



Sudan University of Science & Technology
College of Graduate Studies



Impact of Graphic Organizers on Students' Writing Skill

(أثر منظم الرسم البياني على مهارة الكتابة لدى الطلاب)

A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Ph.D. in English Language (Applied linguistics)

Submitted by:

AbdAllah Abdalmotalib Eltahir

Supervised by :

Dr. Abdulmojeed Altayeb Omar

Dr. Najla Taha Bashrie Alnour: Co-supervisor

2020

الآية

بسم الله الرحمن الرحيم

(إِنَّا فَتَحْنَا لَكَ فَتْحًا مُّبِينًا {1} لِيَغْفِرَ لَكَ اللَّهُ مَا تَقَدَّمَ مِن ذَنْبِكَ وَمَا تَأَخَّرَ
وَيُتِمَّ نِعْمَتَهُ عَلَيْكَ وَيَهْدِيكَ صِرَاطًا مُسْتَقِيمًا {2} وَيَنْصُرَكَ اللَّهُ نَصْرًا
عَزِيزًا {3})

صدق الله العظيم

سورة الفتح : الآيات (1-3)

DEDICATION

To my parents

ACKNOWLEDGEMENTS

First of all, I praise and thank Allah richly bless me now and forevermore. Indeed, Allah has shown His favor upon me and poured out blessings from heaven for which I will forever be grateful. Thanking Him for his mercy, grace, and favor, I know that He has empowered and inspired me to climb to heights I could have only dreamed of without His abiding and sustaining love, care, guidance, and providence. Also, I would like to acknowledge the continual and sustaining support, encouragement, and advice I have been fortunate to receive from Abdalmajeed Altayeb Omar throughout the entire course of writing my dissertation. And to the other members of my dissertation committee, Dr. Najla Taha Alnur, I extend a heartfelt thank you, not only for your willingness to serve in this capacity but for the inspiration and direction you have provided along the research journey. Dr. Nada Aljack who has provided me with guidance and technical advice. I will forever appreciate her willingness to assist with this task, she has striven to make sure that my work has been tidy and free of errors. My wife and children have been faithful supporters and helpers who have provided an untiring spirit in offering encouragement and a huge push to finish this task. Very special thanks for my father and mother who taught me how to struggle continuously for better life.

Abstract

The aim of this action research was to investigate the effect of using graphic organizers on students' writing ability, as well as their attitude towards this skill. The sample of the study was composed of 20 Saudi male subjects registered in the Saudi Electronics and Home Appliances Institute during the academic year 2017-2018. The study was conducted in three phases and lasted for eight weeks. Two sources were used to generate data for the study; the students' writing before, and after using graphic organizers intervention. A written attitude survey was conducted before and after the training. The data generated from the students writing tasks was analyzed quantitatively to detect any changes in the students' attitudes. The data generated from the written survey before and after the intervention was compared and analyzed qualitatively by using test of significance to see if there were any differences between the means of the scores. The results of this study proved that the graphic organizers had effectively improved the students' writing ability and had positively impacted their attitudes towards the writing skill. Also, the result proved that the use of cause and effects graphic organizer had good effects on the students' writing performance and on their attitudes more than any other graphic organizers used in this study. These results suggest that graphic organizers can be an effective support in teaching writing of learners of English as a foreign language.

Key words : cause and effects, main idea details, compare and contrast, concept maps, graphic organizers, writing skill, academic writing and general writing.

Abstract Arabic Version

هدفت هذه الدراسة العملية الي فحص اثر استخدام منظم الرسم البياني علي مقدرة الكتابة لدي الطلاب، بالإضافة الي اثره علي انطباعاتهم تجاه تلك المهارة. تكونت عينة هذه الدراسة من 20 طالبا سعودي مسجلا بالمعهد السعودي للإلكترونيات والاجهزة المنزلية خلال العام الدراسي 2017-2018. اجريت هذه الدراسة علي ثلاث مراحل واستمرت الي ثمان اسابيع ، وتم استخدام اثنين من المصادر للحصول علي بيانات له هذه الدراسة. كتابة الطلاب قبل وبعد تطبيق منظم الرسم البياني و تم اجراء واستبيان مكتوب قبل التدريب وبعده وتم تحليل هذه البيانات كميما لتحديد أي تغير لانطباعات الطلاب. وقد تمت مقارنة تلك البيانات وتحليلها نوعيا باستخدام اختبار الاهمية لمعرفة ان كان هنالك أي اختلاف بين متوسطة الدرجات. أثبتت نتائج هذه الدراسة أن منظم الرسم البياني قد حسن بشكل فعال قدرة الطلاب على الكتابة وأثر بشكل إيجابي على مواقفهم تجاه هذه المهارة. وأكدت النتائج أيضا ان استخدام منظم الرسم البياني (السبب والاثر) كان لها الاثر الجيد علي مستوي الكتابة لدي الطلاب وعلي انطباعاتهم اكثر من أي نوع اخر من منظم الرسم البياني التي تم استخدامها في هذه الدراسة. وقد بينت النتائج أن منظم الرسم البياني يمكن أن يكون داعما فعالا في تدريس الكتابة لمتعلمي اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية : السبب و الاثر، تفاصيل الفكرة الرئيسية، المقارنة و التباين ، خرائط المفاهيم منظم الرسم البياني و مهارة الكتابة، الكتابة الاكاديمية والعمامة.

Table of Content

No	Item	Page
	الآية	I
	DEDICATION	II
	Dedication	III
	Acknowledgements	IV
	Abstract	V
	Abstract Arabic Version	VI
	Table of Content	
	Chapter One	
1.0	Background	2
1.2	The research problem	5
1.3	Significance of the study	5
1.4	Objectives of the Study	6
1.5	Questions of the Study	6
1.6	Methodology of the Study	6
1.7	Limitation of the research	7
	Chapter Two	
2.1	Introduction	9
2.2	Writing skills	9
2.3	Intellectual Personal Growth of the Learner	15
2.4	Difference between Academic and General Writing	20
2.5	Teaching Writing in ESL/ EFL Contexts	24
2.6	Establishing a Relevant Structure	33
2.7	How to write Introduction, Content and Conclusion	44
2.8	Student Attitudes towards Writing	46
2.9	Definitions and types of Graphic Organizers	47
2.10	Teaching Writing by Using Graphic Organizers	52
1.11	Thinking Skills and Graphic Organizers	55
2.13	Guiding Principles for Using Graphic Organizers 2.13	57
2.14	Previous Studies	59
2.15	Summary	71
	Chapter Three	
3.1	Introduction	73
3.2	Tools of data collection	73
3.3.1	Pre-test and Post –test	74

3.3.2	Survey	
3.4	Population and Sample	74
3.5	Validity, Reliability and Piloting	74
3.6	Procedures	76
3.7	The Baseline phase before the training (week one)	76
3.7.1	The Intervention Phase (second two)	77
3.7.2	Teaching about Graphic Organizers	77
3.16	Summary	80
	Chapter Four	
4.1	Introduction	82
4.2	Writing texts by traditional approach	82
3.4	Applying Graphic Organizers	83
4.4	Discussion of the Results	95
	Chapter Five	
5.1	Summary of the Study	106
5.2	Findings	107
5.3	Recommendations	107
5.4	Suggestions for Further Studies	108
	REFERENCES	109
	Appendixes	113

CHAPTER ONE

CHAPTER ONE

Introduction

1.0 Background

Students who have limited writing abilities, struggle to write essays to convey their thoughts and ideas through them, and mostly they fail. If this is the case with native speakers of English, one could easily imagine how nonnative speakers of this language would suffer when it comes to learning this skill.

Arab learners of English, in particular, often face a great difficulty in attaining appropriate writing levels in this language. One reason for this is Arabic, their native language, which is generically different from English in how each language is constructed and cultural differences. Another reason for the Arab learners' low achievement in writing, however, is the deficiency in using techniques and suitable methods to teach this skill.

Actually, the use of poor teaching approaches have negative impact on the students' English proficiency in general, and on their writing performance in particular. As both students and teachers are concerned with this language, are all Arabs, they often do not write well in the light of the reasons mentioned above. Bearing in mind, the importance of writing for such students and the possibility of using graphic organizers (GOs) to teach this vital language skill. The researcher becomes interested in finding out whether the use of these occidental technique would have any effect in improving the writing ability of Saudi Electronics and Home Appliances Institute Students. Furthermore, the researcher would like to find out if the use of such organizers would have any influence on the students' attitudes towards writing.

Here are some definitions for (GOs):

A (GO) is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. (GOs) are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams (Ellis, 2004).

(GOs) are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels (Bromley 2000).

(GOs) are visual displays of key content information designed to benefit learners who have difficulty organizing information (Fisher and Schumaker, 2011).

The idea of (GO) is based on Ausebel's assimilation theory of cognitive learning (Ausebel et al., 1978). (Weinstein & Mayer, 1986).

Researches on using (GOs) were conducted in and out Saudi Arabia but they were done in universities not in institutes or schools, so the problem is still has a gap in schools and in institutes, especially in technical institutes. The researcher sees that it is important to investigate about this problem in Saudi Electronics and Home Appliances Institute which is a technical institute.

Here are some samples of previous researches conducted in Saudi Arabia and other countries. For sources of these papers, see the appendix .

Teaching writing has changed over the years. In the past, writing was assigned and corrected rather than taught. Instead of putting focus on the process of writing, teachers focused on the final product of the writing (Jasmine and Weiner, 2007). Many teachers find it difficult to successfully teach writing to their students, so they have to put more effort and time in teaching their students to be effective writers. As a result, educators attempt to provide the most effective method like using (GOs) to teach writing to their students so as to change their bad attitudes towards writing.

Teaching writing is a very complex process. Some researchers suggest that students should be taught how to write by using modern technics to become

comfortable with the fact that writing involves taking risks and making mistakes (Calkins, 1994; Marten, Seagraves, Thacker, & Young, 2005). Writing often encourages students to 'step out of the box', and think like writers. This is often difficult for young writers to do. Learners need to be taught and exposed to writing in a developmentally appropriate environment so that the writing process can become valued, purposeful, pleasant, and productive (Kissel, 2008).

Some of these studies recommend that teachers should provide learning experience in risk-free setting, and provide continuous positive feedback to students for greater chances to develop writing skills (Brown, 2011). Other researchers in the west propose that teachers should provide step-by-step instruction for struggling writers (Kajder, 2005). Others claim that building positive classroom experiences for learning is of paramount importance for learning writing successfully (Dunn and Finely, 2010). However, a wide spectrum of research has investigated and recommended the use of graphic organizers to enhance teaching of various writing processes (Capretz, 2003; Faull 2007; Novak, 1990; Servati, 2012; Parker, 2013).

In fact teaching writing in this part of the world does not go far beyond "the teacher assigns a topic, the students write and the teacher evaluates and (at his/her best) provides feedback"(Marshi and Henatabad, 2011. p.79), such an approach to teaching writing, in the researchers' point of view, is very unproductive and demotivating, because it induces the learners to develop negative attitudes towards writing.

Gunfuthah University College, Umm Al-Qura University, Saudi Arabia(1997). This study reports the impact of (GOs) instruction with objective of measuring the text structure awareness and reading comprehension of Saudi EFL college students.

1.2 The Research Problem

At Saudi Electronics and Home Appliances Institute, where this study was conducted and from the researcher's observation, experience and exam results, most of the students failed their end of term writing exams conducted in March 2014 and 2015. This happened due to using traditional methods in teaching writing, started from very beginning of teaching English language to high schools and continued to Saudi Electronic and Home Appliances Institute. The major writing problem that threatens the students' future jobs and responsibilities is the low performance in writing due to their low level in English language.

The researcher came across students' learning problems; students' complaints and worries in writing successfully and effectively. Also Students cannot write proper reports or even short essays on topics relevant to their specializations. Students lack good design, proper vocabulary choice, and organization of their ideas in their writings. In addition to those problems, students have negative attitude of such insufficient writing ability which is quite fatal as a matter of using traditional approaches in teaching writing.

1.3 Significance of the Study

This study is significant because its results will demonstrate the viability of using such an occidental innovative technique. If this technique proves to be useful, then it goes without saying that it will be adopted to teach this vital skill to attain better writing performance. The results of the research will facilitate and help the instructors doing their jobs better. It also will help supervisors, course designers, and decision makers, adopting teaching writing by (GOs) in schools and technical institutes.

This research is also significant as it investigates the consequences of using (GOs), and the impact that it will have on the English writing abilities. In addition to that, the attitude of students at Saudi Electronics and Home

Appliances Institute will be changed to better with regard to applying this important skill.

Better writing performance secures the academic future of the students, facilitates their educational progress, and helps students do their job responsibilities easily and more accurately.

1.4 Objectives of the Study

The study intends to reach the following objectives;

1. Using (GOs) can help improve the students' writing performance.
2. Certain type of graphic organizers can help student develop their writings abilities.
3. Using graphic organizers can help students change their bad attitudes towards writing.

1.5 Questions of the Study

The study raises the following questions:

1. What is the effect of using (GOs) on students' writing performance?
2. Which of the organizers used in the research have the most impact on the students' writing skill?
3. How can the use of (GOs) affect the students' attitudes towards writing?

1.6 Methodology of the Study

Three major instruments were used to collect the required data to conduct the study are; a pre-test, and a post-test based on using (GOs) and a written survey for the students about their attitudes towards writing. Both the pre and the post tests and the survey were done before and after the training using experimental and analytical approach. The students' texts will be assessed into five areas: content, organization, word choice, sentence fluency and Coherence.

1.7 Limitation of the research

This research was conducted within the limit of teaching English as a second or foreign language in the Saudi Electronic and Home Appliances Institute Daria-Riyadh Saudi Arabia in the academic year (2017-2018) and was limited to Riyadh State English language teachers.

CHAPTER TWO

Literature Review

Chapter Two

Literature Review

2.1 Introduction

In this chapter the researcher is going to introduce some related fields of the study like; writing skills, intellectual personal growth of the learner, difference between academic and general writing, teaching writing in ESL/EFL contexts, establishing a relevant structure to support your argument, questions to ask about your introduction and conclusion, students' attitudes towards writing, definitions of (GOs), thinking and (GOs), guiding principles for using (GOs) and some previous studies.

2.2 Writing skills

Writing is one of the four language skills i.e. listening, speaking, reading, and writing. A simple view of writing would assume that writing is a graphic representation of spoken language (Brown, 2001:335), but the reality is far different. There are some aspects which differentiate speaking and writing that show the complexity of writing.

The first aspect is formality. The second aspect is vocabulary. Writing is an important skill that needs to be learnt by the students. Having good English writing skills will give some benefits for them in their future life. In this global literate community, it is possible for the students to communicate with others in foreign countries. Since English is an international language, by having good writing skills will help them with their personal communication. In order to achieve those purposes, the students should be able to communicate well in written language begun. <https://www.reference.com/world-view/writing-important-life>

A good written work is indicated by five aspects narrative). In fact, their writing ability is still low; students often face some difficulties in some. The students' low writing ability indicates that they still find some difficulties in writing. It is difficult for the students to get and to develop an idea. The lack of

vocabulary also contributes to their difficulties in writing with regard to the condition, the researcher decided to conduct action research to solve the problems using graphic organizers. (GOs) are visual representation of knowledge. It is a way of structuring information, or arranging important aspects of a concept or topic into a pattern using labels.

Teaching writing has changed over the years. In the past, writing was assigned and corrected rather than taught. Instead of putting focus on the process of writing, teachers focused on the final product of the writing (Jasmine and Weiner, 2007). Writing is the most complex language process. The command of writing is supposed to be based on rational thought and intentional language. Indeed, it incites students, whether in elementary school or college, to behave as having an ache whenever they have a task to write.

A lot of active students face a momentary paralysis of mind and muscles whenever they are asked to tackle a blank page. They are seen with pens solid in hands, ideas blocked in minds, worries growing and rapidly retreating from their already small store of self-confidence (Buckley and Boyle, 1981). On the other hand, writing is a great tool for students to use, to state their thoughts and feelings and to wrap up what they have read, seen, or experienced. As learners keep on expanding their comprehension of the writing process and the components of writing, they will be able to articulate themselves more assertively and efficiently (A Guide to Effective Instruction in Writing, 2005) Thus, the question that needs to be raised is what can be done to help students become assertive and effective writers? No doubt that writing can be taught. Indeed, writing is a skill that can be developed and a craft that can be learned.

Many teachers believe that writing is a skill that should be taught and that pre-writing should be taught since it facilitates its acquisition (Antonazzi, 2005). To some extent, writing handicaps can be overcome and native talent can be enhanced by thoughtful and skilled instruction (Neman, 1980). Creating writers is mainly based on this assumption that thinking and writing have a

very strong connection. Smith (1982) argues that writers don't think then they write. Yet, these happen at the same time. Flores (2007) believes that the act of writing generates thoughts and, thus, can guide writers' flow of thought. He also believes that critical thinking, in contrast to rote memorization, includes active and clever display of higher-order thinking skills (analysis, synthesis, and evaluation) among students. Thus, Schultz (1991) argues that teachers should be aware of the cognitive processes involved in learning different modes of writing. Basically, the 2 descriptive, narrative, and expository modes can all be classified as empirical forms of writing that fundamentally describe linear cognitive processes.

Even though exposition needs to some extent larger level of abstraction, a child is in the same way able to clarify gradually how to carry out some tasks or to write his or her observations. The descriptive, narrative, and expository types accordingly portray mainly lower-level, linear thinking methods. Also, so as to create such essays, writers frequently think chronologically or hierarchically associating together events, descriptions or expressing a methodical clarification, but with no essentially having to request subordination of ideas or predication which is referred to sentence-making (Miles: 1979). The organizational layout of such essays is basically indicated by the assignment itself.

On the other hand, the argumentative essay relies on more complicated higher-level cognitive processes. In generating an argumentative paper, writers first think of a central concept. Then, writers from there produce any number of connected and sometimes unconnected ideas. Doing this might cause writers to revise and even drop the original central idea as they think deeply upon implications and check the validity of their assumptions (Schultz, 1991). Therefore, in the process of drafting the first draft of an essay, writers usually construct what Flower (1987) calls a multidimensional association of ideas. Thus, this movement from lower to higher level of thinking required in writing

argumentative essays demand from language teachers to become aware of students' command of language and grammar (Schultz, 1991).

Men who learn English as a foreign language often say that writing is more difficult than any other skills. As the fact of the matter, most native speakers of the language have to make their efforts themselves to write accurately and effectively even on what they are well aware of. Needless to say, it is not easy at all for a non-native speaker to do something that an average native speaker usually considers a difficult job to do. <https://www.reference.com/world-view/writing-important-life>. Here are three reasons which, in my opinion, can answer the question why writing becomes the most difficult skills.

Firstly, writing requires good grammar. A non-native person has to remember a large number of rules in structure which are quite different from their own language. This is a very big problem if he or she learns the grammar with an English natives at the beginning. They cannot help to point out the distinct differences between the two languages. In this case, the learner must figure out the differences themselves and even outline some rules to convert from their own language to the target language.

Secondly, people are often known to spend less time to write than to listen, to speak and even to listen. Learners learning the language in their country are proved to read more than any other skills while learners learning overseas must listen to the language most of their time. In any cases, they spend little of their time for writing. It is clearly known that an average person spend the most for listening, the second most for speaking, then reading and finally writing.

Thirdly, when students of English as a foreign language write something, they have a big question in mind whether what they write is correct or incorrect. Who can answer the question for them and help them recognize the mistakes. It is, in many cases, who is teaching them and is ready to give them a hand. The problem however I want to mention is that the teacher does not have enough time to correct for all of them if there are more than ten students in the

class. When the teacher corrects the writing for just some of them, the other students cannot recognize their own mistakes. Without correction, the mistakes may be repeated many times and become bad habits which are hard to adjust.

In conclusion, writing is the most difficult skill that learners of any foreign language may face. To be good at it, learners must give much effort.

Reasons why most people find writing hard

The following some takes on why—in no particular order.(see source pendex)

1. Honestly, most teachers don't know how to teach the nuts and bolts of writing. Most often, more time is spent in the classroom teaching grammar and spelling rules, rather than helping students build their writing fluency.

2. As with any other skill (and art), writing takes practice. You need to write every day to build your writing fluency. Daily practice might include keeping a journal or blog.

3. Because many teachers don't write for publication (and many stop writing after going to college), they have very little understanding of the writing process. Too often writing assignments become a form of punishment, rather than opportunities for students to build their skills. In fact, writing should never be graded, or at least students should be given several opportunities to revise their work. Most writing assignments in school and colleges end up turning people off to the effectiveness of writing, and thus they never learn to write as well as they could;

1. To be a good writer, you need to all also be a good reader. Reading well-written books, blogs and articles, and paying attention to how writing is done, can have a direct impact on your own writing skills. Again, most of the reading assignments in school are complete turnoff for students. I highly suggest seeking out topics and authors that you enjoy reading, and not the ones your teacher assigns.

2. Most people don't realize that writing is a process – of hard-to-get-started introductions, messy drafts, and tedious revisions. Thankfully, writing software makes the writing process a little easier.

3. Writing is also a form of discovery. It makes you realize what you really know and don't know. If you lack an understanding of a subject, it is difficult to write about it. Again, this is another area where many writing teachers fail their students. They don't know how to help students use writing as a form of discovery. In most classrooms, writing is mainly an assignment for a grade, not a tool for discovery and a real form of communication.

4. Good writing also just takes a lot of time, which many people don't have. Unless you're very familiar with the subject you're writing about, you may have a difficult time completing a writing task or assignment.

All higher-order thinking skills could be seen (as previously illustrated) in writing essays. Essay writing is believed to be a distinctive way of learning because it entails a dynamic (learning by doing), iconic (learning by representation in a picture) and figurative learning. That is, learning by restatement in words. One condition which guarantees writing well (any mode of writing including writing essays) is to think well. The method of mapping aids in that it teaches the most important thinking skills of recalling ideas, arranging them and constructing thoughts (Villalano and Calvo, 2011). If students use mapping, these three cognitive skills which are crucial to writing can be willingly adopted and to some degree done in a perfect way. If thoughts are not to be missing, they have to be written and fastened down so that they could be seen, presented, and reachable to the writer. However, the amount of thoughts, regardless how rich they are and of little benefit if not, are arranged and classified into sets and named.

While moving from the first skill to the second skill as stated by Villalano and Calvo (2011), the learners will inquire about these two issues. Which of these thoughts go together? And what shall I name that set? Learners will

translate their record of words into kinds of meanings that match the theme. The learners are now prepared to move from general theme to definite thesis statement. By over viewing the classifications and all the thoughts joined with them, the learners can choose one that they in person wish for to write about.

These classifications will be detached paragraphs of the writing. Choosing classifications and organizing them in a series will facilitate the learners then to build or map their thoughts or their themes. Reaching the third skill and on a sheet of paper, the learners portray a large geometric form. They begin dividing from above central smaller lines. Throughout this, learners achieve a sense of self-assurance and manage when they complete an inclusive map. Both the learners and the teacher get from mapping. While learners map, their instructor can move among the learners in the room and can see the students' suggested building of thoughts and the previews of events to come.

At this prewriting phase which consists of brainstorming followed by planning, the teacher can inquire, distribute thoughts, and direct the learners' plans according to Bloom's traditional taxonomy, writing could be listed on the top of the taxonomy before the last one which is based on synthesis. Even sometime, writing could be on the top of Bloom's taxonomy which requires analysis that demands the most of one's own thinking. Schultz' (1991) states mapping is one of the most fundamental tools for enhancing organizational, logical and analytic thinking for a dynamic writing. Besides, it includes a complicated use of both grammar and vocabulary which implies that the cognitive 4 process is involved. From the researcher's perspective, students should write a composition everyday so as to develop their writing skill as we passed through this topic number of points tell us that we should expose students to daily writing task. The researcher found this topic relevant this research and at the same time it is helpful and supportive.

2.3 Intellectual Personal Growth of the Learner

Mapping, especially Concept Mapping (CM), is a pre-writing technique which combines the verbal and the visual abilities of the learners. It takes place after brainstorming. This technique which takes place in the planning phase increases the flow of ideas and strengthens writers' essays. It is easy to use at any grade/ability level. It is completely an effective new tool for both teachers and learners to use. CM is an effective method that aids students to organize their thinking. This graphic scheme-mapping is not only visual but it is also verbal and therefore has all the benefits of those two symbolic modes, the presentational and the discursive (Buckley and Boyle, 1981). CMs were developed in 1972 in the course of Novak's research program at Cornell where he and Musonda wanted to follow and comprehend the changes in children's knowledge of science (Novak & Musonda, 1991 and Novak, 1990). The program was based on the learning psychology of David Ausubel (1963).

The core principle in Ausubel's cognitive psychology is that learning happens by the assimilation of new concepts and propositions into present concepts and propositions structure seized by the learner. It is referred to as the individual's cognitive structure. Out of the need to find a better method to represent children's conceptual understanding appeared the idea of representing children's knowledge in the shape of a CM. Therefore a new instrument appeared not only to be used in research, but also to be used in other fields (Novak and Cañas, 2008). Concept Maps are created to represent non-verbal meaningful associations among concepts in the shape of propositions (Novak and Gowin, 1984). As Novak and Cañas (2006) point out propositions are statements about some object or event in the world, either naturally happening or built. Propositions include two or more concepts joined using linking words or phrases to form a meaningful statement.

The propositions are the factor that makes CMs different from other similar graphic organizers such as mind maps.

A CM is based on the assumption that the main principle of education is to empower learners. Moreover, learners have to be responsible for their learning and creating their own understanding of the world around them. CMs are knowledge representation devices. They should be read from the top to the bottom ensuing from the “higher order” more general concepts at the top to “the lower order” more specific concepts at the bottom. CMs have cross links that illustrate associations between ideas at different levels of hierarchy (Novak and Cañas, 2006). Buckley and Boyle (1981) argue that in mapping, the mnemonic power of the visual is strengthened by the verbal naming to label each classification.

Novak and Cañas (2006) point out that the label is the name that activates the mind to remember all the features included in the classification. These maps are hierarchical nets consist of concept terms (nodes) and lines that link pairs of nodes. The linking lines are labeled with clarifications of the relationship between node pairs. CMs offer a window into learners’ minds. In fact, they reflect students’ knowledge schema. As an instructional instrument, CMs support students to explicitly arrange and reveal their existing account of knowledge (Novak, 2010).

Depending on the job role your writing skills might be more or less important, but chances are you will need to use writing to some degree. Even if you only write e-mails with other colleagues, employers will want to see that you can use the appropriate language, tone and format to convey information concisely and clearly. <https://www.reference.com/world-view/writing-important-life>.

Employers will definitely want to know that you can correct your own writing because making sure that your writing is typo-free shows that you are conscientious and can pay attention to small details. Proofreading your own writing demonstrates that you take care in what you do and understand the importance of checking the information you send to others.

Although our written communication across many areas is becoming more informal, mistakes not only look unprofessional but can cause people to be confused about the information you are trying to communicate. Writing which is grammatically correct demonstrates to an employer that you are familiar with how language is used by others and that you can write and think logically.

If writing is a main part of your job employers will want to see that you can communicate ideas, strategies and plans clearly and concisely, and that you understand what to include in written documents. They might even want to see that you can write some enticing copy or marketing material and communicate their brand image in a creative and exciting ways.

Any written documents you have produced in the past will be useful for demonstrating these skills. If you are successful at online networking you'll probably be effective at using language and might have a personal blog or website you can use to show off your writing skills. If you have any experience with writing reports, press releases, copy, e-mails, leaflets, or minutes you can use these to demonstrate your written communication skills. Also if you don't feel so confident about your written communication skills, the first step to improving is brushing up on your grammar.

Although this might seem like a very dry suggestion having good grammar is an important part of how you communicate. Grammar is the shared system that allows us to transform our muddled and complex ideas into sequences of words which, if used correctly cause other people to think the same thing as you.

Improving your grammar doesn't have to be hard work. There are a number of interesting bloggers who write about grammar and just keeping up to date with them should give you some insights into where you are going on wrong way.

Some general tips for improving your writing;

<https://www.reference.com/world-view/writing-important-life.1>.

Only use words that you understand. Don't be tempted to use long or complicated words because they sound more intellectual or impressive. If you aren't 100% sure of the meaning use a simpler word that you feel familiar with.

2. Write short sentences and short paragraphs. It's easy for a reader to lose their train of thought when they are faced with dense text.

3. Read your writing out loud to yourself. This will help you locate any mistakes or anything which sounds complicated or unclear.

4. Take the time to read through your writing. This is best done a few days after you have finished writing, or if you need to send something as soon as possible wait five minutes and come back to it. When proofreading try focusing on individual words rather than sentences to spot errors.

It can be helpful to look at your writing on another medium, for example if it is written on the computer try printing it out to look for errors on paper. Or, try reading from the last paragraph up to the top. This will disrupt your expectations of seeing what you have already written and make you more likely to notice errors.

5. Don't be afraid of writing clearly and plainly. Try to phrase things as directly as possible and focus on exactly what you are trying to communicate rather than on trying to make it sound wordy. Try and imagine what you would like to read.

6. Don't include jargon or very technical terms unless you are completely sure that everyone who will read them will understand them.

7. Ask for help. Even experienced writers need editors to get the best out of their writing. If you have something really important to write, get a friend or helpful colleague to check through it.

The importance of writing stems from the fact that writing is the primary basis upon which communication, history, record keeping, and art is begun <https://www.reference.com/world-view/writing-important-life>.

Writing is the frame work of our communication. We are encountered with writing every day of our lives. Whether it an office memo, restaurant menu, or a letter. Writing is incredibly pliable; you can use it to give information, an opinion, a question, or poetry. Words can take a bounty of forms within writing. The words you use can show who you are as a person, the things writing has done in our lives and the world is profound. I cannot imagine a life that didn't involve writing.

Writing is extremely important in today's society. Communications is transmitted more through writing than any other type of media. The most binding contracts and agreements are written and signed. Writing is part of a creative project, whether it is a film, building, or a piece of literature. From the researcher point of view, as the topic mentioned Students' intellectual capabilities grow while they grow up, so students should develop their thoughts and the way they think. The points mentioned in this topic go with research point of view and can support and help a lot in developing students' writing skills during their growing up mentally.

2.4 Difference between Academic and General Writing

Writing is an action that we all engage in our day to day lives. There are different styles of writing such as literary writing, technical writing, creative writing, academic writing, etc. Academic writing is the style of writing we use in academic disciplines, which requires a special set of skills. The main difference between academic writing and general writing is that academic writing is very formal, objective and concise in comparison to general writing.

<https://pediaa.com/difference-between-academic-writing-and-general-writing>

Academic writing is the style of writing we use in the field of academics. begun <https://www.reference.com/world-view/writing-important-life>.

Research projects, term papers, conference papers, essays, abstracts, reports, etc. in various disciplines are written in this style. The main difference between academic writing and other styles of writings is that it is more formal

and structured. Academic writing also has its own set of rules and structures. The target audience or the readers of academic writing is the scholars of the same discipline. Academic writing is generally objective, concise and impersonal. It is also more complex than general writing and may consist of technical jargon. Precision is also another very important factor in academic writing. Punctuation and grammar should be strictly followed. Contractions (don't, can't, etc.), slang or informal words, clichés, unnecessary filler words such as really, very, etc. should also be avoided in academic writing.

Writing for non-academic and no-technical purposes can be described as general writing. This is the style of writing we use in our day to day life. Diary and journal entries, letters, emails, newspaper articles, advertisements, posters, etc. are all written in a general writing style. <https://pediaa.com/difference-between-academic-writing-and-general-writing> although general writing also requires correct spelling and grammar, it is not as strict as academic writing. In addition, there are no restrictions on the use of slang, contractions, clichés and other words. General writing can be informal, formal or semi-formal, but it'd be simpler and easier to understand than academic writing. There is also no need to use strict referencing and citation in general writing.

Academic writing has always played a large and central role for students all over the world. School and university teachers spend many weeks of the year trying to pass on their knowledge and teach their student to write academically, as they know the benefits of acquiring this skill early on. The purpose of academic writing, as with most other kinds of writing, is to communicate. For you, as a student, your writing is the marker's only window to your thoughts. Therefore it is important that you learn how best to write in a way which will convince the marker that you understand what you are talking about.

A clearly written assignment lets the thought show through. A muddy one obscures the thinking, and gives the impression the thought-processes are

muddy too. Use quotations and paraphrase sparingly because the marker cannot tell from other people's words what *you* are thinking. Get into the habit of using your own words. Like physical exercise, it may be hard work at first but you will get better and better at it until you have a good strong intellectual physique! To take the short cut of relying on other peoples' words bypasses thought processes and will make the material very hard to remember as it has not been assimilated into your own mind - it is not your possession. You are not primarily a collector of information, a recorder of the wisdom of others - that would be very boring. You are an active learner and a unique interpreter of the information which comes your way.

The act of writing often clarifies your thoughts and writing in your own words is an act of creation. Originality in psychology is normally thought of as designing new empirical studies or devising new theories. However whenever you describe something in your own words you are displaying small-scale originality and critical evaluation. Even if you are describing someone else's work, you are interpreting it and selecting combinations of words which most closely convey its meaning to you. In addition you may well evaluate, criticize, compare, analyze, predict, summarize, synthesize and apply- all these skills involve thought on your part, and the conclusions you draw should be uniquely yours (even if coincidentally shared by others).

Academic writing usually requires students to look at somebody else's work or ideas and then form an informed opinion on it. Instead of merely describing the work of other people, students have to think about why it has been carried out and which uses its findings may have for the future. This type of writing makes students take in what they have read and decide how much importance it holds for their subject.

When students learn about a complex subject at university, it can be difficult for them to explain what they have understood if they struggle with academic writing. Essays give students the chance to explain what they

have learnt by using the correct terminology and styles to make the information understood by others unlike some less formal types of writing, academic writing focuses on technique and how it should be used to best convey ideas. <https://pediaa.com/difference-between-academic-writing-and-general-writing>.

If students learn about style and how to write essays early on in their academic careers, they will find it much easier to write papers throughout university. Many lecturers have preferred styles or formatting requirements, so academic writing forces students to take these into consideration and create a paper that will impress. It is usually a good idea for students to ask for essay writing help if they are having issues with their technique, as this is something that can be solved with a little guidance.

Students should never write a one-sided paper that leaves no room for argument. Academic writing forces them to look at ideas and research from a different perspective, as this is what they will need to do in order to obtain good grades. Students have to learn to analyze theories from a number of different viewpoints and then make statements based on what they understand. This is an extremely useful skill for people to learn early on in life, as the ability to look at things objectively is something that will benefit them in real life.

Writing an essay is one of the most prevalent types of assignments set in high schools and universities. This genre of writing needs students to generate a well-organized essay. Most students at tertiary level for example, have difficulty with generating ideas for writing, planning what to write, organizing thoughts, setting goals for effective writing, self-motoring performance and revising for content and mechanics. To write a good piece of writing is often difficult for planning, composing, and revising skills required for effective writing.

Written expression is more effective in social cognitive instances of communication than oral expression. Unlike speaking, writing enables students

to convey a message independent of time and space (Hughes, 1996). It is considered man's best academic achievement based on skills or components like mechanics, production, conventions, linguistics and cognition. The act of writing is independent of time and place; the writer has to depend upon formal features to convey the intended meanings. Failure to take advantage of these features correctly causes frustration for the writer (Leisak, 1989).

For Example, English is the foreign and official language in Thailand as well as an easy language to work with and learn science and technology at higher levels. It is taught as a compulsory subject in schools; however the majority of Thai EFL students cannot communicate properly in English and perceive it as a very difficult subject. Many of the students from the Arts and Humanities areas cannot meet the requirements of the examination in English. They aimed to know the difficulties in writing English language related to grammar, punctuation, L1 interference, vocabulary, and spellings for students with English as a second language. Based on the many research studies, Thai EFL students spend little time in critical writing processes and tend to focus on low level transcription skills such as handwriting, spelling, capitalization, and punctuation (Graham, 2006; Ka-kan-dee and Kaur, 2015). They are unable to express ideas or demonstrate knowledge in their writing tasks. Additionally, they often struggle with the planning, composing, and revising skills needed for effective writing.

The researcher sees that, the topic has shown clearly the difference between the academic writing and the general one which is very helpful for students and supports the topic of my research.

2.5 Teaching Writing in ESL/ EFL Contexts

In the area of Second and Foreign Language Instruction, teaching writing has not been changed into an effective way in order to develop students' writing competence.

Although, there are a number of teaching strategies for writing in English as a Second Language (ESL hereafter) or English as a Foreign Language (EFL hereafter) contexts, not many ESL/ EFL writing teachers have a clear understanding on writing approaches. Therefore, much of teaching writing still focuses on a traditional approach that is mainly concentrated on the knowledge about the structure of language and writing improvement as the result of the imitation of input, in the form of texts provided by the instructors.

ESL/EFL writing is a hard, complicated and demanding procedure. This difficulty and complexity in ESL/EFL writing arises from the reality that writing accounts for searching out a thesis, fostering support for the claim, formulating, modifying, and finally editing the thesis to ensure an effective, error free writing product. Additionally, ESL/EFL writing is one of the most pivotal genres of language teaching. As claimed by Coffin. (2004, p.3), “students’ academic writing continue to be at the centre of teaching and learning in higher education, but it is often an invisible dimension of the curriculum; that is, the rules or conventions governing what counts as academic writing are often assumed to be part of ‘common sense’ knowledge students have, and are thus not explicitly taught within disciplinary course.”

To provide an effective ESL/EFL writing instruction is the main responsibility for instructors, researchers, textbook writers and program me coordinators in the area of foreign language teaching, but producing a textbook for most ESL/EFL students is a laborious task because the writing process needs an extensive range of cognitive and linguistic methods of which ESL/EFL students are largely limited. Moreover, research about ESL/EFL writing has developed dramatically over the last 40 years, specifically between the late 1980s and the early 1990s.

Generally, there are three main types of ESL/EFL writing strategies including product approach (Silva, 1990; Brown, 2001), process approach (Silva, 1983) and genre-based approach (Hyland, 2003a; Hyland, 2003b).

Researchers have different views on what exact characteristics make up a proficient piece of writing. Two distinct sets of proficient writing characteristics have been found, developed, used, and supported by others as well as a 1998 brief from NCTE.

According to the 1998 brief by NCTE, *Beliefs about the Teaching of Writing*, in order for students to write proficiently, teachers should carefully design their writing instruction by implementing numerous strategies. Repetition and routine as well as the process of writing, editing, and revising cyclically, are key components of teaching and writing proficient. The same NCTE brief also states that students should be guided through the writing process. They have stated that when students learn the process, routine, and steps of writing, they become more aware as writers.

Culham and Romero (2003, 2008) have each developed their own set of proficient writing characteristics which were examined and compared. Romero (2008) stated eight proficient writing characteristics. Several of which, are overlapping characteristics with Education Northwest's 6 + 1 Traits of Writing (2011). According to Culham (2003), there are six key characteristics of proficient writing as well as the addition of presentation. Culham's book on the 6 + 1 Traits of Writing has become a well know curriculum base in writing programs across the country. Culham (2003), states that ideas, organization, voice, word choice, sentence fluency, conventions, and presentation are the key characteristics of proficient writing. The following are proficient writing characteristics based upon Culham, Romero (2003, 2008), and the book *Reading and Writing with Understanding: Comprehension in Fourth and Fifth Grades* by Sally Hampton and Lauren Resnick (2009), as well as a few other researchers.

According to Romero (2008), every time proficient writers write, they begin by planning, organizing, varying word usage, and adapting writing based upon the purpose, form, and intended audience. Culham, (2003) shares this

belief and expresses that the organization of writing should enhance and showcase the topic. The piece of writing should contain an inviting introduction with a strong body that gives all necessary support and information as well as a strong conclusion. Sequencing throughout the writing should be logical and effective. Just as organization is important to writing, it is also important and beneficial to move the organization of information into memory.

Frank Smith (1978) conducted an experiment research case study in which he gave fifty picture cards to two different groups of students (each group had twelve students). The first group was told to memorize the cards and the second group was told to organize the cards into categories. Smith's hypothesis stated that the second group of students would remember more information from the cards because they would be categorizing based upon their thoughts and ideas. After ten minutes, both groups of students were tested on their memory of what was on the picture cards. The second group of students remembered far more card content than the first group. This proved the point Smith was trying to make sure readers and writers learn through organizing and building categories.

Arthaud and Goracke (2006) conducted a case study of twenty fourth graders during the first quarter of the school year. A majority of these students were not scoring proficiently on the state standardized tests. Their study implemented the introduction of story webs and outlines. Students were taught how to use them through different lessons, and teacher support was gradually pulled away. By the fourth quarter when the students took the 2009 state assessment test, results were exemplary.

Romero (2008) believes rereading as you write and reflecting upon it, helps develop a strong and coherent piece of writing. To summarize Romero's findings and beliefs of two classrooms he observed, previous reading, rereading, and writing experiences as well as abilities in semantics, syntax, and graph phonics are all necessary. Romero observed that making changes to

writing as writers revise helps the effort to increase meaning and clarity which leads into the next key characteristic. Although Culham (2003) doesn't mention rereading and reflecting as one set characteristic, it is implied in nearly every other characteristic she believes in as the reader needs to constantly be rereading and revising their work.

The International Reading Association (2011) has found that using the writing process of prewriting, drafting, revising, and rewriting leads to proficient writing. When prewriting, students' are essentially brainstorming their ideas and "using graphic organizers to connect ideas and design a coherent structure for a writing piece." (Romero, 2008, p. 3) In the drafting stage, students work independently to put their ideas into paragraph form. Revising and editing entails students' rereading their work more than once and thinking about if their writing conveys their intended meaning. Rewriting is simply having the students adjust and "fix" what they have written after they revise and edit. The final step is to publish the final piece of writing (The International Reading Association, 2011).

Collaborating to provide support and encouragement for others as well as gaining feedback and revision ideas for their own writing is important for writers to do (Romero, 2008). The collaboration of ideas and concepts is key a component of writing. Teachers and students constantly collaborate through guided writing practice (Gibson, 2008). As will be discussed later in the paper, writers workshops are an important piece of teaching proficient writing. Through these writers' workshops, writers meet with both the teacher and their peers to collaborate and confer over their pieces of writing and develop confidence as well as greater awareness of the writing characteristics (Atwell, 1991).

In a research study conducted by Claire Aitchison (2009), doctoral college students were placed into two groups. Each group consisted of six students who participated in two different ten week writing curriculums. Students in the

focus group met with each other on a weekly basis and critiqued each other's work. The students who were not in the focus group worked independently on their written work. These students in the focus group would make comparisons, give both written and oral feedback, and construct new knowledge around their piece of writing. After the ten weeks, results showed that the students in the focus group learned to analyze and critique written work, deliver and synthesize feedback, and re-construct their writing for a better outcome based upon criticism and feedback received. The students working independently did not develop as strong critiquing skills and therefore had written work that was not as proficient and strong as the focus group students.

Content and ideas are a third key characteristic that a proficient reader and writer possess according to both Romero and Culham (2003, 2008). In Romero's (2008) observations of two different writing workshops, using prior knowledge about the topic aided in the development of strong ideas and content in students' writing. He found that the writers in the workshop needed to show concern about content, ideas, and language style of the piece of writing. Romero discovered that by instructing students on how to express their ideas and incorporate the correct content, students' writing became more developed and proficient.

Ruth Culham (2003) agrees and states that the ideas of a piece of writing should be clear and focused with a narrow and manageable topic. The ideas and content should also hold the readers' attention, be relevant to the topic, and possess accurate details that support the topic. She mentions that prior knowledge can and should be incorporated into the content of the writing piece (Culham, 2003). When writing a summary, the writer condenses the textual information presented to them into a more concise format (Cochrane, 2010). Hampton and Resnick (2009) observed and researched a group of elementary students and found that a strong student writer picked out key information and ideas from a report of information (text). The writer then synthesized and

analyzed their thoughts to construct supporting or contradicting arguments. Less proficient student writers failed to do so.

In one particular case study, two groups of students were created. The treatment group consisted of sixty-seven elementary students and the control group consisted of sixty-five elementary students. The treatment group received direct instruction in the areas of writing regarding voice, ideas, and organization. The control group only received instruction on prewriting. The treatment group showed a .55-.87 means score improvement in the three areas taught by the end of the study. The control group only showed a 0.0 - .21 increase (Higgins et. al., 2006).

A third grade teacher conducted an informal study of her third grade class. She had a few struggling readers and decided to implement a writing workshop to address student writing deficits she had noticed. This teacher introduced pre-writing webs to help students develop their writing ideas. She instructed students to go back to the text to help them develop their ideas as well as look at other books. Students then participated in peer conferences when they finished with their webs to discuss their ideas and further develop them. A few days later when the teacher asked her students to write independently, they not only used webs to develop their ideas, but they wrote more, and displayed well developed writing (Romero, 2008).

Romero (2008) also found that writing frequently and independently increased students writing fluency. They should be increasing the meaning and clarity of the piece of writing. Writing fluency as defined by Culham (2003) is using appropriate word choice that catches the readers' attention. The words used in a piece of writing need to be precise, interesting, engaging, and natural. A proficient piece of writing is suggested to also be fluent among sentence structure. The written text itself should flow easily, hold rhythm and cadence as well as include a variance in length and structure, purposeful beginnings and endings, and creative and appropriate connections throughout the writing.

Conventions are another one of the most important characteristics of a proficient piece of writing. Romero (2008) claims that proof-reading for paragraph structure, spelling, grammar, capitalization, punctuation, and format are signs of a proficient writer.

The sixth characteristic of writing in the 6 + 1 Traits of Writing model (Culham, 2003), is the conventions of writing. Culham (2003) states, that a proficient writer must demonstrate proper, standard, writing. This type of writing includes the proper use of spelling, punctuation, capitalization, grammar, usage, and paragraphing. Lucy Calkins (1991) and Nancie Atwell (1998) have differing views when it comes to the conventions of writing. They differ in the fact that Calkins feels conventions should be addressed at the end of the writing process so that the other areas can be of greater focus during writing while Atwell however, believes that conventions should be addressed and focused upon throughout the entire writing process. Either way the writer monitors their conventions works or both at well and the Calkins find conventions to be a key characteristic of proficient writing (Atwell, 1998; Calkins, 1991).

A study of 780 students in grades three through eleven was conducted to determine improvement rates in their writing regarding sentence fluency and conventions. Students wrote a summary based upon a text they read. Their writing samples were assessed using the 6 + 1 Traits of Writing rubrics. These students were then modeled the traits of sentence fluency, conventions, and ideas. After being modeled, the groups of students read a second text and wrote a summary. In this second summary, students were reminded to think about their conventions, ideas, and sentence fluency as they wrote. Study administrators predicted that these students would pass their state assessment exams after being modeled the trait practice and use. Once all students were finished and their writing samples were assessed using the rubrics, administrators determined that 75% of the students would pass the test and

were proficiently writing with proper conventions, ideas, and fluency (Higgins, et. al., 2006).

Being a successful writer is not an easy task. It is not a dreaming or wishes, but it is really a complex process. Writing as skill is very difficult process whether it is an academic writing or other writings such as articles, short stories or novels. There are essential processes for everybody to come across in order to be on the right track as a writer. Writing is a lifelong process which starts with the first step concerning the person who wants to be a successful writer. The first step is how to qualify yourself to be a writer. The second step is who is going to describe you as a successful writer and thirdly, how to keep in progressing as a successful writer. <https://thewritelife.com/how-to-become-a-successful-writer/>.

Concerning the first step, you have to read all the time in order to master the fundamentals of writing. These fundamentals include the mastering of grammar, vocabulary and good style of language. These personal qualifications also include proper knowledge of pre-writing, drafting, revising, editing and publishing. You have to read and write all the time as well as choosing famous writers as your benchmarking writers. This step of mastering the fundamentals will help you to be self-confident as a writer. Also, pre-writing and revising will help you to be on the right track at the end. Generally speaking, a writer writes which means you have to carry on and don't stop or give up. When you write, you can call yourself a writer, but to be called as a successful writer is determined by somebody else. Who is going to call you a successful writer and on what bases?

The second step, when you have mastered the fundamentals and started to write, you have to take with you the audience (readers). A successful writer always respects the audience and tries to consider their mentality, needs, abilities and interests. You have to respect them in your style, words, facts, information and ideas. Giving the attention to the readers means considering

their feedback, their comments, and opinions. A successful writer is not writing for himself; he is writing to the audience to be interested in his writing. The audience, who are going to say whether you are a good writer or bad.

In addition to mastering the writing fundamentals and taking the readers with you, the third step is how to keep in progressing as a successful writer. Writing is an art and it is the work of human being, the work that touches another. So, you have to be a professional writer to touch the feelings of others. You have to keep on developing your style, ideas, imagination to meet the interests of the readers. The readers always help the writer to come up with more interesting writings.

Finally, being a successful writer is a long road with many hinders and blocks. In addition to these steps, being a successful writer is a gift, because writing to attract others in an art and fun. Moreover, a successful writer must believe that most of what he writes will not resonate with most people who read it, but over time he will gain audience who trust him to, at very least, being interested. For every writer who wants to be a successful one is to remember always that "a writer writes".

2.6 Establishing a Relevant Structure

An essay should be written in a flowing manner with each sentence following on logically from the previous one and with appropriate signposts to guide the reader.

An essay usually takes the following structured format:

1. The introduction
2. The main body: a development of the issues
3. A conclusion
4. A list of references of the sources of information you have used

The function of the introduction is simply to introduce the subject, to explain how you understand the question, and describe briefly how you intend to deal with it.

You could begin by defining essential terms, providing a brief historical or personal context if appropriate, and/or by explaining why you think the subject is significant or interesting. Keep the introduction short, preferably to one or two paragraphs and keep it, succinct, to the point.

Some students find it best to write a provisional introduction, when starting to write an essay, and then to rewrite this when they have finished the first draft of their essay. To write a provisional introduction, ask yourself what the reader needs to know in order to follow your subsequent discussion.

Other students write the introduction after they have written the main body of the essay – do whatever feels right for you and the piece of work you are writing.

The Main Body: A Development of the Issues

Essays are generally a blend of researched evidence (e.g. from additional reading) and comment. Some students' essays amount to catalogues of factual material or summaries of other people's thoughts, attitudes, philosophies or viewpoints. At the opposite extreme, other students express only personal opinions with little or no researched evidence or examples taken from other writers to support their views. What is needed is a balance.

The balance between other researchers' and writers' analysis of the subject and your own comment will vary with the subject and the nature of the question. Generally, it is important to back up the points you wish to make from your experience with the findings of other published researchers and writers. You will have likely been given a reading list or some core text books to read. Use these as your research base but try to expand on what is said and read around the subject as fully as you can. Always keep a note of your sources as you go along.

You will be encouraged and expected to cite other authors or to quote or paraphrase from books that you have read. The most important requirement is that the material you cite or use should illustrate, or provide evidence of, the

point you are making. How much evidence you use depends on the type of essay you are writing. If you want a weight of evidence on some factual point, bring in two or three examples but no more. Quotations should not be used as a substitute for your own words. A quote should always have an explanation in your own words to show its significance to your argument. When you are citing another author's text you should always indicate exactly where the evidence comes from with a reference, i.e. give the author's name, date of publication and the page number in your work. A full reference should also be provided in the reference list at the end.

See our page: [Academic References](#) for more information.

A Conclusion

At the end of an essay you should include a short conclusion, the purpose of which is to sum up or draw a conclusion from your argument or comparison of viewpoints. In other words, indicate what has been learned or accomplished. The conclusion is also a good place to mention questions that are left open or further issues which you recognize, but which do not come within the scope of your essay.

Neither the conclusion, nor the introduction, should totally summarize your whole argument: if you try this, you are in danger of writing another assignment that simply repeats the whole case over again.

Read more at: <https://www.skillsyouneed.com/learn/essay-writing.html>

Essay writing is a daunting affair for most working students today. The workload is enormous and the study hours are on the increase to ensure the syllabus is fully covered. For students who have enough time, they claim to lack necessary skills to come up with a top-notch essay. They sometimes claim that writing is boring and they don't even know where to begin. Read the essay prompt carefully and understand the question

This is the most crucial stage in essay writing. Once you know the question asked you can be able to identify the type of essay. Highlight the keywords;

‘compare,’ ‘contrast’ ‘discuss,’ ‘explain’ ‘evaluate’ and identify any limiting words, e.g., during the 21st century, within Europe, etc.

Pick a topic

After getting an overview of the essay, there will be in a better position to choose a more relevant topic. Begin by brainstorming, sit down, be calm and start a free flow of thoughts and jot down ideas. Narrow your focus and choose an interesting topic depending on the type of essay and purpose so you can create a good essay. If you find it hard to come up with an essay topic, ask your teacher for assistance and you will get a topic which you will be required to defend with relevant sources.

Create an outline

Before you begin your writing, create your essay outline. Jot your topic in the middle of your page, draw lines branching from the topic and write main ideas at the end of each line. From the main ideas at the end of the lines draw more lines and include your thoughts. Another option is to use a simple outline. Write a topic at the top of your page, separate your essay into introduction, body, and conclusion. For a five paragraph essay, have an introduction, at least three main ideas, and a conclusion. Leave spaces under each idea to enable to list smaller ideas supporting the main idea. The ‘skeleton’ will enable to write a more organized essay.

Sample outline:

Introduction paragraph

1. First sentence

2. Thesis statement

Body paragraph

3. Give statistics

4. Information on the subject

5. Research on the topic

6. Relevant data if any

Conclusion paragraph

1. Restate your thesis statement
2. Support arguments
3. Write a call to action

Write your essay: Create a thesis statement

You already have a topic and the paper outline it is time to start the writing. Begin by creating a thesis statement which must tell your reader the purpose of your essay. Read through your outline to help you create an appropriate thesis. Your thesis statement must state the topic and the main argument of your essay. The single statement must carry the overall response to the problem. Put your thesis statement in your first paragraph then make sure you refer to it several times within the essay then restate it in your conclusion.

After creating a thesis statement and the body of the essay write an introductory paragraph. Make your introduction fascinating to capture the attention of your readers. Begin with a 'hook'; you can use a story, dialogue, shocking revelation, a quote or a topic summary. Make sure that your 'hook' ties with the thesis statement. This is the part of the essay that you are supposed to explain, describe or argue the topic. The main ideas you wrote down on your outline becomes separate paragraphs. Each paragraph carries the main idea. The paragraph begins with an introductory sentence which carries the main idea. Supporting ideas follow suit in sentence format backed with relevant information and examples. Don't forget to cite every reference materials used. Direct quotes must also be cited using the required format style.

This part must be given much importance as the introduction part. The conclusion gives you a chance, to sum up, your ideas and close up the topic. Make it short; write three to five sentences. Do not introduce any new ideas at the conclusion; summarize your prior arguments. You have the chance to restate your thesis statement and once again support your stance. Before you consider your first draft a finished essay, do the editing and proofreading.

Checks the general structure of your essay and make sure the correct format is used. Ensure that the strongest points appear first and at the last paragraph within the body of the essay, the others can be fixed in the middle of the body paragraph.

Read and reread your paper to ensure the sentences are sensible and paragraphs flow into each other smoothly. Check the grammar, spelling, and punctuation make necessary corrections. Delete any irrelevant sections; improve expressions by changing the vocabulary. Ensure you meet the word count. Now write up your final draft and submit it before the deadline. It is not easy to do the editing and the proofreading on your own. Give your essay to a friend to go through it before writing your final draft or rather use professional proofreading services available online at affordable prices. To start you off, and to minimize the likelihood of writer's block, a useful exercise is to do a 'brainstorm' of all your ideas in connection with the essay title. It can be a way of making a lot of progress quite quickly.

It can be stressful and very difficult trying to work out solely in your mind how to tackle an essay title; asking yourself questions such as: What structure should I use? What are my main points? What reading do I need to do? Have I got enough evidence? It can be much less stressful to throw all your thoughts down on paper, before you start trying to find answers to these questions. In these early stages of your thinking you may not be sure which of your ideas you want to follow up and which you will be discarding. So, don't feel you have to make that decision in your head before you write anything. Instead, you can catch all of your ideas, in no particular order, on a sheet or two of A4. Once they are down there it will be easier for you to start to review them critically and to see where you need to focus your reading and note taking.

Essentially, this is what you are doing within the essay process: breaking ideas down, then building them up again. You need to:

1. Break down the essay title into its component parts, and consider possible ways of addressing them;
2. Work with these component parts, as you select your reading and make relevant notes; build up the essay using the material you have collected and ordering it.
3. Presenting and discussing it
4. Forming it into a coherent argument.

Throughout this process, the essay title is the single immovable feature. You begin there; you end there; and everything in between needs to be placed in relation to that title. All three of the processes described above will inform your decisions about what you need to read for a particular essay. If left unplanned, the reading stage can swallow up huge amounts of time. Fortunately, there is scope for developing efficiency in several ways:

1. Making intelligent decisions, based on your initial planning, about which sources to target, so you don't spend time reading less relevant, or even completely irrelevant material
2. Reading with a purpose, so that you are looking out for particularly relevant material, rather than paying equal attention to material that is less relevant
3. systematic note taking, so that you record the most relevant material, and that you have full reference details (including page numbers of direct quotes) of all material you may end up using. While a certain level of efficiency is desirable, it is also important to remain flexible enough to identify relevant and interesting ideas that you had not anticipated. You can use the writing process to help you think through, clarify and develop your early ideas about how you might respond to the title that has been set: 'You may not know what you think until you have written it down' (Creme & Lea, 1997 p115). As with teaching, it is often not until you try to communicate an argument and its evidence that you

find where the gaps are in your knowledge or argument. So don't be afraid of writing down your ideas before they are fully formed, or in the 'right' order.

Writing is an active and constructive process; it is not merely a neutral recording of your thoughts. It is therefore useful to go into the writing process expecting to make revisions. The first words you write do not have to be part of the final version. Editing your writing as you develop your ideas is a positive not a negative process: the more you cross out, re-write, and re-order, the better your essay should become. All essays need structure. The structure may be strong and clear, or it may be unobtrusive and minimal but, in a good essay, it will be there.

Underpinning the structure will be the 'argument' your essay is making. Again this may be strong and obvious, or it may be almost invisible, but it needs to be there. In different subject areas, and with different styles of writing, the term 'argument' may seem more or less relevant. However, even in those essays that appear to be highly creative, unscientific, or personal, an argument of some kind is being made. It is the argument, and how you decide to present and back up your argument, that will influence your decision on how to structure your essay.

The essay structure is not an end in itself, but a means to an end: the end is the quality of the argument.

By creating a relevant structure, you make it much easier for yourself to present an effective argument. There are several generic structures that can help you start to think about your essay structure e.g.:

1. chronological;
2. Thematic
3. by context
4. Comparative

These can be useful starting points, but you will probably decide to work with a more complicated structure e.g.

5. Overall chronological structure; broken down by comparisons according to the elements of the title

6. Overall thematic structure; broken down by sub-themes

7. Overall comparative structure; broken down by context.

In addition to these macro-structures you will probably need to establish a micro-structure relating to the particular elements you need to focus on e.g. evidence / policy / theory / practice / case studies / examples / debates.

You may feel that, for your particular essay, structures like these feel too rigid. You may wish to create a more flexible or fluid structure. Perhaps a more suitable word than 'structure' in those cases may be 'pattern', or 'impression', or 'atmosphere'; although these merge into the field of creative writing rather than essay writing.

An analogy could be that of symphony writing. The composers Haydn and Mozart, working in the 18th century, tended to write symphonies to fit reliably and closely within what was called 'symphonic form'. This set out a pattern for the numbers of movements within the symphony, and for the general structure of writing within each movement. The continued popularity of their work today shows that they clearly managed to achieve plenty of interest and variety within that basic structure.

Later composers moved away from strict symphonic form. Some retained a loose link to it while others abandoned it completely, in favor of more fluid patterns. It would be rare, however, to find a symphony that was without structure or pattern of any kind; it would probably not be satisfactory either to play or to listen to. Similarly, a structure of some kind is probably essential for every essay, however revolutionary.

Your decisions on structure will be based on a combination of:

1. The requirements of your department
2. The potential of the essay title; and
3. Your own preferences and skills.

The process of essay planning and writing does not need to be a linear process, where each stage is done only once. It is often an iterative process i.e.: a process where earlier stages are repeated when they can be revised in the light of subsequent work. A possible iterative process is:

1. Analyze the title
2. Brainstorm relevant ideas
3. Read around the title, making relevant notes
4. Prepare a first draft
5. Analyze the title again
6. Critically review your first draft in the light of this further analysis
7. Read further to fill in gaps
8. Prepare final draft
10. Critically edit the final draft
11. Submit the finished essay.

This section heading is in quotes as it is also the heading of chapter 8, pages 80-92, in Barass (1982). Barass (1982 p80) makes the simple but valid statement, that: ‘By making things easy for your readers, you help yourself to convey information and ideas.’ The tutors reading and marking your essays deserve your consideration. They will be reading and marking many, many student essays. If you make your argument hard to follow, so that they need to re-read a paragraph (or more) to try to make sense of what you have written,

you will cause irritation, and make their job slower. Realistically, it is possible that they may even decide not to make that effort. It is your task to present your argument in a way that your audience can follow; it is not your audience's job to launch an investigation to detect the points you are trying to make.

The tutors will not necessarily be looking for the perfect, revolutionary, unique, special essay; they would be very happy to read a reasonably well-planned, well-argued and well-written essay. They will not want to pull your essay to pieces. They would much rather enjoy reading it, and be satisfied by the thread of your argument. In the words of a tutor: 'I'm looking for focus, for a voice that I feel confident with and not bored by – someone who knows the area and is going to take me round the issues in an objective, informed and interesting way.' Stott (2001 p 37).

A powerful introduction is invaluable. It can engage your readers, and can give them confidence that you have thought carefully about the title, and about how to address it. A useful generic structure is to;

1. Begin with a general point about the central issue
2. Show your understanding of the task that has been set
3. Show how you plan to address the title in your essay structure
4. Make a link to the first point

It may be possible to use only one paragraph for your introduction, but it may fall more easily into two or more. You will need to adapt and extend this basic structure to fit with your own discipline and the precise task set. Here is an example of an introduction for an essay entitled.

Examine and compare the nature and development of the tragic figures of Macbeth and Dr Faustus in their respective plays;

1. Begin with a general point

2. Dr Faustus and Macbeth are both plays that show their respective playwrights at the pinnacle of their careers.
3. Show your understanding of the task set when comparing the nature of the two plays' respective heroes, both parallels and contrasts can be found.
4. Show how you plan to address the title
5. In the first section of this essay, the role of the tragic hero will be considered ... The second section of the essay will examine the nature ... Finally, a comparison will be made of the development of the two ...
6. Make a link to the first point
7. In examining the characters' tragic qualities, a useful starting point is Aristotle's definition of tragedy...Although the introduction appears at the beginning of your essay, you may prefer to write it towards the end of the drafting process: 'It is only when you have completed a piece of writing that you can introduce it to the reader.

The researcher found that this topic has concentrated on how students should give high attention when they are writing their support topics in their writings and how they should select relevant language so as to convince the reader with the main idea in the topic. Really, this topic explained the map way to correct support topics which is considered to be the main aims of the research which needs to be developed.

2.7 How to write Introduction, Content and Conclusion

The heart of the essay and the middle part of the essay must fulfill the promises made in your introduction, and must support your final conclusions. Failure to meet either or both of these requirements will irritate your reader, and will demonstrate a lack of self-critique and of editing.

The central part of your essay is where the structure needs to do its work, however explicit or implicit your chosen structure may be. The structure you

choose needs to be one that will be most helpful to you in addressing the essay title. The content of this central part will probably contain: ideas; explanations; evidence; relevant referencing; and relevant examples. It will be characterized by;

1. Appropriate academic style
2. Interesting and engaging writing
3. Clarity of thought and expression
4. Sensible ordering of material, to support and the development of ideas and the development of argument.

Questions to ask of your essay content

A powerful conclusion is a valuable tool. The aim is to leave your reader feeling that you have done a good job. A generic structure that you may find useful is;

1. Brief recap of what you have covered in relation to the essay title
2. Reference to the larger issue
3. Evaluation of the main arguments
4. Highlighting the most important aspects.

The example below relates to the essay title used on the previous page.

5. Brief recap
6. The characters of Macbeth and Faustus are very similar in many respects; for example they both willingly follow a path that leads to their damnation.

This topic showed the importance of the questions which the students should ask to themselves when they finish their writing, especially about contents and conclusion. The researcher found this topic helpful and supportive to the research.

2.8 Student Attitudes towards Writing

Learning to write is an activity that children engage in throughout their elementary school years. Literacy skills, reading and writing, are essential skills for success in today's world (Calkins, 1994; Chohan, 2011; Santangelo and Olinghouse, 2009). Educators play a major role in developing and enhancing these literacy skills. It is important for teachers to provide students with interesting, authentic, and meaningful literacy experiences (Chohan, 2011). When these types of literacy experiences are provided for students they become more engaged and interested in their learning. According to Chohan (2011), writing is best learned when children are engaged, allowed to organize their thoughts, and reflect on their own experiences.

Teachers often do not perceive themselves as writers, which make it difficult to provide effective writing instruction (Nauman, Stirling, & Borthwick, 2011). When teachers do not enjoy and practice writing themselves, their responses can be confusing to young writers. This can cause writers to become discouraged and the students' motivation will suffer (Nauman et al., 2011). Modeling your love for writing in front of students provides valuable opportunities for students to be engaged and motivated in writing (Kissel, 2008). "Teachers face an uphill battle when attempting to maintain children's positive attitudes towards writing", (Cohan, 2011, p. 40).

The Research has shown that writing proficiency is more natural for girls than boys; therefore the gap between writing performance is not closing (Chohan, 2011). It is important for teachers to take this into consideration when providing writing instruction to his/her students. Writing techniques that work for girls, may not work for boys. In addition to the gap between boys' and girls' writing proficiency, students with learning difficulties may experience more difficulty in their knowledge of writing (Brouwer, 2012). In order to keep all students interest in writing, it is important for teachers to find the best method of writing instruction that works for his/her classroom.

Teachers must provide students with consistent writing tasks and writing interventions to gain the students' interest. To prevent further gaps between students, teachers should focus on building motivation to write. When students are motivated to write they will work on closing the gap in writing performances. According to Chohan (2011), providing students with effective teaching strategies and engaging opportunities to write successfully can make major differences in students' attitudes towards writing.

Learning to become a writer is a necessity to be able to communicate effectively in today's society. It is important for educators to recognize this and be ready to provide all students with the opportunity to learn to become a life-long writer. When students have the opportunity to participate in writer's workshop and use a variety of (GOs), writing becomes enjoyable and creative. When young writers are given the opportunity to practice writing, they become more comfortable and confident in the writing process. Teaching writing through the use of (GOs) during writer's workshop is meaningful and worthwhile, because it effectively shows student's growth in regards to his/her writing abilities (Egan, 1999; Marten, et al., 2005). This is one way to create a life where children love writing. Teachers can prevent writing failure with young children when successful, meaningful ways of teaching are used.

The researcher sees that this topic showed different ways to help students to overcome that bad attitude towards writing, so this topic go with supportive points on the way to help develop the students' perspectives and ideas towards writing as general.

2.9 Definitions and types of Graphic Organizers

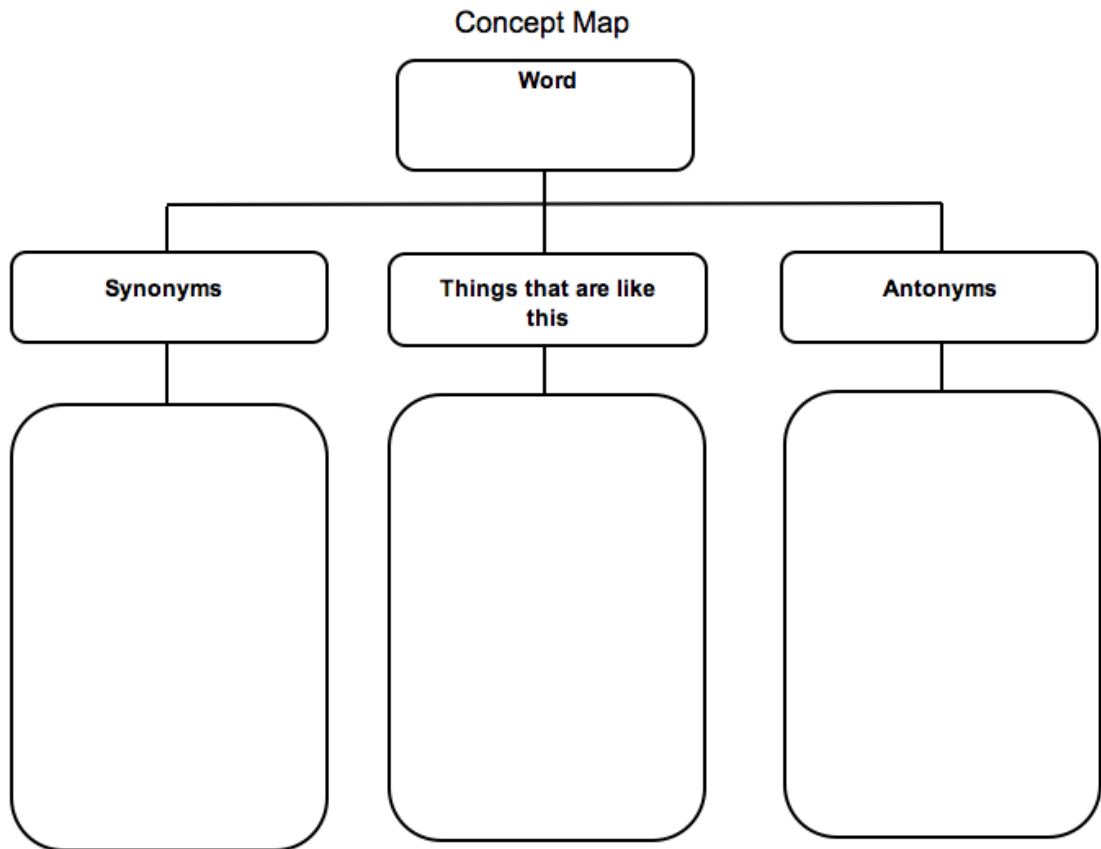
A- A (GO) is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. (GOs) are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

B- (GOs) are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels (Bromley 2000). Their main function is to help present information in concise ways that highlight the organization and relationships of concepts.

Graphic organizers are visual displays of key content information designed to benefit learners who have difficulty organizing information (Fisher and Schumaker, 2011). (GOs) are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. (GOs) provide students with a structure for abstract ideas. Graphic organizers can be categorized in many ways according to the way they arrange information: hierarchical, conceptual, sequential, or cyclical (Bromley, Irwin-DeVitis, and Modlo, 2008). Some (GOs) focus on one particular content area. For example, a vast number of (GOs) have been created solely around reading and pre-reading strategies (Merkley & Jeffries, 2000).

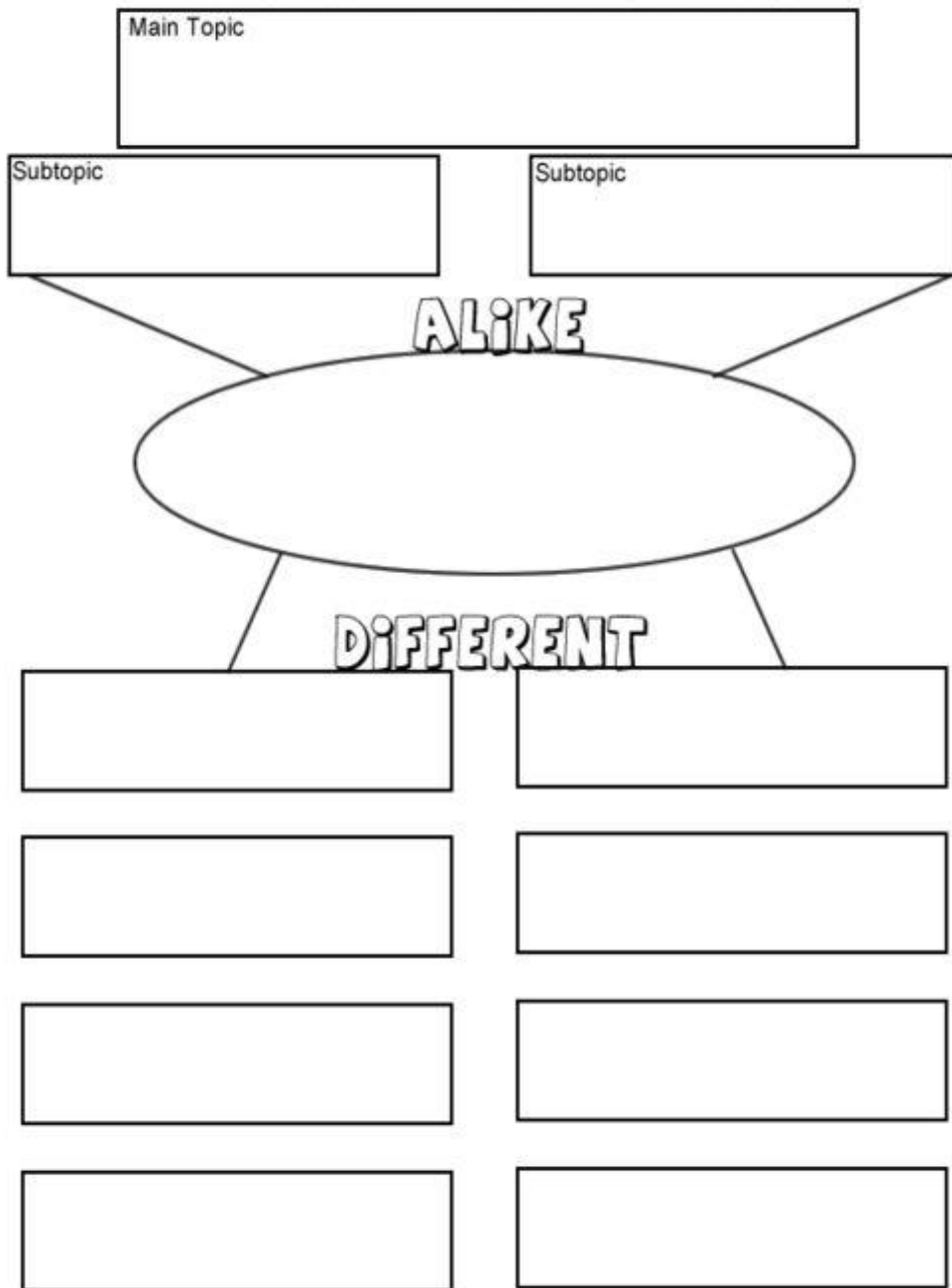
A concept map is a general organizer that shows a central idea with its corresponding characteristics. Concept maps can take many different shapes and can be used to show any type of relationship that can be labeled. Maps are excellent for brainstorming, activating prior knowledge, or generating synonyms. Maps can be used to show hierarchical relationships with the most important concepts placed at the top.

A flow diagram or sequence chart shows a series of steps or events in the order in which they take place. Any concept that has a distinct order can be displayed in this type of organizer. It is an excellent tool for teaching students the steps necessary to reach a final point. The following examples illustrate the many uses of flow diagrams or sequence charts. In reading, sequence charts can be used to outline the key events in a story or chapter. In science, they can serve as the procedures section in the scientific process. In history, they can be created as a timeline.

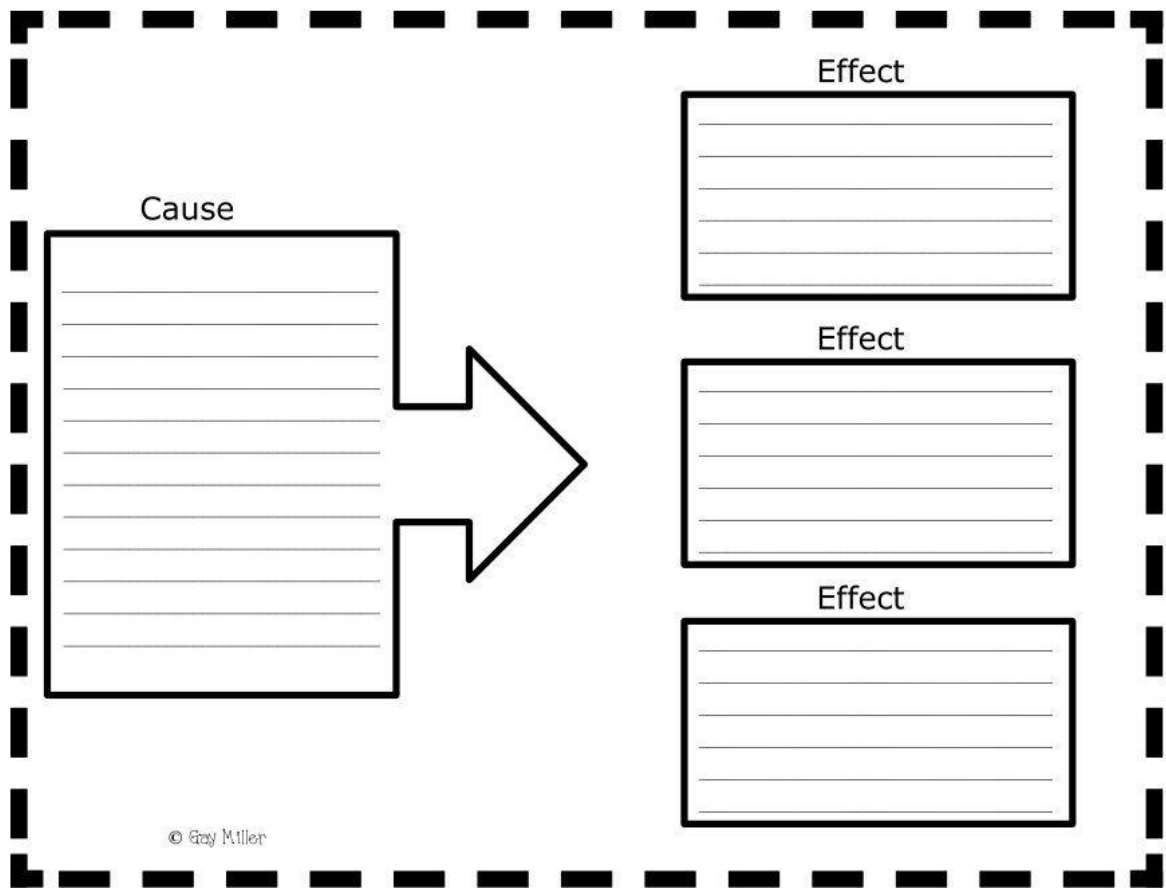


A compare/contrast or Venn diagram is used to identify the similarities and differences between two or more concepts. The most commonly used organizer, this instructional tool is found in textbooks, on standardized tests, and in teacher resource materials.

COMPARE & CONTRAST

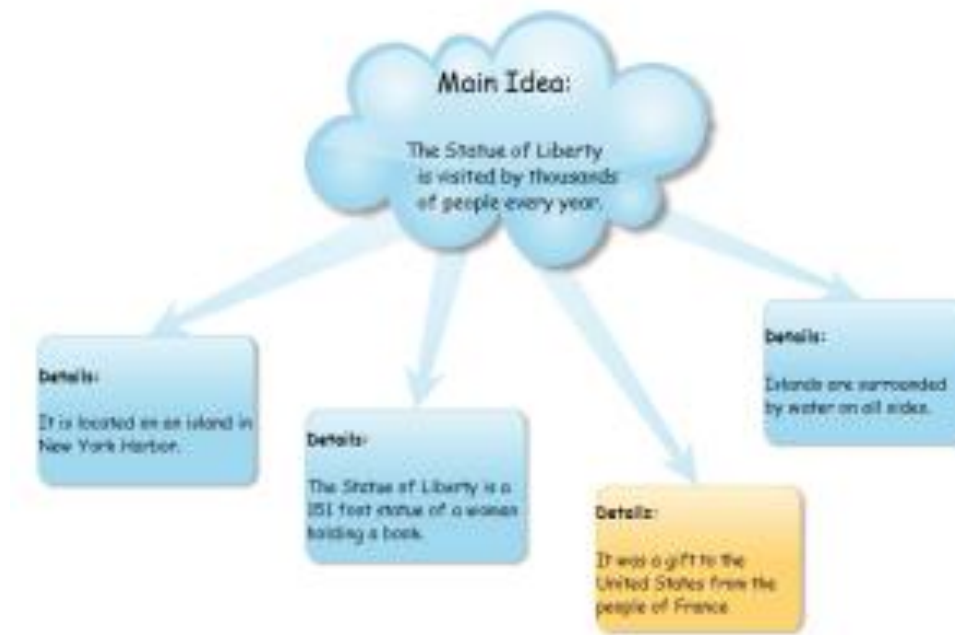


A **cause-and-effect** diagram highlights the direct relationship between different events or concepts. This tool is one of the most beneficial organizers because of its many applications in all subject areas. For example, this diagram might be used to analyze characters and events in reading, to discuss major events in social studies, or to study the impact of a science experiment.



A main idea and details chart shows the hierarchical relationship between major concepts and their subordinate elements. This organizer is extremely beneficial in helping students distinguish central ideas and their corresponding details from less important information. When using the type of (GOs), clearly label the main idea and the details as such using a different shape or area for the

main idea and the details.



2.10 Teaching Writing by Using Graphic Organizers

Teachers strive to teach and utilize students' enthusiasm, creativity, and eagerness to help them become strong writers that produce meaningful pieces of one approach suggested by researchers is writer's workshop. According to (Marten, et al., 2005), writer's workshop is an interactive approach to teaching writing work.

Writer's workshop serves as a framework for strategy instruction and uses a variety of teaching methods within a block of time. During writer's workshop students will learn to use their enthusiasm, creativity, and eagerness to become independent writers. Students make decisions about what to write and how to prepare their writing for publishing during the writer's workshop and the teacher becomes the facilitator (Marten et al., 2005).

During a writer's workshop block of time students are found brainstorming, thinking about a topic, conferencing, writing drafts, and publishing. Writer's workshop teaches students the writing process rather than the writing product (Karsbaek, 2011). Marten et al. (2005) conducted a study to describe what three first grade teachers and their students learned when engaged in the writing

process during writer's workshop. The three teachers and their students were observed for one year. The researchers collected writing samples, anecdotal observations, and teacher and student interviews.

From the data collected, the researchers found that a classroom that uses writer's workshop is interactive and engaging. As a result, students can write and can enjoy writing when it is taught in an encouraging and interactive way. This study concludes that writer's workshop encourages students to collaborate with one another as they work through the writing process (Marten et al., 2005). Using (GOs) to teach writing students find that when participating in writer's workshop, they become more comfortable with writing and even find it easier (Jasmine and Weiner, 2007). Ultimately, writer's workshop allows students to have free choice to select a topic and the tools it takes to make it happen, and results in helping them become life-long writers (Karsbaek, 2011; Kissel, 2008).

One of the important roles of a teacher during writer process in the workshop is to provide students with effective mini-lessons to teach independent practice. Students must be provided with effective strategies to expand their skills and become independent writers (Sundeen, 2007). During writer's workshop, teachers teach students about the writing process through mini lessons. The writing process teaches and focuses on what real writers do (Karsbaek, 2011). Real writers engage in brainstorming, produce multiple drafts, edit writing, and revise writing many times before publishing. Santangelo and Olinghouse (2009) stated that the writing process emphasizes that writers learn by doing: that is engaging in daily writing opportunities. "The writing process enables us to show primary students what it's like to be a writer" (Culham and Coutu, 2009, p. 14) it allows students to choose topics, learn skills, and work through problems (Culham and Coutu, 2009). Writing is viewed as a cycle, not a program. Students are continuously progressing

through the steps of the writing process: prewriting, drafting, revising, editing, and publishing.

Also known as cognitive maps or content webs or concept maps, (GOs) are visual and kinetic display of information designed for the benefit of all classes of learners. They are drawings that use geometric shapes or tables to show the relations between various pieces of information (Zwiers, 2004). There are several types of (GOs) explained by many scholars. Some of them are attribute chart, story map, main idea and detail chart, cause and effect diagram, Venn diagram, flow diagram, sequence chart, concept map, big question map, circle organizer, discussion map, and so.

Irrespective of the type of organizer one chooses, three basic factors need to be considered when constructing one. These are summarized by Baxendell (2003) as follows:

1. Coherence: Every organizer should be designed in such a way that distractions are eliminated. The connections it explicates should be clearly labeled and the information covered should be minimal.
2. Creativity: (GOs) should be innovatively constructed to inspire learners' interest. They should also meet the aesthetic desires of the learners. Enough room for illustrations is to be created when constructing (GOs).
3. Consistency: To achieve reliability and dependability, (GOs) should be standard and regularly introduced into the classroom. Standardization here means that they should be within the cognitive perception of the target learners. The literature is enriched with many studies that have focused on (GOs) and their effects on students learning ability. For example, Miranda (2011, p. 95) examines the effects of (GOs) on the reading comprehension of one female with learning disability. The finding of that study indicates that (GOs) are “an effective reading comprehension intervention for the ELL with LD.” The studies of Kim, Vaughn, Wanzek, and Wei (2007) and Manoli and Papadopoulou (2012) maintain that the use of (GOs) enhances reading

comprehension among learners with disability. Similarly, Gallavan and Kottler (2007) admit that the use of (GOs) enhances learners' short-term memory and long-term achievement because they enable them to manipulate ideas and help them summarize concepts. Whereas, Tang (1992) admits that (GOs) "facilitate the acquisition of a second language" (p. 189), Jiang and Grabe (2007) remark that "a serious remaining concern is the lack of (GOs) research with L2 students" (p. 46). This study provides data from the L2 perspective.

The researcher found that this topic helpful and sport the points' of the research. The topic stated that the importance of using (GOs) every day in the students' writings so as to regulate their writings.

2.11 Thinking Skills and Graphic Organizers

Among the brain's many functions is the ability to think (Parry and Gregory, 1998), but many students do not have the skills necessary for the more "higher-order" creative and critical thinking needed to thrive both within and beyond the economics lessons. Generally speaking, there are five different ways in which thinking skills can be used to enhance classroom instruction in economics lessons. First, thinking skills can be used to enhance students' learning by generating ideas and activating relevant diagrams of economic concepts. This makes it more likely that they can connect new knowledge to their prior knowledge. Second, thinking skills help students organize ideas and components of economic concepts by searching for meaningful patterns, organizing information, and putting things in groups or categories in order to understand.

Third, thinking skills help students understand the parts of an economic idea to the whole by seeing the structure of a concept or an event. Fourth, by focusing on similarities and differences, thinking skills can be used to help students establish relationships between two or more ideas, concepts and events. Finally, knowing how to use thinking skills in teaching economics will provide teachers with a vast repertoire of activities to use with any unit or

lesson. (Johnson, 2000) Graphic organizers have a number of attributes that enhance students' thinking skills. They allow students to make connections among pieces of information and make information easier to recall. Furthermore, they also allow students to break information into manageable chunks, so that they can easily see the relationships among the separate ideas.

Finally, (GOs) also provide a structure or framework to display the internal process of thinking in an external, visual form. In other words, they provide a means to observe and assess the students' thought processes. Four primary ways of using (GOs) to enhance students' thinking skills are compiling information, generating ideas, analyzing or evaluating ideas, and reflecting (Culham and Coutu, 2009).

(GOs) are visual displays of key content information designed to benefit learners who have difficulty organizing information (Fisher & Schumaker, 1995). Sometimes referred to as concept maps, cognitive maps, or content webs, no matter what name is used, the purpose is the same: (GOs) are meant to help students clearly visualize how ideas are organized within a text or surrounding a concept. Through use of graphic organizers, students have a structure for abstract ideas. (GOs) can be categorized in many ways according to the way they arrange information: hierarchical, conceptual, sequential, or cyclical (Bromley, Irwin-DeVitis, and Modlo, 1995). Some (GOs) focus on one particular content area. For example, a vast number of (GOs) have been created solely around reading and pre-reading strategies (Merkley and Jeffries, 2000). Before presenting an overview of different types and uses of (GOs), some guiding principles to keep in mind when using them in the classroom are offered below.

As thinking is the step after which the write starts his writing, so it is the most important part that needs to be well organized and well prepared as the previous topic mentioned it. The researcher sees that this topic support the research topic as well.

The researcher found that thinking skills need to be taught according to the thinking steps mentioned in this topic. Students can benefit from these steps to learn how they can think properly before starting their tasks, during and after it so these steps are helpful and go with the hot points of the research.

2.14 Guiding Principles for Using Graphic Organizers

1. Keep Them Simple for (GOs) to be effective instructional tools, they must be clear and straightforward (Boyle and Yeager, 1997; Egan, 1999). The connections and relationships between the ideas depicted in the organizer should be obvious, otherwise the academic benefits will be limited. If an organizer is poorly constructed, includes too much information, or contains distractions, students can easily become confused and even more disorganized than before in their understanding of the target concepts (Robinson, 1998). Therefore, teachers must keep (GOs) simple. Suggestions for following this principle include.

2. Limit the number of ideas covered in each organizer. Focus on essential concepts that students need to understand and remember.

2. Include clear labels and arrows to identify the relationships between concepts.

3. Be careful of (GOs) that accompany teacher resource materials. They often contain many pictures or background visuals that are distracting to students.

As with all instructional tools, students need to be taught how to use (GOs) effectively and efficiently. Students enter the classroom with varied experiences using (GOs). Therefore, teachers must give explicit instructions about how to organize information and when a particular organizer is beneficial. With such guidance and scaffolding, students gain greater independence with (GOs).

Once students understand how to use an organizer, teachers need to implement it in creative and engaging ways to enhance effectiveness (Bromley et al., 1995). As organizers have become more common, simply using an

organizer is no longer enough to maintain students' attention and focus. The following ideas will help ensure that students are engaged with organizers;

1. Allow students to add illustrations. As long as the pictures add to a student's understanding of the concepts displayed and do not distract, illustrations can be very engaging.

2. Implement organizers with cooperative groups or pairs of students. Organizers can be excellent tools for discussion and student engagement with each other.

2. Allow students to make their own organizers and share them with the class. As students become more comfortable using organizers, they can teach the strategies they use to organize information for the whole group.

Many students benefit from routine and structure, so using graphic organizers consistently in the classroom will help them internalize the organizing techniques that are being taught (Griffin and Tulbert, 1995). The more students are exposed to organizers, the more familiar and comfortable they will become using them. Here are some things to consider when trying to be consistent;

1. Establish a routine for using organizers during instruction. For example, always use a web when starting a new unit, no matter what the subject area is. Use the same sequence chart when ordering events or steps in math, reading, writing, science, or social studies.

2. Incorporate organizers into all phases of instruction. When students see them used as a warm up, a guided practice, or a homework assignment, they better understand the purpose and the benefits of the organizer.

3. If students have difficulty using a particular organizer, don't give up. Students will often struggle with new approaches. Stay consistent and keep providing them guidance and practice. When students see the teacher using an organizer consistently, they are more likely to understand it themselves.

The research found that those guidelines are helpful for students to form perfect (GOS) whenever they want to write topics so the researcher sees that guidelines are very important and the topic discussed the main part of the research.

2.14 Previous Studies

1- Dedi Sofyan No.1.2017. THE EFFECT OF USING GRAPHIC ORGANIZER TO STUDENTS' WRITING ABILITY at University of Bengkulu,

There were two groups, namely: experimental and control groups The experimental group taught by applying graphic organizer technique and the control group taught by applying conventional technique. In addition, this study applied pre- and post- test approach in this design in order to know whether there was any effect of this study or not.

Method used two kinds of graphic organizer, namely: Network Tree and Spider Map while Juitania's study used four squares only. Based on the implementation of Network Tree and Spider Map in the experimental group, the students were freely to add their ideas into the diagram since the pattern of the graphic was not rigid form.

Statistical analysis method was used to generate the data. Pretest and posttest for students(writing rubrics). Four Square technique was used to prohibit the students not to add more ideas since the graphic only provides four ideas only. The population of the study was seventy students from senior high school at their first level from two hundred students. The study showed that graphic organizer can be applied in different level of students. The effectiveness of using (GOs) to students' writing ability for different level of students could be explained by analyzing some factors. Students felt that it was interesting activity since they could create their graphic by using power point or mind-mapper application in writing their ideas. Thus, the students could easier to organize the sentences and arrange the paragraph in the graphic that had been provided in their paper.

The researcher found that this research was helpful; to focus on only some types of (GOs) for the research to concentrate on and to surmise different observations about the students' development.

2-Stephanie A. Miller December 2011. USING GRAPHIC ORGANIZERS TO INCREASE WRITING PERFORMANCE at the State University of New York at Fredonia Fredonia, New York.

Methods of Data Collection In order to determine which students were underperforming in writing. This initial assessment was conducted on September nineteenth. Analyzed the traits of writing each student possessed and the level of proficiency. Based on the 6+1 Traits of Writing, selected the bottom three students. Class sessions were set up in a writers' **workshop** format and ran from September nineteenth to November twenty-second.

Writing instruction was given daily to the entire class. Within this workshop, students read a text aloud with me. The fourth and fifth graders then discussed the text as well as the author's writing style for ways to sequence and organize information and to include detail aloud in a conferencing format. Each student wrote about the text they read. The traits was primarily interested in were those of organization, ideas, and presentation. The rubrics were used to assess all students in the classroom. Based on 6 + 1 Trait assessment results, and which students granted consent (along with parents/guardians) to determine the three students with the lowest scores. These two fourth grade and one fifth grade students were the participants for the study. The texts that were chosen for this research project were selected by the researcher. Each text selected was written in a format that echoed the (GO) being taught. The organizers focused upon three traits: organization of ideas, details, and presentation.

The results provided information for fourth and fifth grade writing curricula. Students developed deeper, stronger, and more proficient writing skills. In three months, students increased their writing abilities and are now writing much more proficient samples.

The outline (GO) had limited space for writing. Students found it difficult to fit even a full sentence into each line and therefore could not write more if they wanted to as there was no room. Also, the first detail web graphic organizer only had four detail bubbles. After realizing the limitation this provided, A detail web with six bubbles was implemented to promote further detailed writing. Just implementing (GOs) was not enough to highly increase the proficiency of student writing. The graphic organizers needed to be well developed as well.

The researcher found that this study was more useful to the research in many ways; reading the passage aloud with students, how to observe the progress of the learners and how can be helped during their preparation to write.

3-Group of teachers at University of California Santa Barbara, 2009 May 2011

INVESTIGATING THE USE OF GRAPHIC ORGANIZERS FOR WRITING

This study examined the effects of the use of Graphic Organizers (GO Charts) on the sentence combining and writing skills of children across a range of ages and developmental levels. Specifically, the effectiveness of using the same (GO) chart, with adult scaffolding directed at the child's individualized abilities, was examined. Comparisons were made between third grade students who are just being introduced to conjunctions and compound sentences in school versus older students who are expected to write using a wide range of sentence types.

Participants were 10 children, nine males and one female, participating in an after school language-reading-writing program for language based academic delays. The program met for 2 hours one day per week. Participants were referred by their parents as performing below peers in reading and/or writing. The third grade group, designated the younger group (Y) was comprised of five participants ranging in age from 8; 4 to 9; 0 years.

The older group (O) was comprised of five participants, including three fourth graders (age 10; 2-10; 11), one sixth grader (13; 4 years) and one eighth grader (14; 5 years). Each participant was administered an assessment battery at pre-test and post-test comprised of the Gray Oral Reading Test – 4th Edition (GORT-4) (Wiederholt & Bryant, 2001), the Sentence Combining subtest of the Test of Language Development – Intermediate 3rd Edition (TOLD I:3) (Newcomer & Hammill 1997), Test of Nonverbal Intelligence (TONI-2) (Brown, Sherbenou, & Johnsen, 1990), and the spontaneous written story subtests of the Test of Written Language – 3rd Edition (TOWL-3) (Hammill & Larsen, 1996). TONI and GORT report quotient scores with a mean of 100 and SD of presents a profile of participants at pre-test.

This study explored whether Hierarchical Graphic Organizers (GO Charts) could be used as a tool to increase syntactic complexity and discourse structure. The (GO Charts) were used during intervention to provide a scaffold to students, enabling them to generate complete sentences and to combine sentences in oral practice prior to writing. The (GO Chart) also remained in view during writing, providing visual support for producing more complex written sentences, as well as for organizing the sentence into discourse. The researcher realized that this study was useful for the student and helped them to form complex sentences by joining two parts of sentences to make one long sentences.

4- Dr. Cady Southwestern December 12, 2011 EDUC 531 Field-Based Research Block. The Effects of Graphic Organizers on Student Achievement in the Writing Process College Professional Studies. The participants in this study consisted of high school students enrolled in tenth grade English. The study was performed in two different classes consisting of twenty-one total students, each with Individualized Educations Plans. From the class total, sixteen students were male and five were female. Exceptionality categories ranged from Learning Disabled, Other Health Impaired, Intellectually Disabled, and

Traumatic Brain Injury. The urban high school had an overall enrollment of 1,540 students in the 2009-2010 school year. Of that population, 18% received special education support/services and 68% were economically disadvantaged. In order to answer the research questions.

Several different data collection methods were utilized. In order to determine an increase in student achievement, a school required narrative essay as baseline data and an assigned persuasive essay. Essays were used to generate quantitative and qualitative data. Narrative Baseline Essay The baseline narrative essay was assigned at the beginning of the semester as a school required essay for baseline data. Students were provided a writing prompt. Students were instructed to brainstorm and list things they would hope to see, do, and accomplish in their lifetime if money and other resources were not an obstacle.

The purpose of this baseline was to assess the students on current ability. The baseline was graded using the Kansas State Department of Education (2008) (KSDE) Analytical Rating Guide of Six Traits of Writing. The six traits are: Ideas/Content, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Each trait was scored on a scale from 5 to 1 with five being the highest score possible. The total score possible was 30. A total of fourteen students submitted a baseline essay. The highest score earned on any trait was a 3. Table 1 below lists how many students received scores on each trait.

(GOs) have proven useful in reading comprehension. Through the study. Students with learning disabilities often struggle with processing reading comprehension to written language.

The study data indicated that when students were provided with graphic organizers during reading and writing, provided with explicit instruction on how to use (GOs), and provided time to practice implementing them, student achievement scores increased. Students should utilize their learned knowledge of organizers independently.

The researcher got some benefits from this study like; giving the students clear instructions and limited time for achieving different types of tasks.

5-JESSICA LYNN WELLS MIRANDA in 2001. The EFFECT OF GRAPHIC ORGANIZERS ON THE READING COMPREHENSION OF AN ENGLISH LANGUAGE LEARNER WITH A LEARNING DISABILITY at University of Hawai'i at Mānoa. The accountability movement in the United States has led to the creation of several governmental policies in an attempt to ensure that all children receive quality education.

This study was aimed to investigate the following research questions: (a) What is the effect of using (GOs) on the reading comprehension of an ELL with LD in a Honolulu middle school (b) Does the student see herself any differently as a reader in English because of the use of (GOs); and (c) What are the classroom teacher's perceptions of the effect and implementation of (GOs) with her student who is an ELL with LD? This study seeks to extend the research base on (GOs) by examining their effect on the reading comprehension of an ELL with LD.

The participant was a female public middle school student eligible for special education services under the category of Specific Learning Disability who is an English language learner. In order to maintain a small group instructional setting, two male public middle school students who are English language learners without disabilities were also included in the study. All three participants were in the 6th grade at the time of the study and classified as Limited English Proficient by the Hawaii Department of Education. In addition, all three students were Filipino. The female ELL with LD student, Suzie1 , was 11 years old and her first language was Tagalog. One male ELL participant, Mark1 , was 12 years old and his first language was Ilocano.

The 20-item content knowledge multiple-choice tests. All three of the students showed improvement in their content knowledge from the pretest to

the posttest (see Table 2 below). Suzie scored 40% on her pretest and 75% on the posttest for an improvement of 35%. Mark scored 55% on his pretest and 85% on his posttest for an improvement of 30%. Chris scored 45% on his pretest and 70% on his posttest for an improvement of 25%.

Based on the findings in this case study, (GOs) appear to be an effective reading comprehension intervention for an ELL with LD and two ELLs in a public middle school. Continued research is warranted in investigating methods for teaching students to use (GOs) effectively during the middle school years when reading to learn becomes a crucial step for their educational success. In addition, further research could investigate the instructional procedures on (GOs) used in this study with elementary school students to determine if it can aid in preparing them for reading to learn.

6- İlhan İLTER Bayburt 2016. The Power of Graphic Organizers: Effects on Students' Word-Learning and Achievement Emotions in Social Studies at University, Faculty of Bayburt Education. This research study was designed as quasi-experimental research with pretest/posttest by utilizing a nonequivalent control group methodology design. The participants in this study were students who were in fourth-grade during the 2013-2014 academic year. They were selected from an elementary school in the moderately sized city of Bayburt in Turkey.

The school consisted of approximately 360 students spanning grades 1-4, with 68 fourth-grade students in three classrooms. The experimental group included 23 students; the control group included 25 students. The participants were composed of 28 girls and 20 boys all in the fourth-grade and 10-11 years old. However, gender or age were not of concern in the present study, nor did they have an effect on data analysis. As a result of t test analysis, the homogeneity of the pretest regression between the conditions was not significant for either word-learning or achievement emotions ($p > .05$). The mean pretest raw scores indicated that the treatment conditions were

homogenous and reliable for the instructional design. This result helped to eliminate the bias of the treatment and threats at least to reduce their effects on internal validity (cause-effect) in the study.

Both (GOs) and contextual information factors have a positive influence on reading comprehension, as well as the building vocabulary knowledge. Overall, the findings of this study hold several implications for educational practices in social studies. First, as an experimental study, this study calls for more extensive research on vocabulary instruction in social studies that would include emotions experienced in academic settings and word learning to elucidate the role of (GOs) in educational settings. Second, achievement emotions would lead students to expect learning new words in classroom settings therefore, there will be a need to conduct more experimental studies on how to foster students' achievement emotions in the near future. Third, AEQ can be used to assess students' emotions related to achievement outcomes in social studies to design emotionally effective learning environments.

Finally, teachers should attend to students' achievement emotions, which they experience via a variety of activities by creating a word-rich environment that develops word consciousness, gain a depth of word knowledge and models good word-learning behaviors.

7- Katie Lancaster, Spring 2013. Using (GOs) to Teach Writing

The participants of this study were selected from a first grade classroom based on the results of a baseline writing sample. Of 22 students, five students were selected to participate in the study: two males and three females. Three out of the five students chosen scored a three in the craft category and two out of five students scored a one in the craft category. All five of the students chosen scored a two in the composing category of the writing rubric. These were the lowest scores of the 22 students in the class. Each student that participated in the study was given a code letter to be represented by (Student A, Student B, Student C, Student D, and Student E).

The mean age of the participants involved was 6.6 years old. All of the participants were White Caucasian. At the time of the study all participants were healthy (no noted impairments). Student E was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). All students participating in the study were English speaking. Student D and Student E receive free and reduced lunch. The study took place in a rural school in central Illinois with a building population of 539 students. The school has 23 classrooms ranging from first grade to third grade. The building has a low income rate of 42.3%. The demographics of the school are 89.9% Whites, 3.7% Multiracial, 3.0% Blacks, 2.2% Asian, 0.9% Hispanic, and 0.4% American Indian.

The five participants were selected based solely upon his/her writing abilities at the beginning of the study. A writing sample was taken from every student in the classroom. Of the 22 students, five students were selected as a result of their writing score based on the writing rubric. The five students that scored the lowest lacked the ability to organize their writing and select words appropriate for their topic. The selected participants' scored the lowest in the craft and composing categories of the writing rubric used throughout the study. Depending on what writing skill is being taught, the proper (GO) must be chosen. It is important that only a few (GOs) are used to teach one writing skill so that students do not become confused or overwhelmed.

8- Wendy Rusin Spring 2003 GRAPITC ORGANIZERS: WHAT ARE THE EFFECTS ON WRITING, ATTITUDES TOW ARDS, AND USAGE OF GRAPITC ORGANIZERS IN A FOURTH GRADE CLASSROOM.

The subjects of this study consisted of twenty-two fourth grade students from a rural elementary school. The subjects consisted of thirteen males and nine females with varied abilities. The materials for this study included several short stories, effectiveness surveys, writing rubric, Venn diagram, various (GOs), ELA tests, and student interviews.

With the increasing demands that are placed on students in the area of writing due to the challenges of state testing and curriculum requirements, teachers are searching for practices that will enhance their students' writing. Teachers are turning to (GOs) as tools to help students better prepare themselves during the planning or pre-writing stage of the writing process.

The results of this study have proven the importance of using (GOs) in the classroom. This implies that students' writings will benefit from the use of (GOs). One area that stood out was the fact that the majority of students saw their essays improve with the use of an organizer. This awareness has helped the students become more analytical of their work, something was felt that the students did not have before this study. Making students responsible for the quality of their work appears to be an area that has been roused from this study. Future research should be done in this area because this study was not long enough to see if the essay scores would continue to increase. It would also be interesting to find out if the same or other grade levels would have similar results as found in this study.

9- Syaifudin Latif D 2011. Enriching Students' Vocabulary Mastery Using Graphic Organizers (English Department of Muhammadiyah University of Metro)

This action research is carried out to (1) identify whether graphic organizers enrich student's vocabulary mastery; and (2) to describe the classroom situation when (GOs) are employed in instructional process of vocabulary. The research is conducted in two cycles from March to May 2016/2017 in the eight years. Qualitative data are collected through interview, observation, questionnaire, and research diary. Quantitative data are collected through test. The result of the research shows that using (GOs) can enrich students' vocabulary mastery and classroom situation.

In data collecting, the researcher involved two kinds of data: quantitative data and qualitative data. The quantitative data are gained from test: pre- and

posttest. For collecting qualitative data the researcher used interview, observation, documentation and questionnaire.

The Improvement on Students' vocabulary mastery The implementations of (GOs), improve students' vocabulary. The improvements of students' vocabulary are as follows: a. The students are able to practice speaking in the class as they have plenty of vocabularies. b. Students are able to understand the text as their vocabularies are increased. Their skills improved as they were trained to reconstruct passage of the text into the graphic organizers.

10- Elnaz Shoari 2014 The Effects of Graphic Organizer Strategy on Improving Iranian EFL Learners' Vocabulary Learning

Fifty students participated in this study which lasted for one academic semester. The students were divided into two groups: one experimental group in which students were taught new vocabulary items through graphic organizers in form of clusters and pictures, and one control group whose students were taught the same items through traditional instruction. A pretest was subsequently administered on learners' vocabulary knowledge. Then the intervention commenced. The researcher used t-test for analysis, paired t-test for comparing the results within groups, and independent t-test for comparing the results between groups.

Method; There are two research questions in this study. 1. Does graphic organizer strategy have any effect on Iranian EFL learners' vocabulary learning? 2. Does graphic organizer strategy result in improving Iranian EFL learners' vocabulary learning? The independent variable was the (GO) strategy and the dependent variable was EFL vocabulary learning. A total of 50 language learners with an age range of 8 to 13 participated in this study which lasted for one academic semester. Students were selected from 7 classes. They were from one of the institutes of the Tabriz. A pretest on students' vocabulary knowledge was conducted to the two groups of experimental and control for comparability. Then the researchers started the program.

They selected the words from learners' source book. For the experimental group, the researchers used graphic organizers in the form of pictures and clusters for teaching the new words. The control group, learners were given the target words with their meanings in their first language. At the end of the program, one posttest was conducted to both groups of experimental and control. The researchers used the Statistical Package for the Social Sciences (SPSS). Since there were two groups, the researchers used t-test. They used paired t-test for comparing the results within groups and independent t-test for comparing the results between groups.

The researchers taught the vocabulary items to control group through traditional instruction in which words with their first language equivalents were given to learners. Learners were asked to memorize them. The process of teaching/learning was not successful. And the results affirmed the failure in learning by traditional approach. Making use of pictures helped learners in the experimental group to have an imagination of words, and using pictures in form of cluster of words helped them to learn words in a form that when they could not remember one word, with recalling the cluster related to that word, after a while they remembered the forgotten word through a meaningful connection.

The results of the study suggested that the (GO) strategy was more successful than the traditional instruction in improving Iranian EFL learners' vocabulary learning. Graphic organizer strategy resulted in a step-by-step improvement in vocabulary learning.

As recommendations, graphic organizer is recommended for successful learning in EFL/ESL classes. Teachers can use (GOs) for brainstorming of learners to aid them in remembering related items of new words. By including GOs in their everyday lessons, teachers can help learners to write coherently. So selecting the correct type of (GOs) due to the special purpose is of great importance, and this should be kept in mind by teachers. Particularly for beginners, (GOs) result in more success because of their diversity and also their

colors, which attract learners. Syllabus designers could make use of (GOs) in textbooks for achieving best results.

The researcher found these studies useful based on how can the learners get benefits from texts when reading it to get benefit of the regulation found in the text and can help students to brain storming.

2.14 Summary

In this chapter the related literature was reviewed. Teaching writing by (GOs) is very important and the most cores of the study are focused on. Therefore, the methods, stages, types and the strategies of writing skill were focused on, too. Further, the importance of writing skill and the methods of teaching writing were reviewed as well. Also the kinds of graphic organizers and some definitions have taken a remarkable place in this chapter.

Finally, some previous studies conducted on the related fields are shortly reviewed. In the next Chapter, Methodology Will be discussed.

CHAPTER THREE

Chapter Three

Research Methodology

3.1 Introduction

In this chapter the researcher is going to introduce the research methodology, methods, tools, Population and Sample, validity, reliability, piloting and procedure that used for the data collection.

3.2 Tools of data collection

In order to collect the needed data for this study, the researcher utilizes three instruments used to collect the required data by using the analytical and experimental methods, and (SPSS) program so as to generate data for the study. Two tools were used, they are; a pre-test and a post-test, based on using (GOs) and a written survey for the students about their attitudes towards writing.

3.3.1 Pre-test and Post-test

The students wrote texts by using the traditional approach of writing skill, in other words, they wrote their texts before the training following certain instructions from the researcher. The sample of the study which was a whole class consisted of twenty Saudi male subjects were taken as a sample for the study and the same group is a control and experimental one. The data collected from the pre-test was assessed by some experienced teachers. The data collected from the pre-test was analyzed by using the analytical approach and compared with the data generated from the post-test to see if there are any differences in the scores.

The texts were reviewed by experienced teachers into five areas: content, organization, word choice, sentence fluency and Coherence. Both data generated from the pre-test and the post-tests were analyzed by analytical approach and compared with the data generated from the pre-test. (See the rubric table in appendixes).

3.3.2 Survey

The Survey conducted before and after the intervention was to measure the groups' perspectives toward writing task. There are five questions in the survey which talk about the main problem of the study through which students can select answers from multiple choice. The answers talk about the students situations during writing their compositions. Then the students' responses of the survey were compared and analyzed by using experimental approach and (SPSS) program. The table of the questions of the survey appear in the appendixes.

3.4 Population and Sample

The sample of the students was taken from one hundred subjects who study English in the first year in the institute. They were Saudi male subjects, their ages range from eighteen to twenty years. The participants are a homogenous group with the same English level and background as well as their social and cultural milieu. They admitted to the Saudi Electronics and Home Appliances Institute at Dria-Riyadh Saudi Arabia after they had completed their secondary school. The Saudi Electronic and Home Appliances Institute is a technical institute. Students study intensive English courses in the first year so as to meet the requirements of different specializations in the second year. The sample of the study includes twenty Saudi students which is one fifth of the total number of the first year students who represent a whole class from which the sample of the study was taken.

3.5 Validity, Reliability and Piloting

In the (Significance, reliability and validity table (3.2), appear the values which were calculated and assessed by using (SPSS) program. The values of reliability was (0.929) and validity was (0.964). The T-value was (11.036-). The significance of the study is well above the limit with the percentage of (0.000). The mean of the scores before the intervention was (4.000) and after the intervention was (9.000) with the difference of (5.000). These values imply

that the phases in the study are consistent relating to the questions of the study. They indicate that the questionnaire is characterized by high validity and high reliability to achieve the purposes of the study and make the statistical analysis fit and acceptable.

Also, the questionnaire data was assessed by using (SPSS) program with the existence of the choice for omission of any expression if there is any. The questionnaire was found statistically reliable and its statements concentrate on the same area of the study. The questionnaire also is consisted of five items with three multiple choices and the result will be the same if it is applied in other similar environment in terms of time and place. The questionnaire was shown to experienced English language PHD holders and teachers who expressed their opinions by making certain omissions and modifications. The teachers agreed on all the statements of the questionnaire after the reassessment and modification were made.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	4.0000	20	1.55597	.34793
	After	9.0000	20	1.97351	.44129

		T	Df	Sig. (2-tailed)	Reliability	Validity	Interpretation
Pair 1	before – after	11.036-	19	.000	0.929	0.964	Meaning full

Table(3.1) Significance, reliability and validity table

3.6 Procedures

The study used two major instruments for data collection; a pre-test and a post-test for writing compositions by traditional method and by using (GOs) as

a new technic to generate data for the research. These instruments were intended to measure the students' writing by using graphic organizers.

Before starting the study, the researcher had the institute administration permission to conduct the research, and the students were told that they were going to take part in this program. Also, they were told about the benefits that they are going to gain from the study. Two classes per week were appointed for the intervention out of twenty one English classes. The other nineteen classes were assigned for teaching the other English language skills.

3.7The Baseline phase before the training (week one)

In the first week, the implication of the study started on the 1st of October 2017. The concepts of (GOs) were explained as visual representations that portray relationships among key concepts as maps of information and brain storming and the participants were told that they are going to benefit from the program by which they can develop their writing skill. Students were told that the research is going to use and apply four types of (GOs), namely; cause and effects, compare and contrast, series of events and main idea and details. Students showed their readiness for the implementation of the program, hence, they were divided into small groups so as to share ideas, brain storming, organizing ideas, and exchanging information necessary for writing their topics.

During the second class, the students read about a topic. The topic was about “**activities I do every day**” from their text book “Interchange Intro fourth edition”. Students discussed and explained the vocabulary found in the passage and their meanings, the text order, grammar, organization of paragraphs and different ideas in the text. They were asked to write three paragraphs composition about the same topic according to the **traditional way** that teachers of English language accustomed to follow. When the Student completed the task, they collected the papers for evaluation.

3.7.1 The Intervention Phase (second two)

The intervention started in the second week of the study and lasted for other seven weeks. The researcher and the students agreed to meet twice a week on the days; Sundays and Tuesdays during the fourth class from 10:30 to 11:30 am.

3.7.2 Teaching about Graphic Organizers

In week two, the researcher started teaching and explaining the use of different types of (GOs) and showing how the students can be helped by applying them in their writings. They knew that (GOs) are some key concepts work as maps to help with regulating information, expanding and explaining certain concepts.

This time students listened and read about a topic namely “**transportation in Saudi Arabia**”. They discussed and explained the vocabulary found in the passage and their meanings, the text order, grammar, organization of the paragraphs and different ideas in the text. The Students formed a meaningful diagram by map concept (GO) by the help of the researcher who explained how to form it. The students discussed about (GOs), the best way to form them, how to write into paragraphs and how to transfer from one paragraph to another smoothly. Finally, the students were asked to write three paragraphs about the same topic when they completed the task and collected the papers for evaluation.

3.7.3 Week three

In week three, the researcher made a review for cause and effects organizer. Students also read a topic about “**water and air pollution**”. Then they had some more explanations about the use of cause and effects organizers. Students discussed and explained the vocabulary found in the passage and their meanings, the text order, grammar, organization of the paragraphs and different ideas in the text. Students made a (GO) by the help of the researcher and they wrote a composition on the same topic. When they finished writing.

They collected the papers for evaluation. The researcher witnessed and observed that the students started to write into paragraphs also they benefited more from cause and effects more than any other (GO) used in the research.

3.7.4 **Week Four**

In the fourth week, the researcher explained the use of **series of events chain organizer**, then students read a piece of writing about “**my dream home**”. Students discussed and explained the vocabulary found in the passage and their meanings, the text order, grammar, organization of paragraphs and different ideas in the text. Students formed their (GO) by the help of the researcher and started writing their composition after they were given explicit instructions on how to use this graphic organizer to generate ideas, to take notes and to organize writing tasks by the help of the text regulations. They finished writing and collected the papers for evaluation. In this time the researcher also watched and followed a good development in the students’ writing.

3.7.5 **Week five**

In the fifth week, the researcher reminded the student how to use **cause and effects** (GO) for the second time. Then students read atopic about the same title in their text book namely, “**What are you going to do next summer vacation?**” Students discussed and explained the vocabulary found in the passage and their meanings, the text order, grammar, organization of paragraphs and different ideas in the text. They made their (GO), finished writing and collected the papers for assessment. It was observed that some of the student started to write better than before.

3.7.6 **Week six**

In week six, compare and contrast (Go) was explained to the students and they read a topic about “**Seasons of the year**” from their text book. Students discussed and explained the vocabulary found in the passage and their meanings, the text order, grammar, organization of paragraphs and different ideas in the text. Then they formed a **compare and contrast** (GO) about the

same topic they read. Finally, they wrote their composition and collected the papers for evaluation.

3.7.7 **Week seven**

In week seven, the researcher divided the student in groups and asked the students to appoint a topic and prepare it in some different (GOs). The students selected one of the organizers made to write about it. Then, they discussed and explained the vocabulary found in the passage and their meanings, the text order, grammar, organization of paragraphs and different ideas in the text. The Students were very happy to lead and to do the job themselves because their abilities were developed and their bad attitudes towards writing have been change to better. They made the organizer and discussed it in front of the class as brainstorming, and then they wrote about that topic. At the end they collected the papers for evaluation.

The researcher observed tremendous development in different writing skills.

3.7.8 **Week eight**

In week eight, the researcher gave the students the same first topic they wrote about it before the intervention titled “**Activities I do every day**” but this time by a (GO). They listened and read the topic in their text book. Students discussed and explained the vocabulary found in the passage and their meanings, the text order, grammar, organization of paragraphs and different ideas in the text.

This time the students wrote three paragraphs more accurately than they did before the intervention. They became to be positive towards writing and did their task easily and accurately. When the participants completed their writing, they collected the papers for evaluation.

3.16 **Summary**

The scores will be recorded and compared to their average before and after the intervention. The result of this comparison will help to answer the major question of the study or reject it to verify its main question.

In chapter four, data which was collected through the students writing will be presented, analyzed, discussed and interpreted.

CHAPTER FOUR

Chapter Four

Results and Discussion

4.1 Introduction

In this chapter the collected data was presented, analyzed, discussed and interpreted. In other words, this chapter presents the results of data which was collected through the students' writing and the questionnaire to answer the main questions of the study.

Firstly, collected data was classified in the frequency table and cross tabulated with one another then, transformed the frequency tables into graph table. Finally, the graphs were discussed and interpreted.

4.2 Writing texts by traditional approach (without GOs)

4.2.1 First Week

Students wrote their first composition under the title “**activities I do every day**”, just through the traditional method. The total mark is fifteen marks. Each student has a mark and a percentage shown in the table.

No. of students	St. marks	Full mark	Percentages
1	5	15	33.30%
2	4	15	27.00%
3	3	15	20.00%
4	7	15	47.00%
5	4	15	27.00%
6	3	15	20.00%
7	2	15	13.30%
8	2	15	13.30%
9	4	15	27.00%
10	2	15	13.30%

11	5	15	33.30%
12	3	15	20.00%
13	3	15	20.00%
14	4	15	27.00%
15	2	15	13.30%
16	5	15	33.30%
17	5	15	33.30%
18	7	15	47.00%
19	4	15	27.00%
20	6	15	37.50%

Table (4.1) “Activities I do Every Day”

In the first week, students were asked to write a composition about **(activities I do every day)** of three paragraphs according to the traditional method (without GOs) before the intervention. Above is a table of the students’ marks show very weak level and insufficient writing ability for instance, the lowest score was (13.30%) and the highest percentage of the scores was (47.00%). The students failed in this test.

4.3 Applying Graphic Organizers

4.3.1 Second Week

For this week, the researcher used (main idea and details GO). The students were asked to write a composition about **“Kinds of transportation in Saudi Arabia”**. Figure (4.1) shows the organizer and analysis of results.

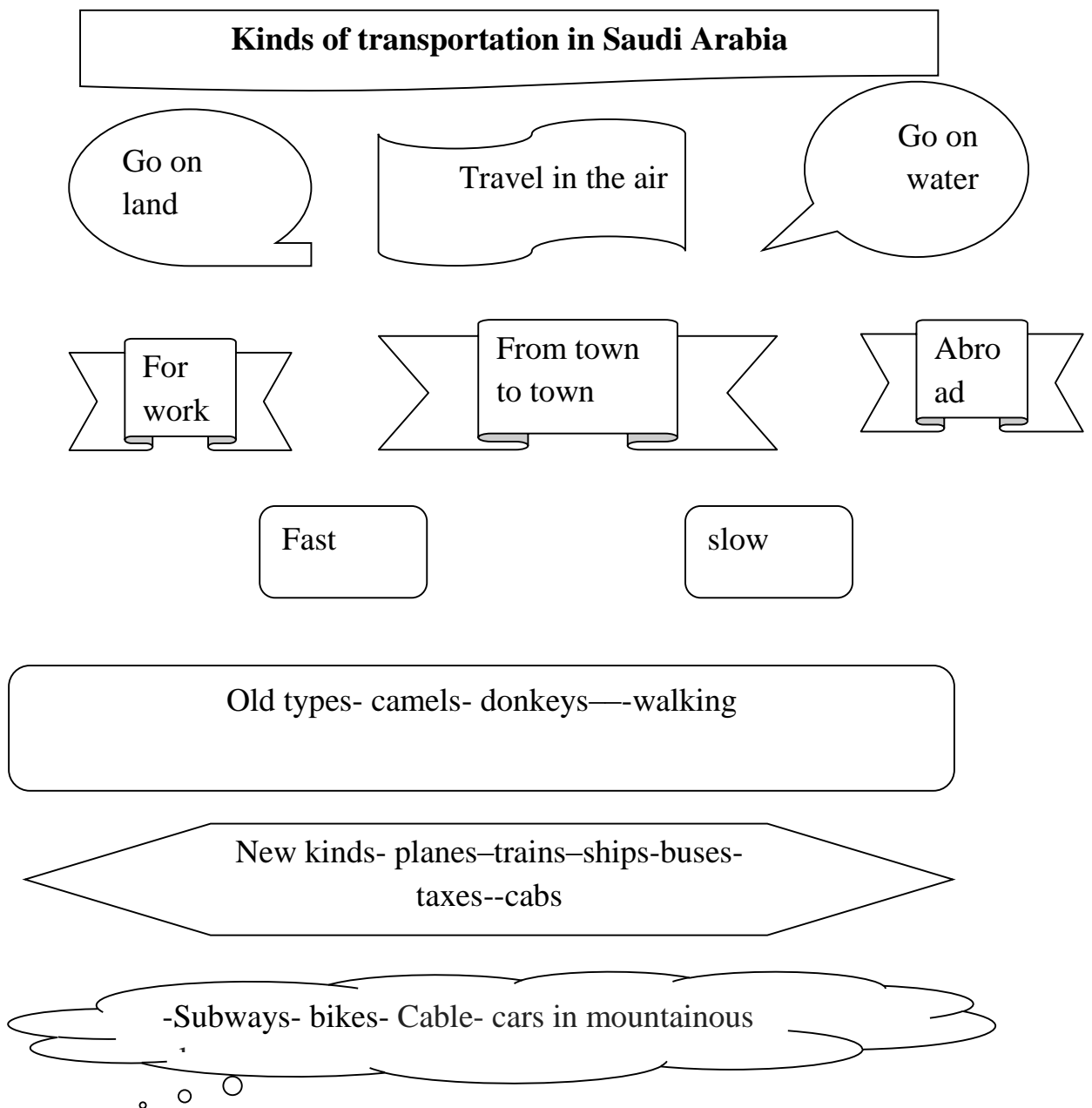


Figure (4.1) “Kinds of Transportation in Saudi Arabia”(GO)

No of students	St. marks	Full mark	Percentages
1	6	15	37.50%
2	7	15	47.00%
3	5	15	33.30%
4	7	15	47.00%
5	6	15	37.50%
6	5	15	33.30%

7	6	15	37.50%
8	5	15	33.30%
9	6	15	37.50%
10	4	15	27.00%
11	7	15	47.30%
12	5	15	33.30%
13	6	15	37.50%
14	5	15	33.30%
15	5	15	33.30%
16	7	15	47.30%
17	6	15	37.50%
18	7	15	47.30%
19	6	15	37.50%
20	7	15	47.50%

Table (4.2) second week “Kinds of transportation in Saudi Arabia”

In week two, the above table (4.2) shows the results when the students used **(main idea GO)** for the first time to help them to write their composition. Students wrote a composition about (transportation in Saudi Arabia). Some development appeared in the students’ marks. The highest score was (47.30%) and the lowest score was (27.00%). Very little development was observed.

4.3.2 Third Week

In the third week, students were asked to write a composition on the topic **“Air and water pollution”** by using **(cause and effects GO)**. Table (4.3) shows the organizer and analysis of the results..

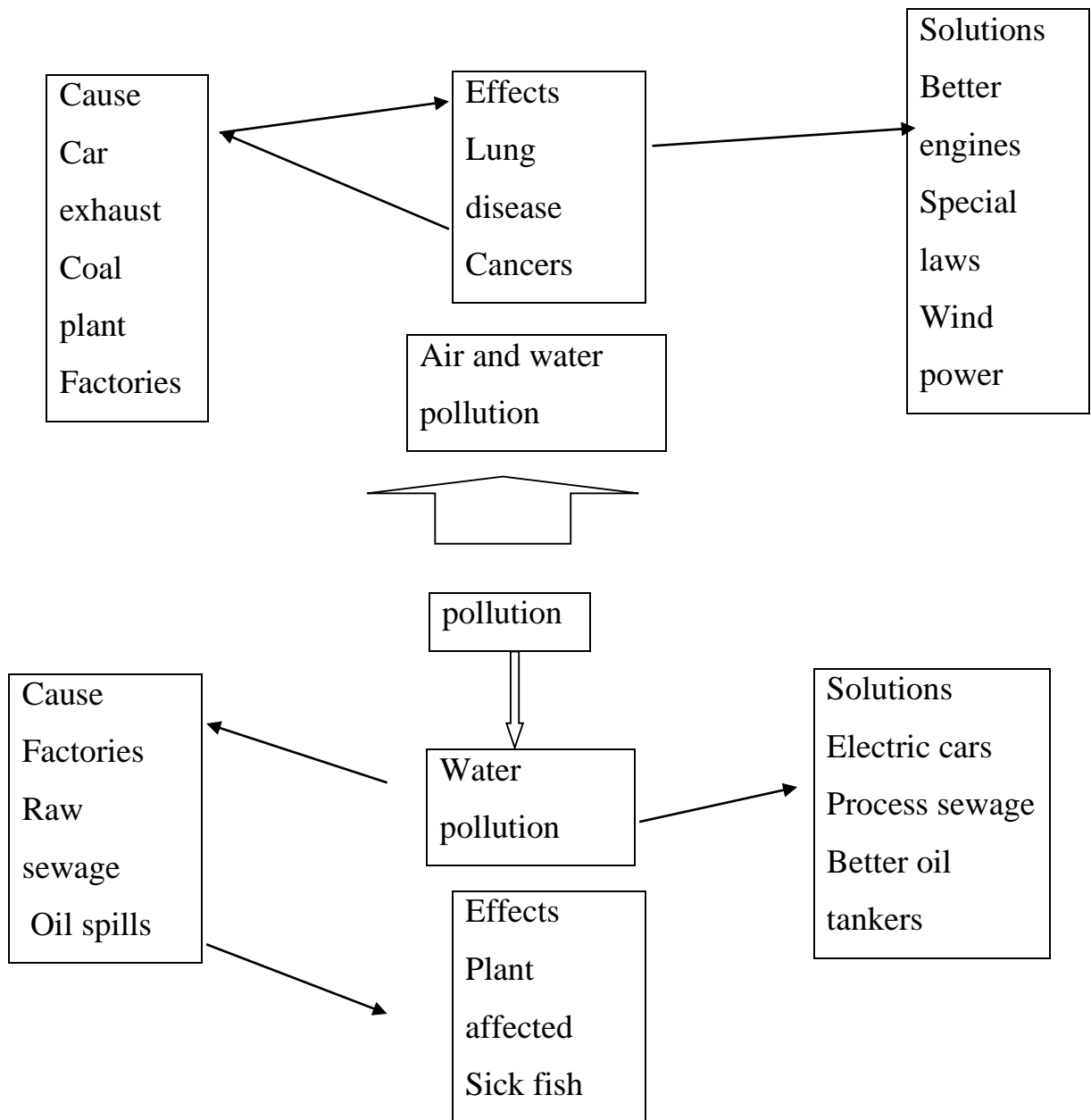


Figure (4.3) Air and water pollution (GO)

No of students	St. marks	Full mark	Percentages
1	8	15	53.30%
2	8	15	53.30%
3	7	15	47.30%
4	9	15	60.00%
5	7	15	47.30%

6	7	15	47.30%
7	6	15	37.50%
8	6	15	37.30%
9	7	15	47.30%
10	6	15	47.30%
11	9	15	60.00%
12	6	15	47.30%
13	8	15	53.30%
14	6	15	37.30%
15	7	15	47.30%
16	9	15	60.00%
17	8	15	53.30%
18	9	15	60.00%
19	7	15	47.30%
20	8	15	53.30%

Table (4.3) Air and Water Pollution for Third Week

Table (4.3) shows the students results after using cause and effects (GO) to write about (air and water pollution). Nine students out of twenty scored more than (50.00%) and four students out of twenty scored (60.00%) in their writings. This result shows that it is the best progress all over the eight weeks. The students' score changed from the lowest score (27.00%) to the highest score (33.30%) in the second week to (60.00%) in the third week with the differences of (32.00%) marks, that means the students have benefited from **cause and effects** more than any other (GO) used in the research.

4.3.3 Forth Week

The Students were asked to write a composition about “**my dream home**” using **main idea and details** (GO). Figure (4.3) below shows the organizer and the analysis results.

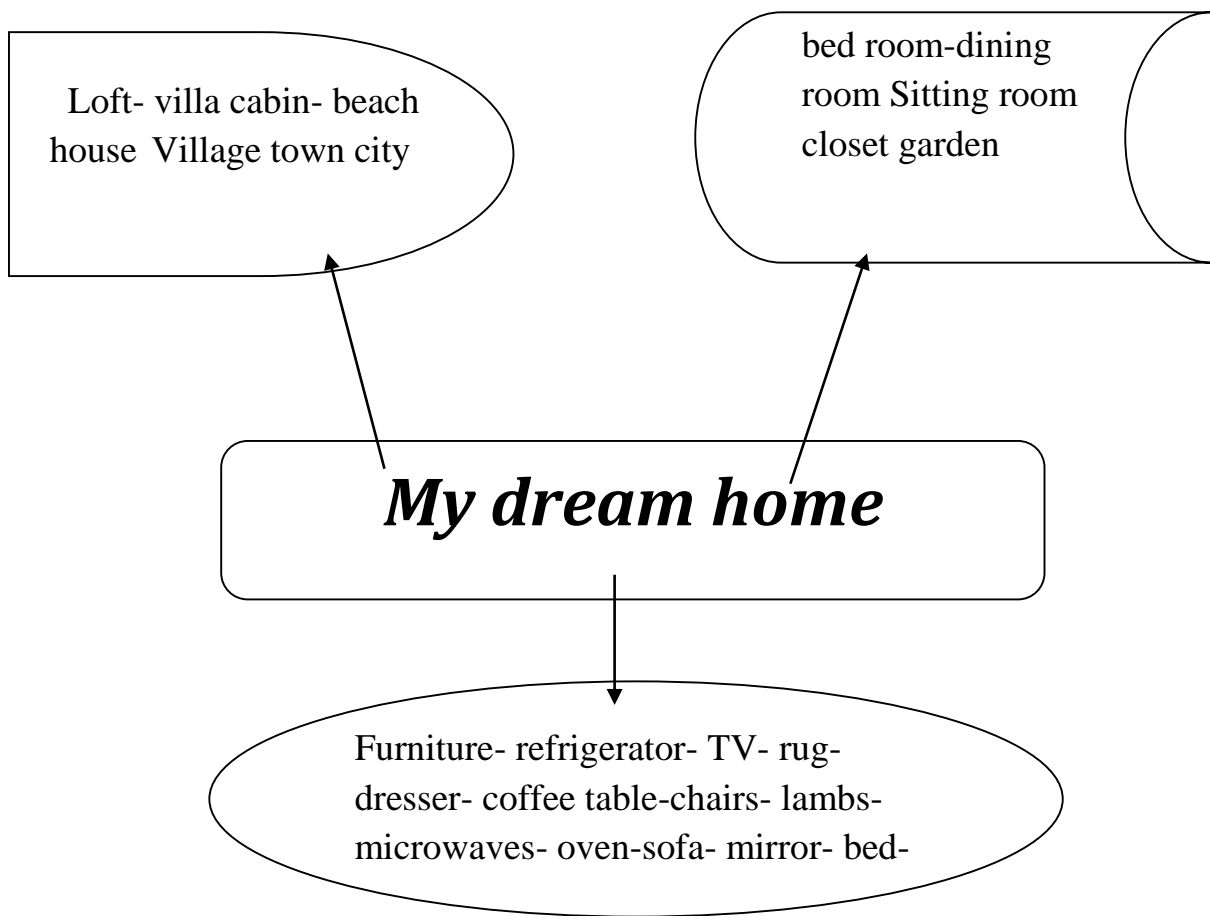


Figure (4.4) my dream home(GO)

No of students	St. marks	Full mark	Percentages
1	9	15	60.00%
2	9	15	60.00%
3	8	15	53.30%
4	11	15	73.30%
5	7	15	47.30%
6	8	15	53.30%
7	8	15	53.30%
8	8	15	53.30%
9	9	15	60.60%

10	8	15	53.30%
11	10	15	66.60%
12	8	15	53.30%
13	8	15	53.30%
14	7	15	47.30%
15	09	15	60.60%
16	10	15	66.60%
17	09	15	60.60%
18	10	15	66.60%
19	09	15	60.60%
20	10	15	66.60%

Table (4.4) my dream home

In week four, series of events chain (GO) was used to write a composition of three paragraphs about (my dream home). In table (4.4), half of the students scored more than (60.00%) and one scored more than (70.00%). These results show a quick development in the students' writing.

4.3.4 Week Five

In this week, after three weeks of using (GOs), the students were asked to write a composition on the topic “**What are you going to do next summer vacation**”. Figure (4.5) below shows the organizer and the analysis results.

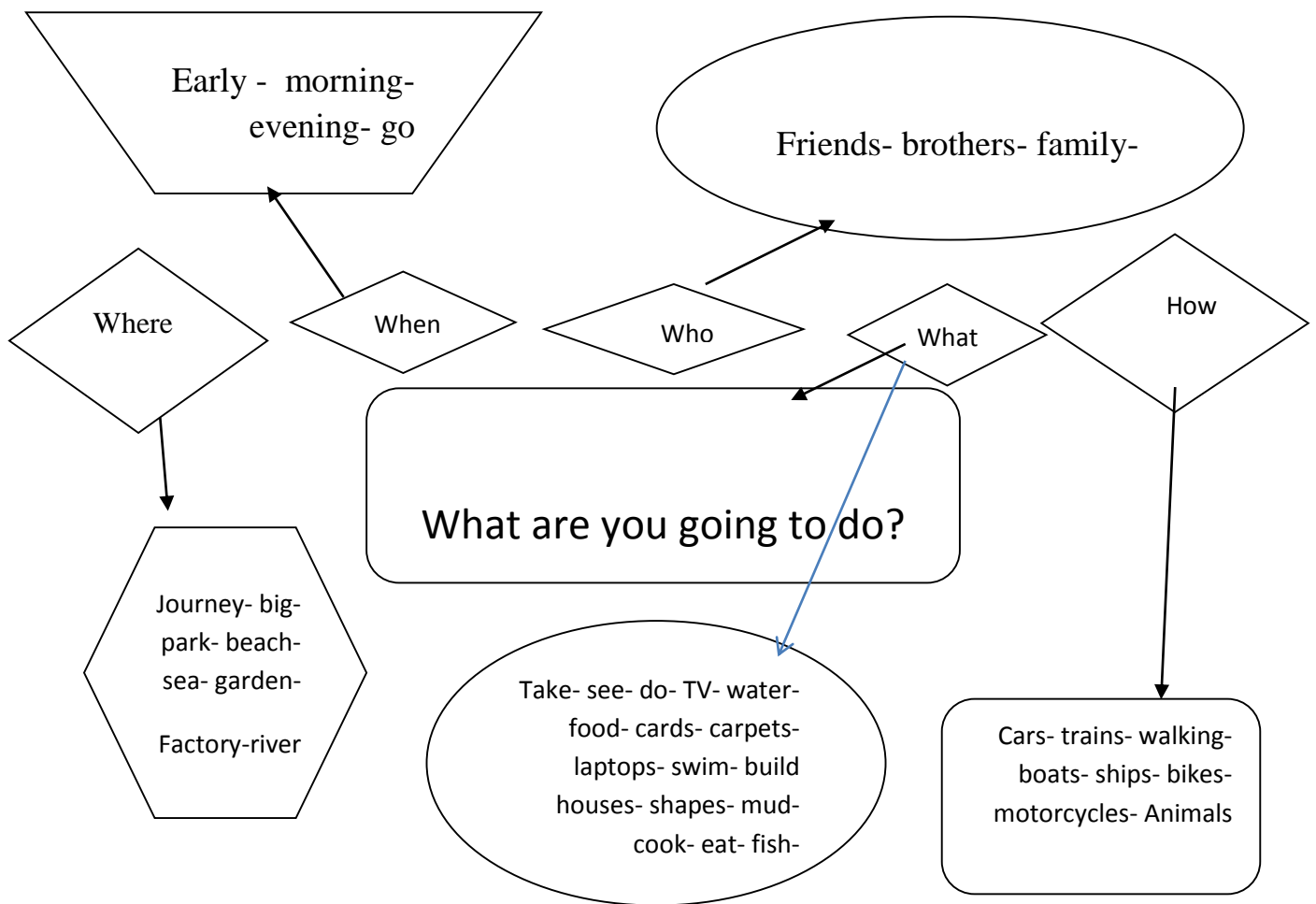


Figure (4.5) what are you going to do next summer vacation?

No of students	St. marks	Full mark	Percentages
1	10	15	66.60%
2	10	15	66.60%
3	9	15	60.00%
4	11	15	73.60%
5	9	15	60.00%
6	10	15	66.60%
7	8	15	53.30%
8	11	15	73.60%

9	10	15	66.60%
10	9	15	60.00%
11	10	15	66.60%
12	9	15	60.00%
13	9	15	60.00%
14	8	15	53.30%
15	9	15	60.00%
16	11	15	73.60%
17	9	15	60.00%
18	10	15	66.60%
19	9	15	60.00%
20	10	15	66.60%

Table (4.5) week (5) “What Are You Going to Do Next Summer Vacation”

In table (4.5), the marks show that, eighteen out of twenty students scored more than (66.00%) in their writing and more than three students scored more than (70.00%). The lowest score was (53.00%) and they were only three students. This result has insured that the students have achieved a good progress in their writing.

4.3.5 Week six

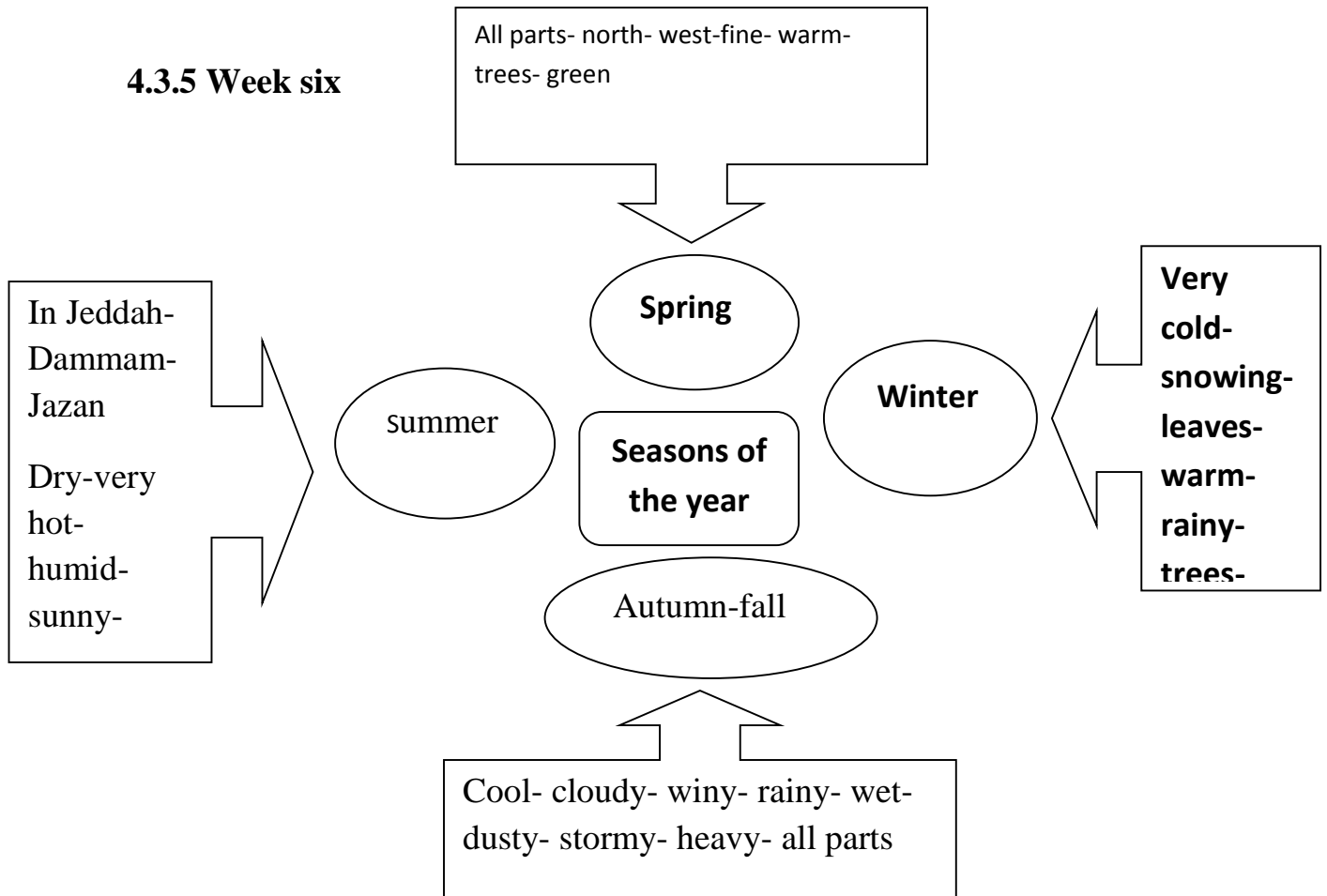


Figure (4.6) week five “Seasons of the year”(GO)

No of students	St. marks	Full mark	Percentages
1	11	15	73.60%
2	11	15	73.60%
3	11	15	73.60%
4	12	15	80.00%
5	10	15	66.60%
6	10	15	66.60%
7	9	15	60.00%
8	11	15	73.60%
9	11	15	73.60%
10	10	15	66.60%
11	13	15	86.60%

12	13	15	86.60%
13	11	15	73.60%
14	9	15	60.00%
15	10	15	66.60%
16	11	15	73.60%
17	10	15	66.60%
18	11	15	73.60%
19	10	15	66.60%
20	11	15	73.60%

Table (4.6) week 6 “Seasons of the year”

Table (4.6) shows the students’ marks in week six, the students were asked to write about the topic “**Seasons of the year**”. The result shows that three of the students scored more than (80.00%) in their writing and more than half of the students scored more than (70%). These results show much better performance in the students’ writing.

4.3.6 Week seven

No of students	St. marks	Full mark	Percentages
1	11	15	73.60%
2	11	15	73.60%
3	11	15	73.60%
4	12	15	80.00%
5	11	15	73.60%
6	12	15	80.00%
7	10	15	66.60%
8	12	15	80.00%
9	12	15	80.00%
10	11	15	73.60%
11	11	15	73.60%

12	12	15	80.00%
13	11	15	73.60%
14	10	15	66.60%
15	11	15	73.60%
16	12	15	80.00%
17	11	15	73.60%
18	12	15	80.00%
19	11	15	73.60%
20	11	15	73.60%

Table (4.7) free topic” Without figure”(GO)

Table (4.7) contains the students’ marks for week seven in which they were asked to select a (GO) and prepare for their writing. The results show that more than ten students scored more than (70.00%). The same table shows that seven out oftwenty students scored more than (80.00%) in their writing. That means most of the students have developed their writing skills.

4.3.7 Week Eight

In this week, the students were asked to write about the first topic that they wrote about it in the first week without using (GO), namely, “**Activities I do every day**” but this time with a (GO). The sample as in figure (4.5) below.

Get up – wash – pray breakfast –get dressed car – brothers - sister prayer – have lunch		in institute
		morning gathering video- exercises – class – lunch subjects- pray- pray Asor prayer- home

	<i>Activities I do every day</i>	
	<p>In the evenings at home</p> <p>Sit - family – watch TV – computer games – visit friends</p> <p>Study – market – buy</p>	

Figure (4.8) “ Activities I do every day”(GO)

No of students	St. marks	Full mark	Percentages
1	12	15	80.00%
2	13	15	86.60%
3	11	15	73.60%
4	14	15	93.30%
5	11	15	73.60%
6	13	15	86.60%
7	12	15	80.00%
8	14	15	93.30%
9	13	15	86.60%
10	12	15	80.00%
11	12	15	80.00%
12	13	15	86.60%
13	13	15	80.00%
14	11	15	73.60%
15	12	15	80.00%
16	13	15	80.00%
17	12	15	80.00%

18	13	15	86.60%
19	14	15	93.30%
20	13	15	86.60%

Table (4.8) week eight “Activities I do Every Day”

Table (4.8) shows the students’ marks when they used the same topic in the first week but this time students wrote a topic with a (GO) for week eight, so as to see if there are any differences in the two scorers.

In this table, students’ marks show that three of the students scored more than (90.00%) in their writing and the other fifteenth students scored more than (80.00%). These results show that (100%) of the students have benefited from different types of (GOs) used in this study.

S. No.	W 1	W2	W3	W4	W5	W6	W7	W8
1	33.03%	37.50%	53.30%	60.00%	66.60%	73.60%	73.60%	80.00%
2	27.00%	47.00%	53.30%	60.00%	66.60%	73.60%	73.60%	86.60%
3	20.00%	33.30%	47.30%	53.30%	60.00%	73.60%	73.60%	73.60%
4	47.00%	47.00%	60.00%	73.30%	73.60%	80.00%	80.00%	93.30%
5	27.00%	37.50%	47.30%	47.30%	60.00%	66.60%	73.60%	73.60%
6	20.00%	33.30%	47.30%	53.30%	66.60%	66.60%	80.00%	86.60%
7	13.30%	37.50%	37.50%	53.30%	53.30%	60.00%	66.60%	80.00%
8	13.30%	33.30%	37.30%	53.30%	73.60%	73.60%	80.00%	93.30%
9	27.00%	37.50%	47.30%	60.60%	66.60%	73.60%	80.00%	86.60%
10	13.30%	27.00%	47.30%	53.30%	60.00%	66.60%	73.60%	80.00%
11	33.30%	47.30%	60.00%	66.60%	66.60%	86.60%	73.60%	80.00%
12	20.00%	33.30%	47.30%	53.30%	60.00%	86.60%	80.00%	86.60%
13	20.00%	37.50%	53.30%	53.30%	60.00%	73.60%	73.60%	80.00%
14	27.00%	33.30%	37.30%	47.30%	53.30%	60.00%	66.60%	73.60%
15	13.30%	33.30%	47.30%	60.60%	60.00%	66.60%	73.60%	80.00%

16	33.30%	47.30%	60.00%	66.60%	73.60%	73.60%	80.00%	80.00%
17	33.30%	37.50%	53.30%	60.60%	60.00%	66.60%	73.60%	80.00%
18	47.00%	47.30%	60.00%	66.60%	66.60%	73.60%	80.00%	86.60%
19	27.00%	37.50%	47.30%	60.60%	60.00%	66.60%	73.60%	93.30%
20	37.50%	47.50%	53.30%	66.60%	66.60%	73.60%	73.60%	86.60%

Table (4.9) for results of the students' marks for the eight week

4-4. discussion of the result

The data above which was generated through the students' writings shows their evaluation before using graphic organizers' intervention. The data generated after the intervention was compared to the students writing after they completed seven-week training period on how to use the organizers as writing technic. The scores of the participants' in writing before and after using graphic organizers' training are shown in (table 4.9). It shows the participants' level of performance in the five traits of writing areas.

From the data, the tables above which were generated through the writing pre-test and the post-test, can be used to verify the first question of this study. The results stated that the use of (GOs) have positively affected the students writing abilities. This is clearly appears in the students' responses which changed from the percentages of the first week to the eighth week after they had completed their (GOs) training and used them as instruments for writing. For instance, when the participants were asked to write a composition using the traditional method in the first week, Their writing scores percentage were rated as follows; from the lowest score (13.30%) to the highest score (47.00%) for the first week. This result is considered to be very low and shows them as failure students in their paragraph writing.

In the second week when the students started to write a composition by using (GOs), their writing scores started to show very little progress as follows;

the lowest score was (27.00%) and the highest score for this week was (47.00%). This result clearly show very little progress has occurred.

In the third week, the lowest students' writing score was (37.00%) and their highest score for this week was (60.00%) which indicate that a reasonable development has been achieved.

In the fourth week, the students' lowest score was (46.30%) and the highest score was (73.00%) which show a tremendous change to better in the students' writing abilities.

In the fifth week, the lowest students' score was (53.30%) and the highest score was (73.00%), that shows how much the students' performance was prospered.

In the sixth week, the students' lowest score was (60.00%) and their highest score was (86.60%), this show a quick development in the students' writing abilities.

In the seventh week, the lowest writing score was (66.00%) and the highest parentage of score was (80.00%), which indicate that a huge and tremendous change to better has happened to the students' writing technics.

In the eighth week, the lowest score percentage in the students' writing performance was (73.60%) and the highest score percentage was (93.30%) , which show a remarkable development and highly writing proficiency. The participants' means of score in writing increased from (13.30%) in the first week to (93.30%) in the eighth week with a difference of (73.60%). The advanced statistical analysis proved that the difference between the two mean of scores is very huge and that is due to the graphic organizers' intervention. These results proved that the use of (GOs) had effectively improved the student's writing skills.

This result can be cited to verify the major question of the study that students' writing ability has significantly improved as a result of using (GOs) to support their writing process. Also, the study assured that the students' abilities

have been mostly developed by the use of **cause and effects** more than any other organizer used in the research.

The result shows that the students' lowest score in the second week was (33.00%) and the highest (47.00%). But in the third week the result was changed to reach (60.00%) as the highest score and (50.00%) as the lowest score with difference of (23.00%). This result can verify the second question of the study, namely, "Which of the organizers used in the research has the most impact on the students' writing skill?". So, the students have mostly benefited from cause and effect more than any other organizer used in the research.

4.6 Data of attitude Survey before the intervention:

Secondly, the data of attitude survey towards students' writing before the intervention which was collected and classified in the frequency table and cross tabulated with one another, then transformed the frequency tables into a graph Figure. Finally, the graphs are discussed and interpreted.

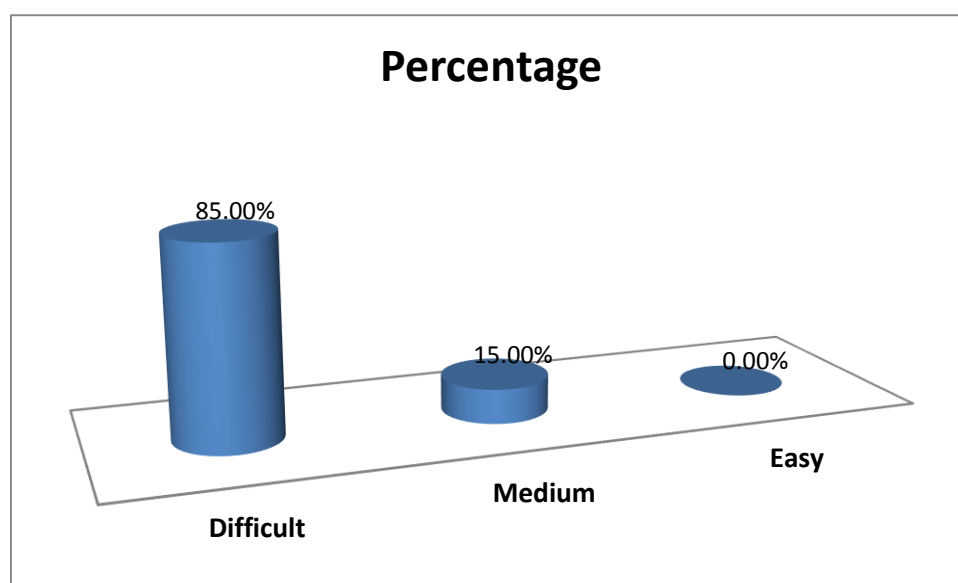


Figure (4-1)

From Figure (4.1) for the means of scores for writing without graphic organizer intervention, in question number 1 namely "How do you see writing?" shows that (17) students out of twenty students rated (difficulty) in

writing with the percentage of (85.00%), while (3) students selected (medium) with the percentage of (15.00%) and (easy) become to be (00.00%) from the students' point of views.

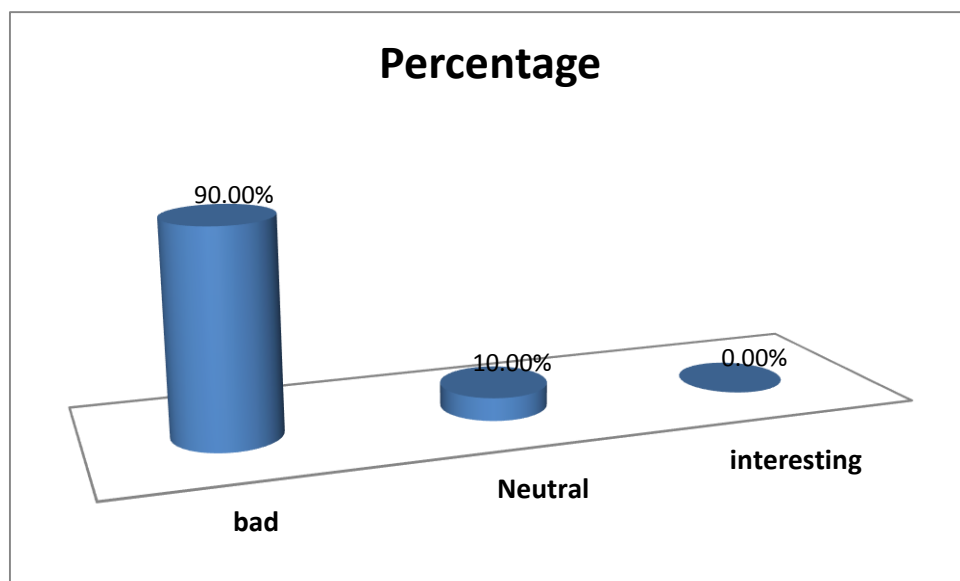


Figure (4.2):

From figure (4.2) it is obvious that (Q2) "Which of these can describe your feelings when you write?" shows very high parentage, showing that (18) students feel very (bad) when they write with the percentage of (90.00%) while who feel (Neutral) are (2) students representing (10.00%) and no students feel interesting in writing.

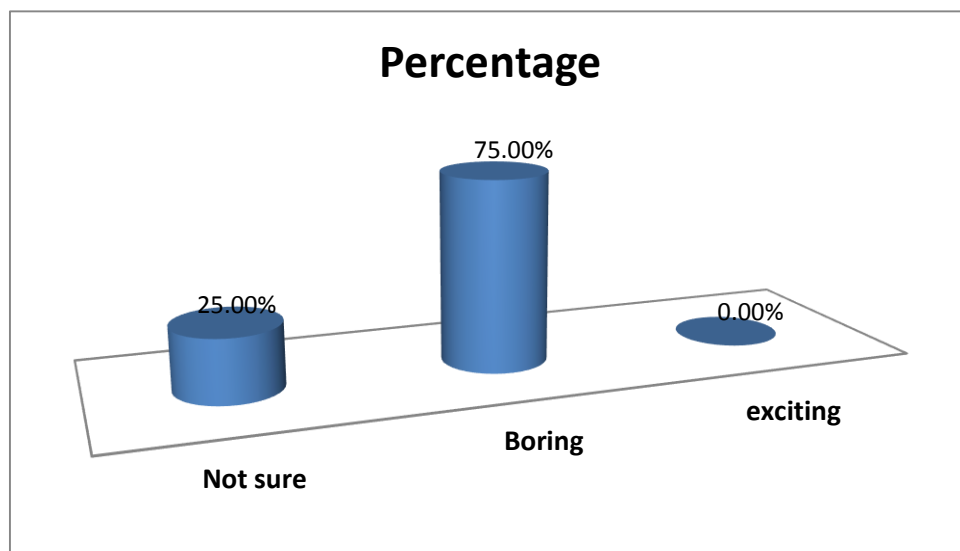


figure (4.3):

From figure (4.3) (Q3) “Which of these can describe your writing?” (15) students feel (boring) represent (75.00%) of the students, while (5) of the students were (Not sure) with the percentage of (25%) and (exciting) became to score nothing.

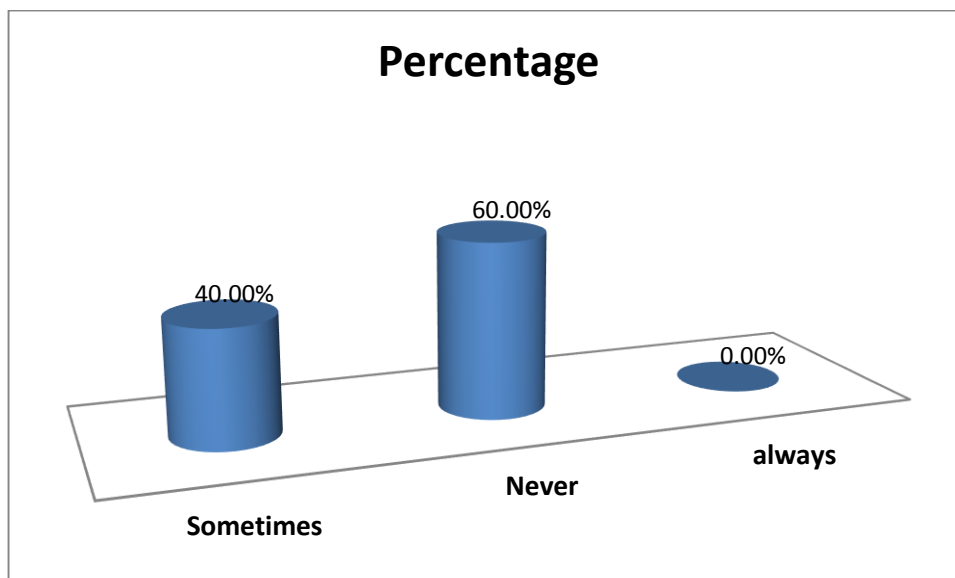


figure (4.4):

From figure (4.4) and according to (Q4) “Do you finish your writing?” it is obvious that more than half of the individuals (never) finish their writing. So students who (Never) finish their writings are (12) and with the percentage of (60.00%) while who (Sometimes) finish writing are (2) students with the percentage of (40.00%).

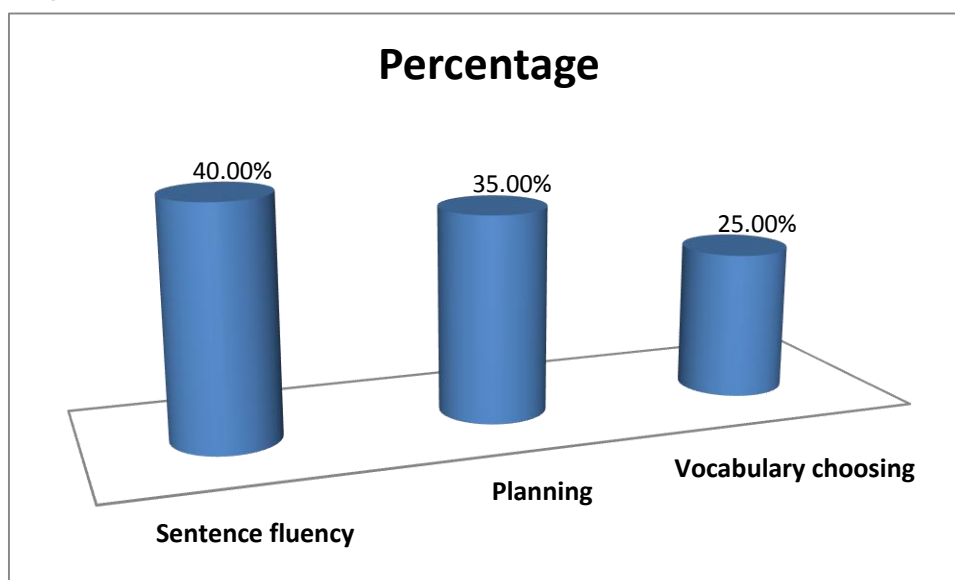


figure (4.5):

From figure (4.5), (Q5) “Which of these is the most difficult for you?” shows that nearly half of the students have problems in (Sentence fluency) with the

percentage of (40.00%) while who have problems in (Planning) are (7) students with the percentage of (35.00%).The students who have problems in (Vocabulary choosing) are (5) students with the percentage of (25.00%).

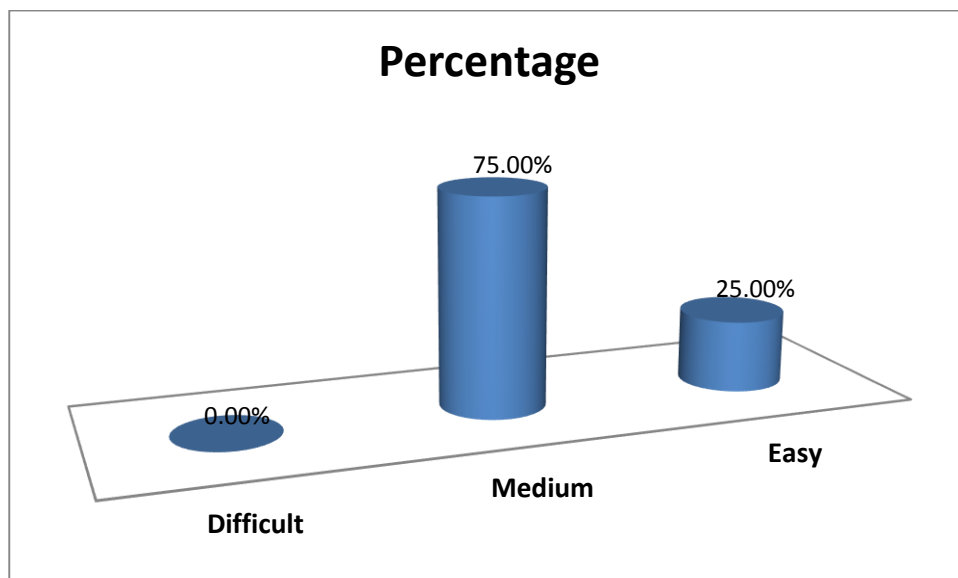


figure (4.6) show the result after the intervention:-

From figure (4.6), (Q1) “how do you see writing?” Shows that students who selected (Medium) has been changed compared to the previous result to be(15) students with the percentage of (75.00%) while who selected (Easy) were (5) students with the percentage of (25.00%) and (difficult) became to be (00.00%).

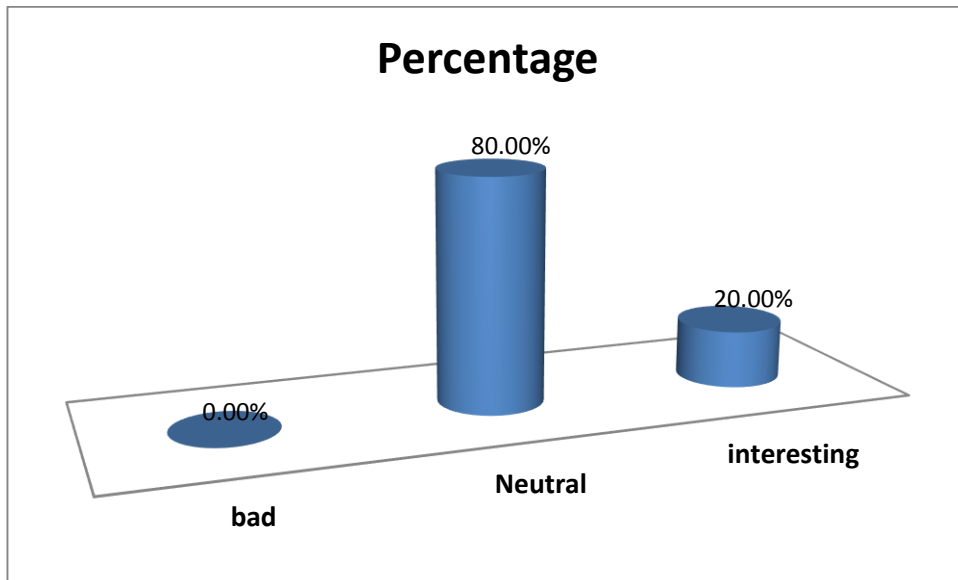


figure (4.4)

From figure (4.4), it shows that (Q2) “which of these can describe your feelings when you write?”, (16) students feel with the percentage of (80.00%) feel (Neutral) when they write, while those who feel (interesting) are (4) with the percentage of (20.00%).

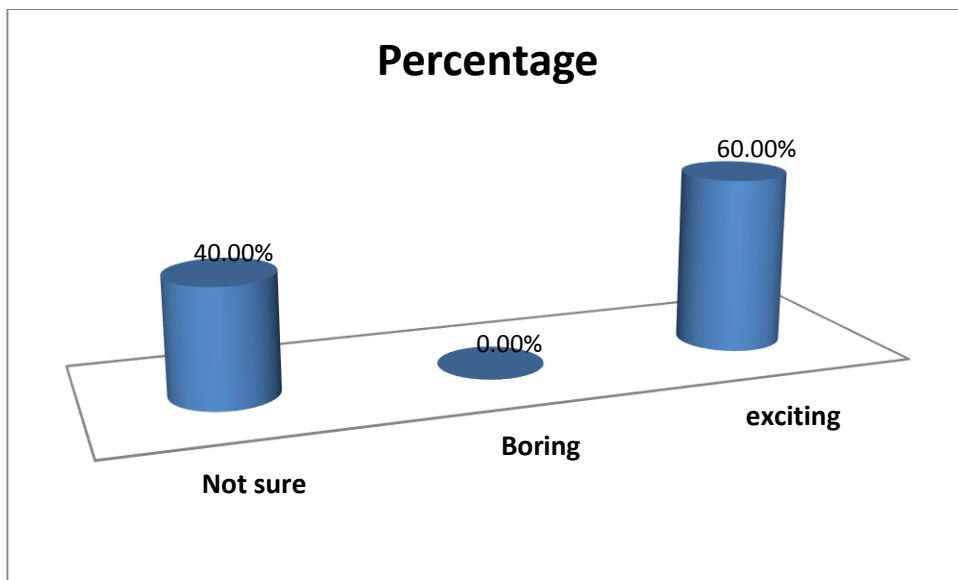


figure (4.5)

Figure (4.5) shows that (Q3) “which of these can describe your writing?” (12) students with the percentage of (60.00%) feel (Exciting) while (8) of the them with the percentage of (40.00%) are (Not sure).

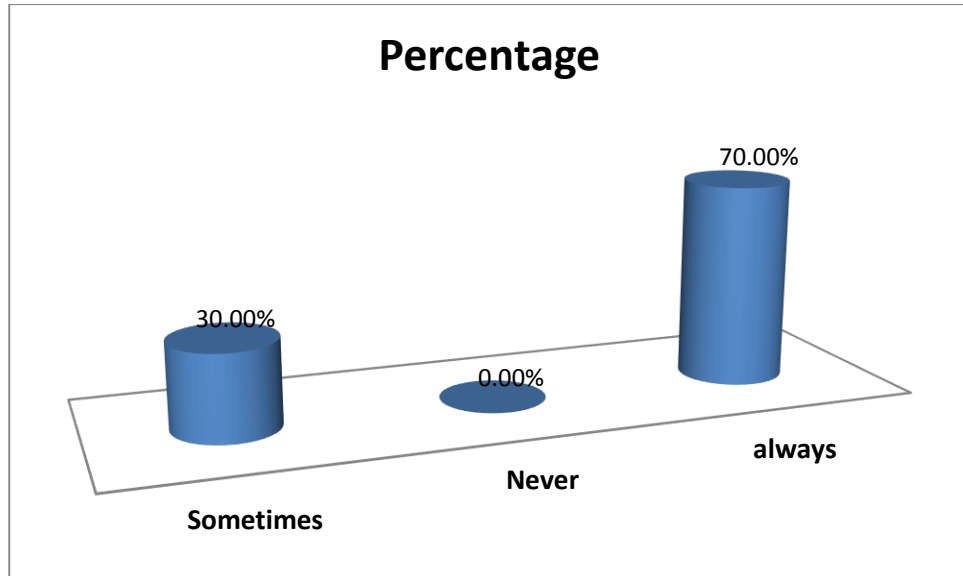


figure (4.6)

Figure (4.6), (Q4) “Do you finish writing?” , shows that (14) of the students represents (70.00%) (always) finish writing, while (6) of the students, represents (30.00%) (sometimes) their writings.

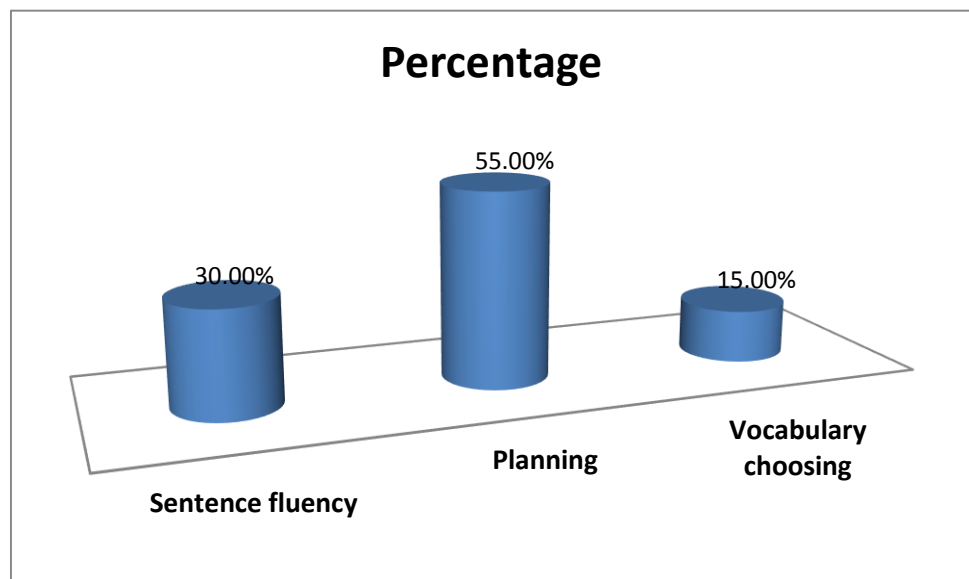


figure (4.7)

Figure (4.7), (Q5) “ which of these is the most difficult for you?” (11) students represents (55.00%) have problems in (Planning) while, (6) represents (30.00%) have problems in (Sentence fluency). (3) student have problems represents(15.00%) have problems in (Vocabulary choosing).

4-7. Discussion of the Result

From the writing attitude survey discussion above, the data which was generated through the attitude survey, can be used to verify the third question of this study which stated that the use of (GOs) will positively affect the students' attitudes towards writing.

When the participants before the intervention, were asked to rate writing in terms of difficulty, (85.00%) ranked writing as (difficult) while (00.00%) ranked it as (easy). When they were asked about their feeling when it was time for writing, (90.00%) of the participants said they feel (bad), however, after the intervention, more than (60.00%) of the participants said they found writing (exciting). Before graphic organizers' training, only (20.00%) said writing was (interesting) while (75.00%) said it was (boring).

This bad feeling towards writing has been changed after the (GOs) intervention. (60.00%) of the students rated writing as (exciting) while (00.00%) said it was (boring). The above data can be used to verify and accept the third question of the study, that the use of (GOs) have positively impacted the student's attitudes towards writing.

The same data was used to answer the first question of the study can verify the third question namely, "What is the impact of using (GOs) on students' attitudes towards writing?". Obviously, the use of (GOs) have a positive impact on students' attitudes towards writing as well.

CHAPTER FIVE

Chapter Five

Result Summary, Conclusions, Recommendations and Suggestions for Further Studies

5.1 Summary of the Study

In this research data was collected through students' writings and the attitude survey conducted before and after the intervention.

The results of students' writing were assessed based on the pre-test and the post-test of a group of students enrolled in The Saudi Electronic and Home Appliances Institute. After administering the pre-test, the mean of the group was compared using a two-tailed t-test of significance and (SPSS) program, it was determined that a big statistical difference is existed between the students' development before the training and after it.

The findings of the study are useful because only a minuscule quantity of research has been conducted to determine what pedagogical strategies remain valuable in a blended instructional setting. From the observation during the student writing their topics, it appeared that those students have indicated the existence of a positive relationship in student learning as relating to the implementation of (GOs) in this study. The testing instrument chosen by the researcher to evaluate statistical differences in scores are all needed in order to make a more judicial finding concerning the use of (GOs) in a learning environment.

This study has shown in the result of the writing and the attitude survey that the use of (GOs) with explicit instruction. This can be an effective intervention to teach writing to students of English as a foreign language (EFL), when the designing, planning, regulating (GOs) was conceded of as the first step for teaching writing more efficiently and effectively.

Students began to view writing as easy, interesting and more exciting. This feeling about writing has positively reflected on students' attitudes towards this skill. This in turn has motivated the students to learn English better.

(GOs) cannot serve as effective writing tools unless they are clear and straightforward. Complicated organizers are likely to confuse students and hinder their learning process. Most importantly, when teachers use (GOs) to teach writing to EFL learners, they must model their instruction tasks before they require their students to do these tasks independently. Indeed, teachers need to serve as facilitators for students' learning.

Teachers need to guide students carefully and provide them with every possible technical and psychological support.

5.2 Findings

The study comes out with the following findings,

1. Teaching (GOs) in language classroom motivate students writing more effectively.
2. From the results and the observations, students have benefited from cause and effects (GOs) more than any other (GOs) used in the research.
3. The students' attitudes towards writing has been changed positively after using (GOs).
4. The overall findings show that using (GOs) for writing helped improve participants' writing performance.
5. Findings show that using (GOs) for writing helped improve participants' writing ability to carefully choose suitable and specific words for their writing.

5.3 Recommendations

The following recommendations were proffered based on the findings;

1. Technical institutes and secondary teachers' should be encouraged and trained to use (GOs) in teaching Creative Arts, instructional process and other activities should be designed to accommodate the use of (GOs) in the classrooms.

2. Teachers should be able to integrate (GOs) into their lesson.
3. Education specialists and decision makers should create more awareness through seminar and workshop on the use of (GOs) in schools and technical institutes.
4. There should be a production unit in the Ministry of Education or Educational Resources Centre across the Saudi Arabia where (GOs) would be produced, even some of the teachers can make their own.

5.4 Suggestions for Further Studies

The study comes with some suggestions for further studies, like;

1. The role of educational decision makers and syllabus designers in implementing research results.
2. The teacher's role in developing students' abilities to prepare suitable and motivating (GOs).
3. Which is better for applying (GOS) in writing, in classrooms or in workshops far away from classrooms?
4. The effect of other organizers on specific writing genres such as persuasive, narrative and expository writing.
5. Using (GOS) for developing reading, speaking and listening skills?

REFERENCES

- Ausbel, D. (1978). *Educational Psychology: A cognitive view*. New York: Holt, Rinehart and Winston.
- Baxendell, B. (2003). Consistent, coherent, creative: The 3Cs of graphic organizers. *Council for Exceptional Children*, 36(3), 46-53.
- Blair, R. Ormsbee, C., & Brandes, J. (2002). Using writing strategies and visual thinking software to enhance written performance of students with mild disabilities. *ERIC EBS* co hast. Retrieved from <http://www.eric.ed.gov>.
- Brown, M. (2011) Effects of graphic organizers on students' achievement in writing process. Online Submission to ERIC. Doc. No. ED 527 Finance, c.
- Calkin, L. (1994). *The art of teaching writing (new Ed.)*. Portsmouth, NH, Heinemann.
- Ching, L. & Chee, T. (2010). Scaffolding writing using feedback in students' graphic organizers: Novice writers' relevance of idea and cognitive load. *Educational Media International*, 47(2)135-152.
- Chohan, S. (2011). Any letter for me? Relationship between an elementary school letter writing program and students' attitudes, literacy achievement and friendship culture. *Early Childhood Education* 39(1) 39-50
- Cronin, H.; Sinatra, R. & Barkley, W. (1992). Combining writing with text organization in content instruction. *NASSP Bulletin* 2-5
- Dell, A. Newton, and D. & Petroff, J. (2008) *Assistive technology in the classroom: Enhancing the school experience of students with disabilities*. Upper Saddle River, N.J.: Pearson / Merrill Prentice Hall.
- Delrose, L. (2011). *Investigating the use of graphic organizers for writing*. Unpublished doctoral dissertation. Louisiana State University.
- Dickoff, A. (1988). *Teaching English: A training course for teachers*. Cambridge University Press.

- Dunn, M. & Finely, S. (2010) Children's struggle with the writing process: Exploring storytelling, visual arts, and keyboarding to promote narrative story writing. *Multicultural Education*, 18(1), 33-42.
- Egan, M. (1999). Reflection on effective use of graphic organizers. *Journal of Adolescent and Adult Literacy*. 42, 641-645.
- Faull, T. (2007). Writing A-Level English literature essays: Professional reflection on text organization. *English Teaching Practice and Critique*, 6(1) 164-174. (EF832184).
- Graham, S. (2006) Writing. 1 In Alexander A. & P. Wine (Eds.) *Handbook of Educational Psychology* (pp. 457-477) Mahwah, NJ: Erlbaum.
- Graham, S. Perin, d. (2007) Writing next: Effective strategies to improve writing of adolescents in middle and high schools; *A Report to Carnegie Corporation of New York*, Washington DC: Alliance for Excellence Education
- Griffin, C. Tulbert, B. (1995). The effect of graphic organizers on students' comprehension and recall of expository text: A review of the research and implications for practice. *Reading and Writing Quarterly*, 11, 73-89.
- Hall, T. & Strangman, N. (2002). *Graphic organizers*. Wakefield MA: National Center on Assessing the General Curriculum.
- Janssen, D., Beissner, K., & Yacci, M. (1993). *Explicit method for conveying structural knowledge through concept maps*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kapretz, K. (2003). *Improving organizational skill through use of graphic organizers*. MA Thesis. Saint Xavier University.
- Kejdar, S. (2005) Whole-class enquiry: Language Arts. *Learning & Leading with Technology*, 32 (8) 52-55.) .
- Lancaster, K. (2013). *An examination of using graphic organizers to teach writing: A case study*. ELE 5900. Eastern Illinois University.

- Lee, C. (2007). Graphic organizers as scaffolding for students' revision in the pre-writing stages. A paper presented In ICT. *Providing choices for learners and learning*. Singapore: *Proceeding Ascilite*.
- Lin, S. Strickland; M. Ray, M. & Denner, G. (2004). Computer-based concept mapping as a prewriting strategy to middle school students. *Meridian* 7. Retrieved March 13 .2006 from <http://www.ncsu.edu/Meridian/sum/2004cbc>.
- Lorbre, M. (2004). *Instructional computer technology and student learning: An investigation into using inspiration software to improve eighth grade students' ability to write*. Unpublished doctoral dissertation, Fielding Graduate Institute.
- Markley, D., & Jefferies, D. (2001) Guidelines for implementing a graphic organizer. *The Reading Teacher*, 54(4) 35-357.
- Marshi, M. and Hematabadi, S. (2011) Using teacher and student developed graphic organizers as a writing tool. *Journal of Language and Translation* (2) 79-88.S.
- Marten, L. Seagraves, R. Thacker, S. & Young L. (2005). The writing process: Three first grade teachers and their students reflect on what was learned. *Reading Psychology*. 26: 235- 249.
- McElroy, L. & Coughlin, C. (2009). *The other side of the story: using graphic organizer as cognitive learning tools to teach students to construct effective counter-analysis*. Unpublished MA thesis. University of Baltimore Law Review.
- Meera, P. & Aiswarya, K (2014) A study on the effectiveness of graphic organizers in the writing skill of English among secondary school students.
- Miller, S. (2011). *Using graphic organizers to increase writing performance*. Unpublished MA thesis. State University of New York at Fredonia.
- Novak, J. (1990). Concept maps and Vee diagrams: Two meta- cognitive tools to facilitate meaningful learning. *Instructional science*, 19(1), 29-52

Parker, S. (2013) *The Write Way: Graphic organizers and responses to literature writing*. Unpublished MA thesis in Education. California State University, Sacramento.

Scott, B. & Vitale, M. (2003). Teaching the writing process to students with LD. *Interventions in School and Clinic*, 38(4), 220-226.

Servati, K. (2012) *Prewriting strategies and their effect on students' writing: masters*.

Sharrock, T. (2008). *The effect of graphic organizer on students' writing: Action Research*. Kennesaw State University.

Strangman N. & Dalton, B. (2005). Using technology to support struggling readers *Handbook of Special Education Technology Research and Practice*. Whitefish Bay, WI: Knowledge by Design, Inc.

Internet links

<http://repo.uofg.edu.sd/handle/123456789/2301>

http://www.scientiasocialis.lt/pec/node/files/pdf/vol41/87_99.Ropic_Vol.41.pdf

http://fisherpub.sjfc.edu/education_ETD

w.w.w. scholar world. Net. vol. (2), Issue IV October 2014 (72).

begun<https://www.reference.com/world-view/writing-important-life>

<https://pediaa.com/difference-between-academic-writing-and-general-writing>

<https://thewritelife.com/how-to-become-a-successful-writer/>.

Appendixes

Appendix I

Rubric for Writing

	1	2	3
Content	Poor relevant content	Limited content and of limited relevance	Good content with suitable relevance
Organization	Minimal control of content arrangement	Fictional arrangement of content that sustains a logical order with some evidence of transition	Sophisticated arrangement of content with evident or suitable transitions.
Word Choice	Poor language, little words variety	Language is well chosen; words are varied.	Language is précised and well-chosen' words are rich and varied
Sentence Fluency	Too little communication to assess	Usually able to communicate and link ideas clearly, though sometimes errors making meaning unclear	Express ideas clearly and connect them together effectively
Coherence	Minimal control of grammar, mechanics, spelling, usage and sentence formation.	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Evident control of grammar. Mechanics, spelling, usage and sentence formation

Appendix 2

Writing rubrics score before intervention (First Week)

The total score is 15

5	4	3	7	4
3	2	2	4	2
5	3	3	4	2
5	5	7	4	6

Writing rubrics score after intervention (Second Week)

The total of score is 15

6	7	5	9	6
5	6	5	6	4
7	5	6	5	5
7	8	8	6	7

Writing rubrics score after intervention (third week)

The total score is 15

8	8	7	9	7
7	6	6	7	5
9	6	8	6	7
9	8	9	7	8

Writing rubrics score after intervention (Fourth Week)

The total score is 15

9	9	8	11	7
8	7	8	9	8
10	8	8	7	9
10	9	10	9	10

Writing rubrics score after intervention (Fifth Week)

The total score is 15:-

10	10	9	11	9
10	8	11	10	9
10	9	9	8	9
11	9	10	9	10

Writing rubrics score after intervention (Sixth Week)

The total score is 15

11	11	10	12	10
10	9	11	11	10
10	10	10	9	10
11	10	11	10	11

Writing rubrics score after intervention (seventh week)

The total score is 15

11	11	11	12	11
12	10	12	12	11
11	12	11	10	11
12	11	12	11	11

Writing rubrics score after intervention (eight week)

The total score is 15

12	13	11	14	11
13	12	14	13	12
12	13	13	11	12
13	12	13	14	13

Appendix 3(A)

Writing attitude survey before the intervention

<u>1</u>	How do you see writing?	(a)difficult 17	(B) medium 3	(c)easy 0
<u>2</u>	Which of these can describe your feelings when you write?	(a) Excited 0	(B) Neutral 2	(c) Bad 18
<u>3</u>	Which of these can describe your writing?	(A) Excited 0	(B) Boring 15	(C)Not sure 5
<u>4</u>	Do you finish your writing?	(A)Always 0	(B)Never 12	(C)Sometimes 8
<u>5</u>	Which of these is the most difficult for you?	(A)Vocabulary choosing 5	(B) Planning 7	(C) Sentence fluency 8

Appendix 3(B)

Writing attitude Survey after the intervention

<u>1</u>	How do you see writing?	(A) Difficult 0	(B)Medium 15	(C)Easy 5
<u>2</u>	Which of these can describe your feelings when you write?	(A)Interesting 4	(B)Neutral 16	C)Bad 0
<u>3</u>	Which of these can describe your writing?	(A)exciting 12	(B)Boring 0	(c)Not sure 8
<u>4</u>	Do you finish writing?	(A) Always 14	(B) Never 0	(C)Sometimes 6
<u>5</u>	Which of these is the most difficult for you?	A) Vocabulary choosing 3	(B) Planning 11	(C) Sentence fluency 6

Appendix 4

List of Acronyms and Abbreviations

EFL: Teaching English as Foreign Language.

ESL: Teaching English as a Second Language.

ELT: English Language Teaching.

ESP: English for Specific Purpose.

INT: International Reading Association.

L1: First Language.

L2: Second Language.

NAEP: National Assessment of Education Progress.

TESOL: Teaching English as a Second or Foreign Language.

UNESCO: United Nations Educational Scientific and Cultural Organization.