obstacle to the acquisition of basic reading skills. The use of Standard Arabic is limited, For the most part, it is limited to the aspects of official life such as the school, the mosque, the church, the retreat, and the cultural circles. The pupil thinks in one language and writes in another, which leads to widening the problem gap in writing (Educational Curriculum, 2009). Based on the above, I have chosen to examine the extent to which the intervention program “Writing Internalizes Understanding” contributes on improving writing on 6th grade pupils in an Arab primary school in the center of the country.

I hope that the results of the study will contribute to improving the writing of pupils in the 6th grades.

Chapter one: theoretical background

Language consists of a complete and integrated system of skills that are divided into two levels of linguistic performance: the first is the reception level Which includes (reading and listening) skills, while the second level is the transmission level, which includes (speaking and writing skills), and in all these four skills there is correlation and integration, and the development of any language skill affects all other skills (Abdu Al-Hamid, 2001).

If we carefully consider these four skills, we notice that speaking and writing skills are one of the most important skills and aims for studying language. Mastering these two skills requires focusing attention on them and helping students to master them, and this is that interest in them is not limited to writing classes only, Rather, that goes beyond paying attention to these two skills in all academic topics in general, and in the arts of the Arabic language in particular, because writing is not a linguistic branch isolated from the rest of the language branches skills, its skills intertwined with other branches of language to a large extent, it is also intertwined with literature, prose and poetic texts and rhetoric, and this indicates that the student’s progress in any field and any of the branches of the language is his progress in writing skills, given that writing is the final outcome of linguistic study, writing is not a group of various language skills that must be mastered by the student to enable him to master what he wants to express easily. Rather, it has another dimension other than the linguistic one, It is the cognitive dimension, which is related to the collection of information, facts, ideas, experiences, and the ability to build paragraphs, and their arrangement, depth, and humor. All of this requires training students and encouraging them to read before assigning them to write or talk about a topic of expression (Mejawer 2000).

So speaking and writing are linked to expression, and in this Al-Dulaimi and Al-Waeli (2009) say that expression does not mean a set of language skills that the student must master in order to express himself, but in addition to that he needs the cognitive dimension that is related to the achievement of Information, facts and experiences, that oral expression is the basis on which writing is built. Regarding writing (Qidar, 2002) says that there is no orientation in Arab schools on how to write properly and correctly.

writing is considered a literary or social activity, through which a person can convey his ideas, feelings, and needs to others in sound language and a beautiful style. Therefore, writing is considered the goal of teaching language. All linguistic arts contribute to improving the student's ability to express himself and convey his ideas to others in sound language and beautiful style (Al-Hallaq, 2007).

There were many definitions presented by the scholars to define the concept of expression, including:

Ashour and Al-Hawamdeh (2003) define expression as “expressing thoughts and feelings in the soul through linguistic methods, especially Conversation or writing, and through writing the personality of the speaker or the writer can be revealed, his talents, abilities and tendencies”. Al-Dulaimi and Al-Waeli (2009) add to their definition of expression at the school level that it is “a continuous linguistic activity, as it is not prescribed in The class of writing, but rather it extends to all branches of the language subject inside or outside the classroom, as well as to other subjects. The student’s answer to reading questions is an opportunity to practice expression, and the student’s explanation of a verse of poetry is a training for expression, and in an answer of The student on questions about the text of the dictation, Expression is achieved. However, writing expression and skill can only achieved by continuous practice and continuous training.

Mejawer (2000) believes that writing is the ability of a person to write clearly, well presented, and accurately what is going on in his thoughts, and what is going on in his feelings and sensations, in sequence and coherence in idea and style.

As for the writing as seen by the new educational curriculum for Arabic language education (2009), it is: the ability to use the language (with limits of

Vocabulary suitable for the age stage) correspondingly, in a clear, sequential, logical manner, meeting the functional objectives or creativity. Ability is the result of what the pupil has achieved from training in listening, reading, speaking and linguistic knowledge, and by means of it the pupils are able to write texts for several purposes; to express their thoughts and impressions, to persuade others with different arguments and opinions on a topic or story, for guidance or exposure and so on, on various topics and on various occasions and for different recipients.

Writing gives the individual the ability to express his thoughts in a way that affects others, because it involves a degree of deliberation and slowness, as the writer feels that someone will read his writing so he tries to show what he has in the best way, just as the writer does not see the reader’s reaction to what he wrote, so he tries to do his best (Asar 2000, Madkour 2000, Shahata 2000).

Writing is an acquired skill, not an ability that is born with a person. Training in it is necessary to enable the pupil to achieve the required goals of the writing subject (Mahdi 1999).

Pupils' weakness in writing

Various studies (Ashour and Hawamdeh 2003, Jaber 2002, Shahata 2000) confirmed pupils' weakness in writing, and even some studies demonstrated a severe deficiency of writing among learners at all academic levels. If someone of them speaks in a sound language, showed signs of weakness in his language, and he might stop suddenly before he finishes what he wanted to say, but rather resorted to the colloquial dialect to complete what he was unable to complete with it, And if a pupil writes a certain topic we find out that it has grammatical and dictation errors, whereas the pupils Lack Linguistic and intellectual wealth, and they do not have the ability to arrange their ideas and correlate them, in addition to the disorder in their style of that (Hallaq, 2007).

Manifestations of poor writing among pupils

Most studies agree (Ashour and Hawamdeh 2003, Jaber 2002) that there are many manifestations of writing weakness among pupils. The most prominent of which are: the shallowness of ideas and the lack of focus on the main idea of the topic, the disturbance in the arrangement of ideas, and the inability of pupils To connect ideas on the one hand and paragraphs on the other hand in a logical way, weakness in the use of conjunctions, lack of The organization of writing material in the form of consistent paragraphs, the large number of spelling and grammatical errors, and the inappropriate use of punctuation marks.

Ashour and Hawamdeh (2003) analyzed the reasons for poor writing of pupils and found that this is due to:

- The dominance of the colloquial language and the lack of the student's linguistic vocabulary. He deals with the colloquial dialect in society, and he feels that classical language is unnecessary because it is confined to a narrow space of the school that does not go beyond it to anyone else, and this prevents the student from employing the sound language in his life.
- Teachers in some schools do not develop students' eloquent linguistic outcomes by isolating writing from the rest of the language branches, and they do not invest in the contents of language lessons of sophisticated linguistic patterns to train their students to use them in new life situations.
- The teachers of the Arabic language do not accustom their students to practice conversation in the correct language, and do not train them to talk about their experiences and their observations in the right language, and some teachers often resort to focusing on traditional subjects far from their surroundings and their minds.
- The teaching methods used in our schools that make the teacher monopolize the conversation, and do not give the student a chance to participate in social situations.
- Lack of reading, one of the established facts is that the close link between reading and writing, and that writing is only good with a lot of reading.
- Not connecting writing with the various language activities that are practiced outside the classroom, such as school radio, theater, competitions, school journalism, and writing advertisements. competitions in the classroom is almost non-existent, and if it exists, it is still practiced in a traditional manner without creativity.
- Alone (1996) indicates that one of the factors that lead to poor writing among pupils is the teachers' use of colloquial language instead of classical language in the rest of the educational subjects (other than Arabic language lessons).
- Therefore, many educationalists, such as Duviner, 2011 Orr, 2011 and Wilmsen, 2006) believe that it is better Using an intermediate language between classical and spoken, called "standard language", to raise the level of education among pupils.

- Traditional practices in teaching writing leads to the pupil's writings lacking the basic principles on which good writing is based, and the large number of spelling and grammatical errors, and their distinction by useless tautology and lengthening, and the incoherence of the topic, in addition to the superficiality of ideas and dispersion in their presentation (Al-Khawaldeh 2001).

Treatment of pupils weakness in expression

Determining the factors and causes that negatively affect students' writing should lead to study these influences, and thus clarify their impact and indicate the positive roles with which we can replace the negatives, and therefore the following should be done (Jaber, 2002, Ashour and Hawamdeh, 2003):

- Using the correct language and avoiding the use of colloquial language in teaching, and this should not be limited to teachers of the Arabic language only.
- Arabic language teachers must follow-up on the writing topics that they ask of students to write, correcting and evaluating them in a distinguished manner to form the linguistic wealth and enrich it among the students...
- Giving students the freedom to choose topics when writing, establishing creativity for writing and creating natural events that motivate students to write or speak.
- Accustom students to reading so that the circle of students' culture expands, and thus they have enough ideas and words that help them to write and speak.
- Increasing discussions that follow reading, writing and oral expression about the meanings they contain and appropriate thoughts and words.

Al-Nassar and Al-Roudan (2006) conducted a study aimed at knowing the effect of using the five stages of writing in developing ability of writing of the pupils of the second intermediate grade, by preparing an educational program based on the strategy of the five stages of writing, and the program relied on basic aspects represented in training pupils to write an introduction that serves as an approach to a topic, and a conclusion that summarizes the ideas contained in it, as well as the pupils progression in writing through five stages, each of which includes different processes, and these stages are: the pre-writing stage, the initial writing stage, the Revision stage, correction stage and publication stage. In addition to using the self-evaluation strategy through correction lists specified for each stage of writing. The results of the statistical analysis showed that teaching writing by means of the use of the five stages of writing had an impact, compared to the traditional method, as T test results revealed that there were statistically significant differences at the level of (0.001) between the average of the two groups in the post-test, in favor of the Experimental group.

The reality of writing in our schools

Most of the teachers and pupils in our schools face a serious problem in teaching and learning the subject of oral and written expression - it is a subject that usually does not receive enough attention from teachers and pupils alike; In school, the writing class is included at the end of the academic schedule and during one weekly session only. As for the pupils, they find it difficult to define their goals and objectives

of writing, and we also do not forget the problem that teachers face in defining these goals and objectives as well, in addition to the poor choice of strategies for teaching the subject and evaluating it appropriately (Zoubi and Shahbari, 2011)

It is customary for teaching of writing in our schools to follow a stereotypical method that lacks motivation for pupils to be creative and innovative, where the teacher chooses the topic

and prepares it in advance in his preparation book, then writes the chosen subject and writes its elements on the board, after the teacher talks about the topic, he asks some of the pupils to talk about it until the session ends, and he may ask them to write it in their notebooks, then bring it ready in the next session, and then the teacher's role is to correct what is available according to his own criteria (Madkour (2000).

About the Intervention Program "Writing Generates Understanding"

Writing internalize Understanding is a program that is compatible with many subjects, such as: literature, history, geography, and the Bible. From which Teachers guide their pupils through the stages of writing in order to deepen their understanding in the field of knowledge and enhance their reading and writing proficiency.

The "Writing Generates Understanding" program applies understanding in the educational process, and the principles of important reforms led by the Ministry of Education in a systematic and gradual process using applied educational practices, The teacher guides and directs his students in building their knowledge as effective learners in the acquired field of knowledge.

The texts produced by the students demonstrate an understanding of the performance, and give good expression to the deep learning process they went through.

Teachers provide pedagogical tools to guide students to produce good writing and evaluate it in a systematic and professional manner as an alternative model to assessing the field of knowledge acquired.

Conclusion

There is no doubt that writing is a continuous process that is not limited to the study of composition, but rather permeates all branches of the Arabic language, in addition to other subjects that the student studies, such as religion, science, and others... However, it is important to stimulate the student's desire to write, and provide an atmosphere of freedom and using whatever expressions he wants to express himself. It is good for the teacher not to direct students to writing on topics far from their lives, and invent social situations that tempt oral expression and writing afterwards, such as speeches and discussions that present different points of view. There is no doubt that These discussions are not limited to the study of writing, but rather

It permeates the various branches of the Arabic language. It is good for the teacher to read to the student's topics of good style and contents of depth from what their classmates have written, in order to set a good example that motivates them to follow. Above all, the teacher must set an example for his students in choosing the right phrases and avoiding colloquialisms during Arabic language lessons in particular and other subjects in general.

Finally, according to what Fadlallah (2003) said, the quality of writing means good thinking, soundness of language, depth of knowledge, purity of taste, and being able to write is evidence of mastery of many skills related to organizing ideas, presenting information, using language, and coordinating form.

Chapter Two: Research Methodology

This research relies on the quantitative research method only, where quantitative measurement tools have been developed that are subject to the conditions of validity and stability, in order to collect data that have been processed statistically.

Research aims

This research aims to find out the reasons that lead to poor achievement of 6th graders in the primary stage in the subject of writing. And after knowing the reasons, we as Arabic language teachers have to train the pupils how to write good writing texts, Taking into account the evaluation criteria through the treatment plan (intervention program) that we built, and measuring the impact of this training in order to raise the academic achievement rate in the subject of writing.

This treatment plan will help Arabic language teachers who are interested in developing proper writing for their students, and in developing appropriate plans and building appropriate educational units that reduce poor writing among pupils.

Research questions

The central research question that this study will answer is:

- What is the extent of the contribution of the interventional program "Writing generates Understanding " in improving expressive writing for 6th grade pupils ?

Search variables

Related variable: the student's level of expressive writing

Non-related variable: the "Writing generates Understanding" intervention program

Research category

The study was attended to 50 male and female students from the 6th grade from an elementary school from an Arab town in the central district of the country, and 25 male and female students were selected from each grade with an average and above educational attainment level, and the average is the sixth grade (A) in which the program has not been activated and was used as a control group, and the sixth grade (B) in which the intervention program was implemented was considered as the experimental group.

Research tools

In this study, I relied on three tools:

The first tool: pre- and post-exam, Appendix No. (1)

A pre- and post-tests for the topic of writing taken from the Efficiency and Development Measures Exam for the 5th grades of the Ministry of Education, and the analysis of the data of the results of the two tests through T exam.

The same test was passed to the pupils before implementing the intervention program in the 6th (A) and 6th (B) grades. The test was corrected by means of efficiency and development scale, in order to examine the level of academic achievement in the topic of writing among students.

After completing the implementation of the intervention program in the 6th grade (b), the same test was passed in the 6th (a) and 6th (b) grades, and it was also corrected by means of the efficiency and development test scale.

The second tool: scale for correcting the writing test (Appendix No. 2).

A scale of the criteria for evaluating the task of writing from the Rama website, "The National Authority for Measurement and Evaluation in Education," with the aim of correcting the task in the correct and appropriate manner and according to certain criteria, especially in the expressive text.

The third tool: the international program "Action Plan", which was passed after the pre-test.

I have chosen the intervention program "Writing generates understanding" in cooperation with the Branco vise Institute. This program was implemented in all 5th grades in the school, and because it was very successful, I passed it on to the 6th grade B. This is for the success of the program as well as with the aim of my research and its results, because I cannot compare between two classes where the intervention program implemented on them, but rather I have to compare two classes, one with which the program has been implemented and the other with which the program has not been implemented, in order to obtain clear and more prominent results.

study process

The study was conducted in an Arab elementary school in an Arab city in the center of the country, and a pre-test was conducted for the 6th (a) and sixth (b) grades in mid-January, and at the beginning of February, where the intervention program "Writing generates Understanding" was implemented in 6th (b), the Arabic language teacher explained to the pupils about the program in general and that we have to stick to the time in order to The program runs correctly.

Writing the text consisted of five stages, namely:

The first stage: some narrative texts were presented to groups of students in the class and they were asked to identify the type of text, identify its elements and divide it into three parts (the introduction of the text, the body of the text and the conclusion of the text) based on their identification of its characteristics.

Having finished the first stage and got acquainted with the type of text, the teacher distributed the text guide for stories (Appendix No. 3) to the students and explained it to the students in detail, identifying the elements mentioned in the text on a text of stories that the teacher presented on electronic screen, colored parts of the text, in order to clarify the image in a more attractive way for students.

The second stage, the teacher writes two tasks on the board, and the student has to choose one of them and write a text of a story with consideration of what has been learnt in the first stage and stick to it, of course it was in this stage: a supportive prelude to excite and motivate students to write, present all The ideas emanating from reading the (draft), then the student arranged the ideas and sequenced them, thus writing a story that includes the appropriate ideas depending on the guide.

The third stage, the participation stage: After the student finished writing the text, he read it in front of the others.

The fourth stage: positive feedback by the students on writing the text, after that the teacher commented and highlighted the strengths in pupils writings and praise them with appropriate guidance for weaknesses in the writings.

The fifth and final stage: Developing the student's writing again. After the student obtained feedback on his topic, he went back and re-wrote it, taking into account the observations he heard from others.

Each type of text was passed in the same way, showing above mentioned the stages of writing the fictional text, after that the descriptive text, followed by the persuasive text and then the message: personal and official, and finally writing personal notes. The researcher passed each type of text separately in order to consolidate the comprehension

and writing processes in a more developed way.

It took a four-month educational period to implement the intervention program "Writing generates Understanding" from the beginning of February to mid-June.

Research Results:

The results of the tests before and after were collected using the SPSS descriptive statistical analysis program (see Appendix No.4).

Before and after implementing the intervention program, the following analyzes were carried out according to the results of the pre and post tests in the control and experimental classes:

- Distribution of the marks of the control and experimental groups before and after the test in all groups and for the final mark to obtain the comprehensive picture of the characteristics of the two classes: control and experiment.
- Averages and standard deviation of the control group and the experimental group in all measurement groups and the final mark in the exam before and after the exam, to obtain an initial picture of students' achievement and homogeneity between them before and after implementing the program.
- The T-test for two independent, controlled samples compared to the experiment in the pre-test, to examine the non-difference in averages (achievement level) between the two groups before implementing the intervention program.
- The T-test for two independent samples, females versus males, by observation and experimentation, to check and confirm the absence of a sex-related bias. (Females tend to achieve usually better in writing, and we want to confirm the absence of this effect in relation to the current study)
- Pearson correlation coefficient for the comparison group with all measurement groups and with the final score in the pre-test before vs The post-test and the Pearson correlation coefficient for the experimental group with all the measurement groups and with the final mark in the test pre versus post the test in order to confirm that the effect is only for the intervention program and there was no external effect such as (weather, classroom location or any other disturbances...)

The results I reached after implementing the program indicate that the intervention program "Writing generates Understanding" has contributed Significantly, by raising the level of achievement of students in the experimental class (6th B) compared to the control class (6th A) in all skills of Writing: structure, language, syntax, morphology, spelling and punctuation.

The results of the pre and post-tests for the observation class (6th A):

Observation class results	structure	language	Grammar	Dictation	punctuation marks	Total mark (25%)	Mark percentage out of 100
Pre-test	2.92	2.76	2.73	2.53	3.15	14.11	56.46
Post- test	3.35	2.95	2.9	2.85	3.55	15.6	62.4

Illustration: The average of the students of the control class in the pre and post tests is almost the same and did not change.

The results of the pre and post tests for the experimental class (6th B):

Experiment class results	structure	language	Grammar	dictation	punctuation marks	Total mark (25%)	Mark percentage out of 100
Pre-test	3.15	2.92	2.96	3.15	3.11	15.30	61.23
Post- test	4.28	4.36	4.32	4.36	4.28	21.6	86.4

Illustration: The average of the experimental class pupils in the pre and post test after implementing the intervention program is very significant.

There is also a significant difference in their average of all skills in the post test versus the pre test, with statistical significance 95% ($p < 0.05$).

Results for 6 th graders (A) Control class		Results for 6 th graders (B) Experiment class	
Pre-test	Post- test	Pre-test	Post- test
60.6	62.4	59.68	86.4

From the illustration above, we notice that at the beginning, the difference was not noticeable between the two classes in the pre-exam, so we find that the control class got an average of 60.6 and the experimental class got an average of 59.68, and this indicates that there was no difference between the two classes in average before implementing the program. After implementing the remedial plan "Writing generates understanding" in the experiment class, The grade point average rose from 60.6 to 86.4, and this of course, indicates that there is a noticeable difference between the two classes. And that there is a significant contribution of the intervention program to raise the level of improving students' writing in written expression.

Chapter III: The intervention Program

Intervention Program "Writing Generates Understanding"

About the program (quoted from the Branco vise website, mentioned in the list of sources)

"Writing Generates Understanding" is a program that is compatible with many subjects such as: literature, history, geography, and the Bible. Through it, teachers guide their students in the stages of writing in order to deepen their understanding in the field of knowledge and enhance their reading and writing competence. The Intervention Program, "Writing generates Understanding", applies understanding in Educational process, the principles of important reforms led by the Ministry Education in a systematic and gradual process using applied educational practices. The teacher guides and directs his students in building their knowledge. as effective learners in the acquired field of knowledge.

The texts produced by the students demonstrate an understanding of the performance, and give good writing to the deep learning process they went through.

Teachers provide pedagogical tools to guide students to produce good writing and evaluate it in a systematic and professional manner as an alternative model to assessing the field of knowledge gained.

The structure of the intervention program and its objectives

This program is divided into three main components, namely:

- Verbal activities (discussion and dialogue), activities that support writing and help students to write. "The stimuli" compatible with the writing task required from the students and their abilities. For example, they help the student to write, retrieve items from the contents of memory and educate students about the basic elements of the text and others.
- Writing: Students write narrative non-fiction texts (such as: a short story or a song) and theoretical texts (such as an interpretation and an argument) Writing assignments are determined by teachers according to their teaching objectives. The goal is to write a text through it Students think about educational issues and apply them independently and effectively.
- Participation: Students share the texts they have written with their classmates and receive appropriate evaluation from their friends and their teacher. This assessment allows them to improve their writing ability and deep understanding of the field of knowledge.

I have adapted this program " writing internalize understanding" to the writing class through the following stages:

Expose students to the types of texts, each type separately, starting with the fictional text because it is closer to the student's world. Presenting different story texts to students in the group. Each student in the group must identify the elements of the story and then analyze its structure and thus analyze the content of the story by defining the goal and characteristics of each part of the story structure. A structure directed to writing and evaluating the story by the Arabic language staff in the school, after that writing a text by the pupils, a supportive introduction to stimulate and motivate Students to write, put forward all ideas emanating from reading the outline (draft), arrange ideas and sequencing them and thus write The story includes the appropriate ideas based on the story writing guide, reading the story in front of the class and the teacher, giving positive feedback only at the beginning by the students, after that a positive feedback by the teacher on the pupils writings by searching for the strengths in the student's writings and praising them. After that another feedback followed by improving students writing through Pros and cons of the assessor (teacher and students) and then produces a nonfiction text written in sound language and appropriate standards. This applies On other types of texts such as: persuasive, descriptive, message

The treatment plan "Writing generates Understanding" has contributed significantly to improving pupils writing in written expression. There are reasons behind these results that made the intervention program a total success in a significant and distinctive way, and these are the reasons:

Teaching carried out in the morning hours as two consecutive lessons.-

- Active participation by students in class.
- Good Evaluation by the teacher and students on the writings of others.

Also, this treatment plan led to remarkable results in the writings of the pupils, such as:

- Improving writings in terms of crystallizing ideas and writing them well.
- Reduce dictation errors.
- Writing in a smooth and proper standard language.
- The structure of the topic is clear in the writings of the pupils: an introduction, the core of the topic and the conclusion.
- Put punctuation marks in the appropriate place.

Stage 1 – Motivating Students to Write (Narrative Story)

Methods of Monitoring and Evaluation	Stages of Work	Date	Text Type	Stage
Structure for writing and evaluating the story: story elements – story structure – dictation and punctuation – story content	Show 3 simple stories and analyze them: <ul style="list-style-type: none"> • Determine story elements • Analyze the story structure • Analyze story content: determine purpose and characteristics of each part of the structure 	1.2.24	Narrative Story	Stage 1 – Introduction
Engagement: reading the story in front of others Positive feedback by students: <i>"Something I liked about my classmate's story..."</i> Read all students' writings to the end without evaluation Positive feedback by teacher: highlight strengths in student work	Writing the first story: <ul style="list-style-type: none"> • Determine purpose of the story • Construct 2 writing tasks (student chooses one) • Supportive introduction to motivate writing • Present ideas from reading outline (draft) • Arrange ideas in sequence • Write a story using the story writing guide 	8.2.24	Narrative Story	Stage 1 – First Story
Engagement: reading the story in front of others Positive feedback by students Positive feedback by teacher	Writing the second story: <ul style="list-style-type: none"> • Determine purpose of the story • Construct 2 tasks for writing (student chooses one) • Present ideas from reading outline (draft) • Arrange ideas in sequence • Write story following the guide 	15.2.24	Narrative Story	Stage 1 – Second Story
Engagement: reading the story in front of others Positive feedback by students Positive feedback by teacher	Writing the third story: <ul style="list-style-type: none"> • Determine purpose of the story • Construct 2 tasks for writing (student chooses one) • Present ideas from reading outline (draft) • Arrange ideas in sequence • Write story following the guide 	18.2.24	Narrative Story	Stage 1 – Third Story
Engagement: reading the story in front of others Positive feedback by students: 1. Something I liked about my classmate's story 2. A question about the content Positive feedback by teacher: 1. Praise strengths 2. Suggest improvements	Writing the fourth story: <ul style="list-style-type: none"> • Determine purpose of the story • Construct 2 tasks for writing (student chooses one) • Present ideas from reading outline (draft) • Arrange ideas in sequence • Write story following the guide 	22.2.24	Narrative Story	Stage 1 – Fourth Story

Stage 2 – Consolidating the Writing Process (Nonfiction & Descriptive Texts)

Methods of Monitoring and Evaluation	Stages of Work	Date	Text Type	Stage
Engagement: reading the story in front of others Positive feedback by students: 1. <i>Something I liked about my classmate's story</i> 2. <i>A question about the content</i> Positive feedback by teacher: 1. Praise strengths 2. Suggest improvements	Writing the fifth story: • Determine purpose of the story • Construct 2 writing tasks (student chooses one) • Present ideas from reading outline (draft) • Arrange ideas in sequence • Write story following the guide	25.2.24	Nonfiction Text	Stage 2 – Fifth Story
Guided structure for writing and evaluating a descriptive text: elements – structure – spelling & punctuation – content	Present 3 simple descriptive texts and analyze them: • Define elements • Analyze structure • Analyze content (purpose and characteristics)	1.3.24	Descriptive Text	Stage 2 – Intro to Descriptive Writing
Engagement: reading the text in front of others Positive feedback by students Positive feedback by teacher	Writing the first descriptive text: • Determine purpose • Construct 2 tasks (student chooses one) • Present ideas from reading outline (draft) • Arrange ideas in sequence • Write text following descriptive guide	4.3.24	Descriptive Text	Stage 2 – First Descriptive Text
Engagement: reading the text in front of others Positive feedback by students Positive feedback by teacher	Writing the second descriptive text: • Determine purpose • Construct 2 tasks (student chooses one) • Present ideas from reading outline (draft) • Arrange ideas in sequence • Write text following descriptive guide	15.3.24	Descriptive Text	Stage 2 – Second Descriptive Text
Engagement: reading the text in front of others Positive feedback by students Positive feedback by teacher	Writing the third descriptive text: • Determine purpose • Construct 2 tasks (student chooses one) • Present ideas from reading outline (draft) • Arrange ideas in sequence • Write text following descriptive guide	18.3.24	Descriptive Text	Stage 2 – Third Descriptive Text

Stage 3 – Solidifying the Writing Process (Persuasive Texts)

Methods of Monitoring and Evaluation	Stages of Work	Date	Text Type	Stage
Guided construction for writing and evaluating a persuasive text: elements – structure – dictation & punctuation – content	Present 3 simple persuasive texts and analyze them: <ul style="list-style-type: none"> Determine elements of persuasive text Analyze structure Analyze content (purpose and characteristics) 	22.3.24	Persuasive Text	Stage 3 – Intro to Persuasive Writing
Engagement: reading the text in front of others Positive feedback by students Positive feedback by teacher	Writing the first persuasive text: <ul style="list-style-type: none"> Determine purpose Construct 2 tasks (student chooses one) Present ideas from reading outline (draft) Arrange ideas in sequence Write persuasive text following guide 	25.3.24	Persuasive Text	Stage 3 – First Persuasive Text
Engagement: reading the text in front of others Positive feedback by students Positive feedback by teacher	Writing the second persuasive text: <ul style="list-style-type: none"> Determine purpose Construct 2 tasks (student chooses one) Present ideas from reading outline (draft) Arrange ideas in sequence Write persuasive text following guide 	19.4.24	Persuasive Text	Stage 3 – Second Persuasive Text
Engagement: reading the text in front of others Positive feedback by students Positive feedback by teacher	Writing the third persuasive text: <ul style="list-style-type: none"> Determine purpose Construct 2 tasks (student chooses one) Present ideas from reading outline (draft) Arrange ideas in sequence Write persuasive text following guide 	22.4.24	Persuasive Text	Stage 3 – Third Persuasive Text
Revisions and mixed-genre practice	Practice persuasive, descriptive, and narrative writing; make revisions based on peer and teacher feedback	26.4.24 – 10.5.24	Mixed Genres	Stage 3 – Revision Cycle

Stage 4 – Developing Personal Notes & Final Comparative Work

Methods of Monitoring and Evaluation	Stages of Work	Date	Text Type	Stage
Guided construction for writing and evaluating personal notes: elements – structure – dictation & punctuation – content	Present 3 simple personal note texts and analyze them: • Determine elements • Analyze structure • Analyze content (purpose and characteristics)	17.5.24	Personal Notes	Stage 4 – Intro to Personal Notes
Engagement: reading the text in front of others Positive feedback by students Positive feedback by teacher	Writing first personal notes: • Determine purpose • Construct 2 tasks (student chooses one) • Present ideas from reading outline (draft) • Arrange ideas in sequence • Write notes following guide	24.5.24	Personal Notes	Stage 4 – First Notes
Engagement: reading the text in front of others Positive feedback by students Positive feedback by teacher	First development stage of the first notes: • Revise original notes after feedback • Keep same structure as guide • Apply suggested improvements	31.5.24	Personal Notes	Stage 4 – Development 1
Engagement: reading the text in front of others Positive feedback by students Positive feedback by teacher	Second development stage of the first notes: • Continue refinement based on new feedback • Strengthen idea sequence and clarity	7.6.24	Personal Notes	Stage 4 – Development 2
Engagement: reading the text in front of others Positive feedback by students Positive feedback by teacher	Third development stage of the first notes: • Final refinement of notes • Ensure all elements (structure, language, punctuation) meet standards	14.6.24	Personal Notes	Stage 4 – Development 3
Comparative analysis across text types	Outline similarities and differences in writing processes for different genres Festive display of all developed texts	21.6.24	All Genres	Stage 4 – Comparative & Showcase

Chapter Four: Discussion and Recommendations

Discussion

The results of the research showed that there was a significant and clear effect in passing the intervention program "Writing generates Understanding" to develop writing skills according to the standards of the efficiency and development test for 6th grade students (B), as they obtained in the post-test an average of 86.4.

According to the study of Fadlallah (2003), the ability to write is evidence of the mastery of many skills related to organizing ideas, presenting information, using language and coordinating form, as the results of the research showed a strong positive statistical difference in the Pearson coefficient 95% ($p > 0.05$). This result is attributed to several things; Guiding students on how to write an expressive text and training them on it is an important factor for improving and developing students' ability in writing, which is lacking in our schools, as Qidar said (2002).

In addition to the applied teaching method, as it works to attract the student to the educational material, and encourages participation and trying, The unity of expression is inspired by the world of the pupil and his teaching methodology, and is not a strange subject, as both Al-Dulaimi and Al-Waeli claim. (2009) that one of the difficulties in teaching writing that the pupil faces is that the material does not represent his thinking.

As for the text structure, the results indicate that there are statistically significant differences in favor of the text structure in the class in which the intervention program was implemented. The average of the text structure for 6th graders (B) increased from 3.0800 to 4.2800. This indicates that the training process gave the pupils a good skill to write a good expressive text with a chronological and logical sequence between its events, in addition to using the appropriate conjunctions. This effect is consistent with a study conducted by Al-Nassar and Al-Roudan (2006), which relied on training pupils

to write the introduction, the problem and the solution.

Other criteria that I measured according to the indicator of correcting the test for efficiency and development are : language, grammar and morphology, dictation, punctuation and linguistic wealth. There were statistically significant differences in all criteria in favor of the 6th grade (B) in which the plan was implemented, and certainly there is a clear difference between the 6th grades (A) and the 6th (B), as the 6th grade (A) in which the program was not implemented remained at approximately the same rate in all variables, and there was no significant change or progress, towards the rate of the 6th (A) in the pre-test 60.6 and in the post-test 62.4, while the general average for the 6th (B) in which the plan was implemented

In the pre-test it was 59.86 and in the post-test 86.4, and this in itself shows and illustrate the extent of the success of the intervention program. "Writing generates comprehension" in the 6th grade (B).

I also examined the effect of some dependent variables that could affect the research results, such as: the gender variable, but The result was that there are no statistically significant differences for the student's gender on the students' mark, and there is no effect of the student being male or female on the results of the pre and post test of the intervention program. The pre test of male average is 13.6154 and the post test is 13.6154, while for females the average in the pre test was 14.2500 and the post test was 14.6667. And this indicates that there is no effect for the examinee to be male or female in relation to the average, because the averages are close between females and males in the pre and post tests, this interpretation according to leven test, we impose non-variance, and according to T, there are no statistically significant differences between males and females. ($\text{Sigpre} = 2.20 > 0.05$) - ($\text{sigpost} = 2.21 > 0.05$)

It can be concluded that there is a clear difference in the rate of students of the experiment in all writing skills in the post-test versus the pre-test with a statistical significance of 95% ($P > 0.05$). This indicates that the program contributed to raising the level of achievement of the 6th grade students (B) in the skills of writing based on: structure, language, syntax, morphology, spelling and punctuation marks. This is proof of what Al-Mujawar (2000) said, that expression is not a set of diverse linguistic skills that the student must master to be able to express what he wants to express easily. Rather, he has a dimension other than the linguistic dimension, which is the cognitive dimension, which is related to the collection of information, facts and ideas and the ability to construct paragraphs, and their arrangement, depth and humor, and all of this requires training students and encouraging them to read before delegating them and entrusting them with writing, or talking about the topic of expression. Of course, this is what happened in 6th grade (B). During the implementation of the program and during the lessons, the teacher had an important role in encouraging the students to read before they were given the assignment of skill of writing, and she also used to talk to them about the topic in a standard language to increase their experience and their ability to write more effectively.

Research Constraints

Obstacles encountered before and during the implementation of the intervention program:

Searching for appropriate value texts (for each type of text we searched for 4-5 texts).

- Appoint for each type of text an appropriate guide, in order to simplify and facilitate the matter for the student to rely on while writing the text. All guides listed in Appendix No. 5) (

- Time and Classes: Since I dedicated this program a lot of time and meetings after classes with the guide, and also to pass this unit in the class, it was not limited to one writing class, but more, and the classes should be consecutive.

Recommendations

In light of the findings of this study, I recommend the following:

- The necessity of making language learning fun and joyful, and that the educational material be inspired by the students' world.
- Employing and developing standard language in student's lives.
- Training and developing Arabic language teachers to teach writing using special and compressive units and action plans that help students develop their abilities in writing
- Directing educational counselors to the importance of following up teachers of writing to use modern methods and strategies in teaching writing in general and expressive writing in particular, and encourage teachers to experiment using Special expressive units covering the curriculum and noting the difference they make in improving students' ability in writing.
- I also recommended conducting additional research for different age groups, such as the 7th or 8th grade in the preparatory stage to compare the results of the research and to find out other ways and means to improve student's writing skills.

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