

# **Using Systematic Approach for Developing Writing Skills in EFL Classroom**

**By:**

**Prof Dr. Awatef Ali Sheir**

Professor of Curriculum and instruction  
Faculty of Graduate Studies for  
Education-Cairo University.

**Yasser Abdul Fattah Mustafa**

Centre for Curriculum &  
Instructional Materials Development  
(CCIMD)

**Dr. Heba Mustafa Abdullah**

Lecture of Curriculum & Instruction of English,  
Faculty of Graduate Studies for Education  
Cairo University.

**Using Systematic Approach for  
Developing Writing Skills in EFL Classroom**

---

## Using Systematic Approach for Developing Writing Skills in EFL Classroom<sup>1</sup>

**Dr. Awatef Ali Sheir, Yasser Abdul Fattah Mustafa Said,  
Dr. Heba Mustafa Abdullah**

### **Introduction:**

We learn to use language to express our feelings and communicate with others. During early speech and language development, we learn skills that are important to the development of literacy. Literacy is a person's ability to read and write. Reading and writing are important to help function in school, on the job, and in society. In school, children with communication disorders are more likely to struggle with literacy skills. They often perform poorly in school, have problems reading, and have difficulty understanding and expressing language. Adults may also have literacy problems. Some adults continue to struggle with reading and writing from childhood. Others have trouble reading and writing after a stroke or brain injury. (Black, 2011, p.10).

Writing in history was and is very important because most of the knowledge and religious scripts and important manifestos are all in a written form, from philosophy and art to science and so on, if those notes or the written forms did not exist then we would all be doomed in with our ignorance. Writing is both an essential part of the learning process and one of the most important ways that historians communicate their ideas and conclusions to one another. One way to improve our writing is a systematic approach. (Morrow,

---

<sup>1</sup> For The Requirements of the Doctor of Philosophy Degree – PhD In Education (Curriculum and Instruction) Teaching English as a Foreign Language – TEFL.

2010). Said (2012, p34) indicated the connection between reading and writing strategies in these points:

- A quick write - How do you think reading and writing are related?
- Share your writing with the person next to you.
- Who would like to read what you wrote?

Writing activities motivate students to read and re-read in that they provide a purpose for reading and require students to become actively engaged with a text. Writing enhances students' understanding and improves the retention of what they read. It can serve as a vehicle through which students organize and clarify their thoughts on a reading.

In addition, writing makes comprehension of reading visible, providing teachers with opportunities to assess students' ability and to spot any misconceptions or areas of confusion (Reid, 2000).

### **Writing Skills:**

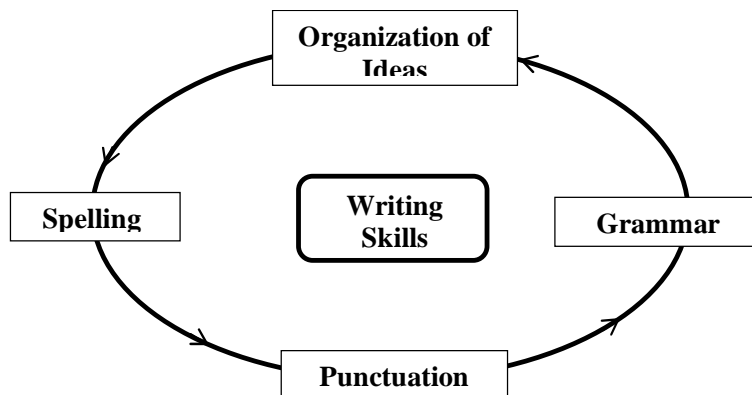
Bruner (2001) showed that the writing used in the early stages is somewhat different in nature than writing instruction in a regular language arts program. In a regular language arts program, the primary emphasis is upon communication, expression, and organization of ideas. In first drafts, students are encouraged to use "temporary" (also called "invented") spellings in order to move on with their ideas, and then, as they move through process writing, to revise and edit their writing. In the primary stages of teaching, communication remains a purpose, and the writing is always meaningful, often based, for example, on something of interest to student or on a book just read; however, the writing is also more

specifically used to draw students' attention to the details of printed words in order to reinforce and extend a student's growing word identification skills. As Sims (2001, p22), who developed Reading Recovery procedures, puts it. A case can be made for the theory that learning to write letters, words, and sentences actually helps the child to make the visual discriminations of detailed print that he will use in his reading.

Reading and writing skills are integrated. Writing supports learning to read and reading supports learning to write. Young students need time and opportunity to use their developing skills in functional, realistic, non-artificial ways. When teachers encourage children to write purposefully each day, using their developmental spelling, they are providing them with one of the most powerful approaches for learning phonics.(Hibert and Raphael,1998). For each word, they must think about and use all they know about sounds and symbols. In this process, they are constantly involved in the act of reading and rereading, applying their knowledge of print concepts and reading strategies. Children in the primary grades, just begin to read and write, are dependent for success on the reading/ writing connection (Skeans, 2000, p33).

Research has shown that learning to spell and learning to read and write rely on much of the same underlying knowledge -such as the relationships between letters and sounds - and, not surprisingly, that spelling instruction can be designed to help students better understand that key knowledge, resulting in better reading and writing (Moats,2006).

Teaching English and specially writing as a part of teaching and learning process creatively would be reflected on students' ability successfully. So, regarding what Sims (2001,p22) and Ramdoo (2006,p12) suggest, the researcher finds out that the skills of spelling, organization of ideas, grammar, and punctuation are essential to provide students with to develop their writing skills. So he will adapt the following figure to prove that writing skills consists of these skills.



**Figure (1)**

Writing Skills Cline, Johnston and King (2006, p, 13).

**Literacy Processes:**

- 1- Preparing to write  
-Prewriting.
- 2- Constructing meaning while writing  
-Drafting. -Revising.
- 3- Reviewing and Reflecting on writing  
-Revising. -Editing. -Publishing
- 4- Preparing to read
- 5- Constructing meaning while reading
- 6- Reviewing and reflecting on reading

Rosenblatt (2004, p66) assert that literacy strategies involve language and thought, written language, are interactive. Each informs the other and is the active constructions of meaning.

Systematic approach for improving writing is not new. It has been very successfully implemented for over half a century, though sadly there are still many who could have benefited enormously, but have lacked the opportunity. (McGee,2005,p67).

Research indicates that best practices in writing education incorporate systematic approach activities geared toward children's learning styles. The kindergarten-grade one level is a time when developing a love of literacy and foundational skills in writing are crucial. We incorporate cooperative learning and foster independence and a risk-taking perspective toward writing. Systematic approaches teach writing through using Auditory (hearing), Visual (sight) and Kinesthetic (movement/touch) pathways (Alderson, 2000, p100). This gives multiple pathways for the information to reach the brain. It is diagnostic as it involves constant testing and reflection on the knowledge of the student. It is systematic and seeks to unite the components of written language. Thus it treats sound-symbol knowledge, oral language (grammar and pronunciation), written language conventions and handwriting in an organized and integrated fashion. Teaching and learning in this way is an exciting journey of discovery. It is a fast paced and creative process where learning is fun since each small step is mastered and the learner is aware of what they have gained. Everyone now can call himself a success.

Confidence is built through growing mastery of written language. The students can see themselves as successful learners and this helps each individual learner gain independence and a great “can do” attitude (Merrow, 2001, p45).

A Systematic approach benefits those with writing problems. It has been proven to be effective for a wide range of ages and abilities, including adults. The rationale behind a systematic approach is Students with weaknesses in underlying language skills involving speech sound (phonological) and print (orthographic) processing and in building brain pathways that connect speech with print. The brain pathways used for reading and writing must develop to connect many brain areas and must transmit information with sufficient speed and accuracy. These students may also have difficulty rhyming words, blending sounds to make words, or segmenting words into sounds. Because of their trouble establishing associations between sounds and symbols, they also have trouble learning to recognize words automatically (“by sight”) or fast enough to allow comprehension. If they are not accurate with sounds or language symbols, they will have trouble forming memories for common words, even the “little” words in students’ books. They need specialized instruction to master the alphabetic code and to form those memories. (Chien, 2009, p.15).

Results from many other studies involving the systematic approach were in line with the earlier studies. However already addressed by many studies, it is reasonable to ask what the systematic approach is. Primarily, the systematic



---

approach has been developed based on Ausbel theory of meaningful verbal learning wherein experiences are presented schematically to demonstrate the connectivity, interactivity and interdependence between new and older experiences that are already stored in learner's cognitive structure. The meaningful learning, therefore, does not take place only as a result of accumulation of new facts with already acquired facts; rather the meaningful learning happens as a result of interaction of the new knowledge with what is already learned. In consequence, cognition should be a logical, integrated, and organized structure. This mechanism reduces effort needed for one learner to link such experiences together (Feldman, 2002,p12).The systematic approach also depends on the constructivist theory in which it is presumed that learning happens when new concepts and cognitions are linked with already held knowledge. Thus what the systematic approach makes is to shift emphasis in learning from the external (teacher-student-classroom) to internal factors.

The meaningful learning will be created out of a network of interrelated concepts that facilitates concept learning, retention, and comprehension (Moats, 2007). The mental processes a learner would have in learning situations such as prior knowledge, remembering, data processing, and learning styles are contributing to the meaningful learning (Mohammed,2006).Systemic Approach to Teaching and Learning (SATL) is based on the idea that phenomena are interrelated in a system. It means that different phenomena affect each other, and at the same time, no single phenomenon can take place in isolation. Students should not learn isolated

facts (by heart), but they should connect concepts and facts in a logical context. In contrast with the usual strategy we believe it is more difficult to obtain a global view of a collection of linearly arranged concepts than with the systemic representation, which stresses strong relationships among concepts (Gheith, 2007, p 2).

Al-Jarff (2006,p45) stated that The systematic Approach verifies the major goals of the educational system and proceeds towards systematic thinking and continuous growth of knowledge that is referred to as quality of education.

- It represents a theme and a way of teaching and learning and a style of life that can be utilized in the management of various sides and activities of a normal citizen in all the scientific, and technological aspects.
- The challenges that face the world today such as terrorism, environmental pollution...etc. require preparation of human calibers to be able to manage with systemic and creative thinking that stops such phenomena for the sake of a better world for all.
- Increasing the ability to create vision that is based on the holistic vision for phenomena in a dynamic systemic network.
- Applying learning strategies<sup>1</sup> and techniques based on the systems analysis and theory of constructivism (Fahmy and Gheith, 2008, p.5)."

### **Systematic Approach and Active Learning:**

Imel (2002) cleared that the systematic approach encourages students to have a unique role in teaching and learning process. Systematic approach implies shares active

learning in some of its implications. Active learning is a form of learning that directly engages the student in his or her learning process. Active learning consists of the following: "to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing (Brown, 2002)." Systematic approach also concentrates on analysis, synthesis, and evaluation. Active learning can be achieved in the classroom through group discussions, problem solving, role playing, case studies, hands-on experiments, decision making projects, journal writing, and other activities.

### **Systematic Approach, Storytelling, and Story Grammar**

It is the ancient art of conveying events in words, images, and sounds. Stories have probably been shared in every culture and in every land as a means of entertainment, education, preservation of culture and to instill knowledge and values morals. Crucial elements of storytelling include plot and characters, as well as the narrative point of view. Stories are frequently used to teach, explain, and/or entertain (Foss, 2001).

Storytelling is relating a tale to one or more listeners through voice and gesture. It is not the same as reading a story aloud or reciting a piece from memory or acting out a drama though it shares common characteristics with these arts. The storyteller looks into the eyes of the audience and together they compose the tale. The storyteller begins to see and re-create, through voice and gesture, a series of mental images;

the audience, from the first moment of listening, squints, stares, smiles, leans forward or falls asleep, letting the teller know whether to slow down, speed up, elaborate, or just finish. Each listener, as well as each teller, actually composes a unique set of story images derived from meanings associated with words, gestures, and sounds. The experience can be profound, exercising the thinking and touching the emotions of both teller and listener (Gairns, 2000,p 67).

Blackmore (2002) mentioned that without grammar, there would be no sentences, and without sentences, there would be no stories. To have sentences, we need grammar, and to have stories, we need sentences. Students can become skilled readers when they know how to use story grammar automatically to facilitate comprehension. Most stories have a similar internal structure (story grammar) that they are written in. It is important for students to be able to read and understand the format of these stories. By specifically pointing out the component parts of a story map, the students will begin to understand how stories are written. This will be a guide to aid them in their comprehension, and also guide them in their own writings."Gheith (2006) defines story telling as an interesting systematic procedure. The story grammar includes basic components:

- 1- Setting (Place and Time).
- 2- Characters.
- 3- Events.
- 4- Conflict/Problem.
- 5- Conclusion.

She puts these components in the following systematic diagram:

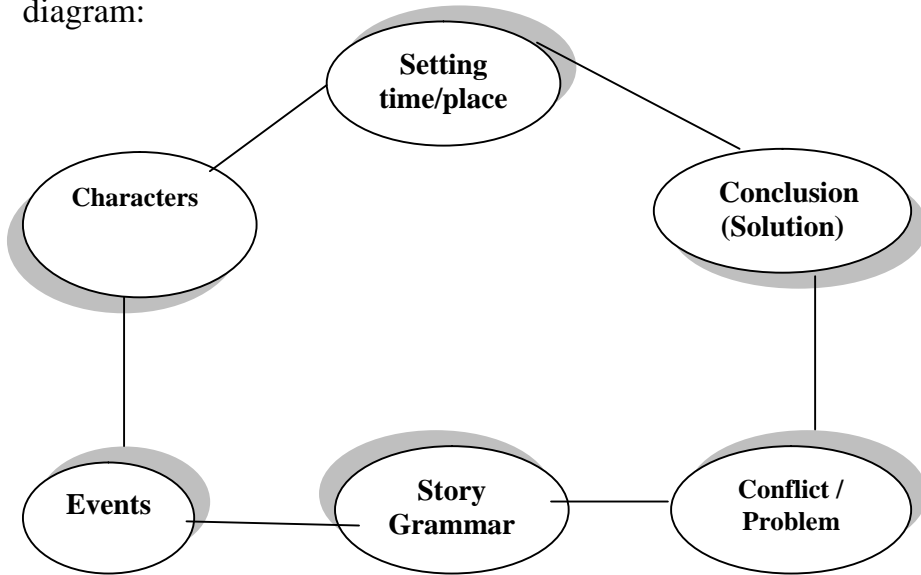


Figure (7) Story as a systematic context (Gheith, 2006,p.51)

### **Roles of Teacher and Students in Systematic Approach**

The role of a teacher in the systematic approach should be a leader, a supervisor, a mentor, facilitator, and a guide. A teacher is not a spoon feeder. It is possible for a student to guide his colleagues in an educational situation because collaborative learning is a relationship between students. If we want the teacher to be a leader in systematic approach, we should review the way of his preparation which should be in a systematic way to move from implementation to the rank of leadership, direction and guidance in the educational process (Fahmy and Abdel-Sabour, 2001,p.49). Currently students are the product of a rigidly hierarchical school system, with the teacher at the top of the hierarchy and the students below. Students are taught, above all, to be recipients. In practical

terms, this means that students are not expected to question the teacher (Brown, 1999). To do otherwise would be considered a "lack of awareness of his or her place in the hierarchy" Students sit silently in class and do not appear to participate in classroom activities. Students often become quiet and passive once a class has begun. (Storch & Whitehurst, 2002).

Traditionally, the student is the individual who learns only by the direction and guidance of the teacher while the learner is the individual who is trying to learn by himself with the help of some guidance and orientation. There must be an effective relationship between the teacher and the learner in order to obtain an effective learning. The teacher should attract the learner's attention and stimulates motivation. Also, the teacher should stimulate the systematic thinking which provides the learner with the ability to see any comprehensive vision of the future without losing its parts (Fahmy and Abdel-Sabour, 2001, p.49).

The emphasis has shifted from the process of education, "teaching", to the process of learning, to focus on the interaction between these two processes, which is called teaching- learning process. It provides that there is a role played by both the teacher and students while conducting this process. Therefore, the role of the teacher is no longer the only role during the educational process, but the students play an important role in this process. This process used to happen in one direction, from teacher to student, but according to systematic process it should be an integrative context. (Fahmy and Abdel-Sabour, 2001p,49).So, in order to change the

students' roles, educators should think of new strategies of teaching which provides a kind of change in the students' roles inside and outside classrooms. Systematic approach is one of these strategies which give the student an important role in the teaching and learning processes. Teaching should be a student-oriented rather than a teacher-oriented process. (Rumb, 2009, p25).

The teacher's task is to help the learners build self-confidence, discover, and know what their abilities are, and inspire and empower them by assisting them in understanding and making sense of their world. Teacher should offer his students opportunities to engage in a variety of meaningful activities that arouse interest (Whipple. 2011,p90).These activities take the form of either tasks or activities that enables students to promote their thinking and communicative skills. These activities are most of the time performed in a group format where each group is assigned a task or a scenario to perform and then it is asked to report to the whole class using grammatical rules, vocabulary, and expressions the students need to learn. So, we have different group members who should be given tasks so the learners, should get to know and learn from each other. Also, teachers concentrate on providing students with more intrinsic or extrinsic motivation, positive feedback and more reinforcement. Hence students play a much more active role in the learning process. They are no' longer passive recipients, they are contributing to the planning and implementation of enhance on nature of language (Wren,, 2001)

### **Material and Content in Systematic Approach**

Content consists of a set of facts, concepts and principles, and mental skills. Also, it includes practical skills. Moreover, it includes a set of values, beliefs, attitudes, and tendencies. Aspects of the content are coherent and are available in an integrative system. In systematic approach, one way to support teacher learning is through curriculum materials designed to be educative for teachers (Zygouris, 2004,p32). Curriculum materials including textbooks, teacher guides and technology-based materials, whether supplied by publishers or researchers, have traditionally been designed with student learning as the goal. However materials can be designed to support learning by teachers as well as by students. Educative curriculum materials are designed to support teacher learning, as the materials are to support student learning.(Lang and Morie,2007). Educative curriculum materials cannot replace other professional development opportunities, but they do have a unique role in helping teachers in performance. (El-Shenawy, 2011, p90)

### **Context in Systematic Approach**

Context means the place at which the learning and the educational system take place. It includes school administration, classrooms, blackboard, laboratory, library, computers, and the surrounding environment. There is a complexity of interaction and integration between the context, teacher, and the students. The content must be appropriate and the resources must be available for both teachers and learners in order to achieve the objectives of learning (Fahmy and Abdel-Sabour, 2001.p.50).



## **The Principles of Systematic approach**

Mims & Henderson (2006, p78-79) mentioned these principles of systematic approach as at:

- 1- Avoids the linear or sequential approach. The systematic approach in education involves returning several times at different levels to whatever is to be understood and assimilated. It approaches the subject matter through progressive steps. Following a spiral passage, student and teacher take a preliminary look at the entire subject in order to define it, to evaluate the difficulties and the unknown areas, and then, return to it in greater detail, even at the risk of some repetition.
- 2- Cares for overly precise definitions that may polarize and dry up the imagination. A new concept or law ought to be studied from various angles and seen in many contexts. This leads to the mutual enrichment of concepts through indirect illumination rather than the automatic use of a definition.
- 3- Emphasizes the importance of mutual causality, interdependence, and the dynamics of complex systems by stressing disciplines that integrate time and irreversibility. Even at the elementary level, the bases of systematic education could be represented by descriptive models or reasoning models.
- 4- Uses themes of vertical integration, general themes that make it possible to integrate several disciplines and several levels of complexity around a central axis. Systematic Approach seeks change on many levels, but change at the school site often is deemed to the most

important McGovern, (1999) notes school-level changes are the most difficult to achieve because they influence what and how subjects are taught as well as how progress is measured and evaluated.

### **Importance of a systematic approach in developing writing skills**

A systematic approach can help students learn through more than one of the senses at the same time. Students are taught using all pathways of learning simultaneously, in order to enhance memory and learning. When we present material in different modalities, learners learn well. When writing, *tracing* the letters while seeing them and hearing/saying them at the same time, triggers greater memory recall. The key to success with tracing is having the student see it, hear it and trace it at the same time. Tracing can be used when children are just beginning to connect sounds and letters.

Systematic approach also concentrates on analysis, synthesis, and evaluation. Systematic approach can be achieved in the classroom through group discussions, problem solving, role playing, case studies, hands-on experiments, decision making projects, journal writing, and other activities. Moreover, systematic approach encourages group activities, role playing, and learning by doing and entertainment. Also, it encourages students to generate rather than simply to receive knowledge.

It has been proven to be effective for a wide range of ages and abilities, including adults. The rationale behind a systematic approach is students with weaknesses in underlying language skills involving speech sound (phonological) and print (orthographic) processing and in

building brain pathways that connect speech with print. The brain pathways used for reading and writing must develop to connect many brain areas and must transmit information with sufficient speed and accuracy. These students may also have difficulty rhyming words, blending sounds to make words, or segmenting words into sounds. Because of their trouble establishing associations between sounds and symbols, they also have trouble learning to recognize words automatically (“by sight”) or fast enough to allow comprehension. If they are not accurate with sounds or language symbols, they will have trouble forming memories for common words, even the “little” words in students’ books. They need specialized instruction to master the alphabetic code and to form those memories (Chien, 2009, p15).

### **Terms of the Research**

#### **Systematic Approach**

Systematic Approach "is the research of concepts or subjects by using a complementary system which allows the relationship between any subject and concepts to be obvious. So, the student can combine his previous knowledge with the following knowledge which will be taught to him in any stage of his research through a clear and limited plan (Fahmy and Legawoski, 1999."

It is the context in which each single component affects and is affected by the other components to form a whole. It is the context that has an interactive nature. The multiplication of those components is much more than their sum (Gheith, 2006.p57).Operational definition of systematic approach: a set of activities enhanced by graphics and illustrations related to

the literacy analysis and synthesis skills forming a system of associated letters depending on the system approach-based teaching method.

### **Writing skills**

Mustafa & Martin (1999) "the ability to understand and employ printed information in daily activities at home, at work, and in the community to achieve one's goals and to develop one's knowledge and potential." According to Merriam-Webster's Collegiate Dictionary online (2010): Writing skills are "the ability to recognize and understand ideas conveyed through visible actions or images (as pictures)". "Operationally, they can be defined as "Writing skills are a complex set of abilities needed to understand and use the dominant symbol systems of a culture – alphabets, numbers, visual icons – for personal and community development. The nature of these abilities, and the demand for them, vary from one context to another and using them effectively for meeting basic needs to students in preparatory cycle."

### **Statement of the Problem**

The problem of the research lies in the weakness of English language writing skills among Egyptian first year preparatory school students .Therefore, there is a need to develop these skills among those students. Thus, the present research is an attempt to develop English language writing skills among students of the preparatory stage using a systematic approach.

### **Questions of the Research**

The main question of this research is:-

What is the effect of a systematic approach on developing some English Language Writing Skills at preparatory stage students?

The research attempts to answer the following sub-questions:

- 1-What are the EFL writing skills required for EFL preparatory school students?
- 2- To what extent do they master these skills?
- 3-What are the bases of a systematic approach for developing some English Language Writing Skills at preparatory stage students?
- 4- What is the effect of using a systematic approach on developing some English Language Writing Skills at preparatory stage students?

### **Significance of the Research**

The significance of the present research lies in:

1. Directing the attention of EFL teachers and learners towards the using of a systematic approach in developing writing skills.
2. Enriching teaching activities that improve writing skills through the designed worksheets.
3. Directing the attention of EFL curriculum designers to integrate both visual and verbal materials in an interacting way in order to develop writing skills and its role in learning English language.
4. Shedding the light on a systematic approach capacity and its role in learning English language.

### **Delimitations of the Research**

The research will be limited to the following:

1. A sample of EFL first year preparatory students at Kafr-Al\_Sarem Preparatory School.
- 3-Systematic approach is limited for required for EFL first year preparatory students.
- 4- An English writing test by the researcher (used as pre-post test).

### **Hypotheses of the Research**

- 1- "There is statistically significant difference between the means of the preparatory school students' scores on the pre-post application of the writing test in the overall writing skills in favor of the post application of the test."
- 2- "There is statistically significant difference between the means of the preparatory school students scores on the pre-post application of the writing test in " content skills" in favor of the post application of the test."
- 3- "There is statistically significant difference between the means of the preparatory school students scores on the pre-post application of the writing test in " structure skills" in favor of the post application of the test."
- 4- "There is statistically significant difference between the means of the preparatory school students scores on the pre-post application of the writing test in " mechanics skills" in favor of the post application of the test."

### **Design of the Research**

This study is quasi -experimental, depended on the analytical and descriptive methods through reviewing the related literature and previous studies. The pre-posttest, experimental group design was adopted. One class (1/2) was assigned to be the experimental group researching the units of

students Book (1, 2, 3, and 4) through the systematic approach, but through the normal steps suggested by the Ministry of Education Teacher's Guide.

### ***The Participants:***

This section presents the sample of the Research and the procedures of the experiment

### **Instruments of the research**

To achieve the purpose of the research, the following instruments were implemented:

- An EFL writing skills list.
- An English writing test by the researcher (used as pre-post test).

The present research aimed at investigating "A Systematic Approach in Developing Some English Language Writing Skills at Preparatory Stage Students ". To determine the writing skills needed for first year preparatory school students, the researcher prepared lists of writing skills through reviewing the previous literature and related studies in the field of writing skills. The writing skills were arranged in a list. The one list was submitted to a jury of EFL staff members to:

- a) Determine the suitability of the suggested writing skills to preparatory stage students.
- b) Add, omit or modify any other skills.

After modifying the list of writing skills according to the jury's opinions, a final form of the writing skills that are relevant to the first year preparatory stage students was applied.

### ***Procedures of the experiment***

After preparing the tests, they were piloted. Then the experimentation phase was conducted as follows:-

#### **Time –duration of the Experiment**

The experiment lasted for two months and half (three sessions a week) in addition to test 1 and test 2 sessions. Each session lasted for one hour from 2:00 to 3:00 pm in the first semester of the academic year 2013-2014 from 7<sup>th</sup> October to 26<sup>th</sup> December.

#### **Pre –testing**

The test was administrated to the research sample on the 6<sup>th</sup> of October, 2013. In this phase, the researcher found that the students can not identify and deal with the writing skills so that they can not master all writing skills they face. This can be achieved through pre-writing activities.

#### **Treatment**

The Research Sample (N=40) worked with the researcher three sessions a week for two months and half .The sample attended all the sessions. In total, the time taken to the treatment was 32 hours. The program covered the units of students Book (1, 2, 3, 4, and 5) through the systematic approach., but through the normal steps suggested by the Ministry of Education Teacher's Guide covered specific language function and reading comprehension skill to be developed through a variety of activities.

#### ***Post- testing:***

After the treatment, the test was administrated again to the research sample to asses the effectiveness of the proposed systematic approach based- program. It was applied on the



26<sup>th</sup> December 2013. , the researcher found that the students were trained to identify and deal with the literacy skills.

### Results

The pre-post test was administered to them before implementing the systematic strategy. The means, standard deviation and t-value of the group were computed

**Table [1]:** Result of "t" test between pre-post test mean scores in the research sample in" overall writing skills.

| The Skills     | N  | Application | Mean   | Fd | S.D    | T Test | Sig. (2.tailed) |
|----------------|----|-------------|--------|----|--------|--------|-----------------|
| Writing Skills | 40 | pre         | 12.359 | 39 | 3.8661 | 16.321 | 0.00            |
|                |    | post        | 20.218 |    | 2.2560 |        |                 |

Table [1] indicates that there are statistically significant differences between the means of the preparatory school students' scores on the pre-post application of the writing test in the overall writing skills in favor of the post application of the test where t-value is (16.321), which is significant at (0.00).

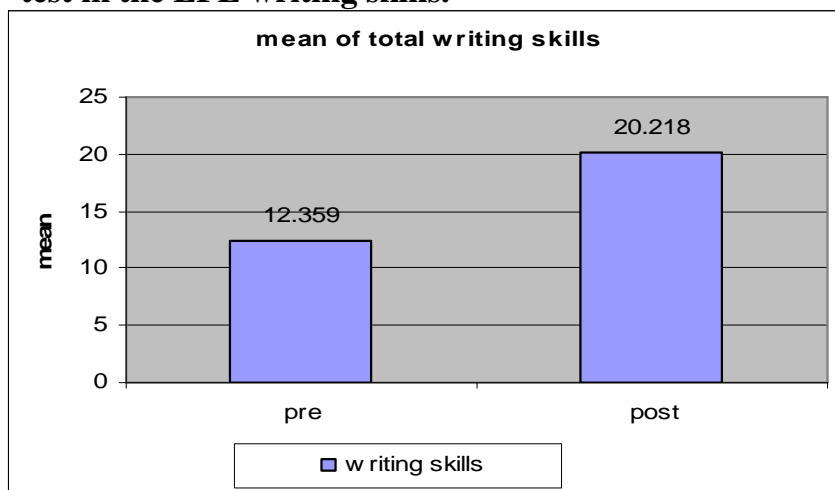
**Table (2) shows the means scores of the experimental group in the pre/post-assessment in overall writing skills and Black Modified Gain Ratio.**

| Writing Skills         | The pre mean | The post mean | Total Mark | Blake Ratio | Sig.     |
|------------------------|--------------|---------------|------------|-------------|----------|
| Content skills         | 5.041        | 7.615         | 8          | 1.203       | accepted |
| Structures skills      | 3.188        | 5.375         | 6          | 1.192       | accepted |
| Mechanics skills       | 4.213        | 7.950         | 9          | 1.198       | accepted |
| Overall writing skills | 12.359       | 21.218        | 23         | 1.221       | accepted |

It is remarkable that Blake Ratio for content skills, structures skills, mechanics skills and overall writing skills is located between (1.2: 2) this is lead to a good effectiveness for

the Systematic Approach in developing writing skills and its sub skills by comparing their results in pre-post test in favor of the post application of the test.

**Figure (1) represents the difference between the pre-post test in the EFL writing skills.**



**Figure (1): The mean scores of the experimental group students in the EFL overall writing skills.**

### **Discussion:**

Table (1) showed that the experimental group students achieved more improvements in their overall writing skills where t-value was significant at the level (0.00). This supported the first hypothesis statistically. These improvements were related to the use of the Systematic Approach.

This result is due to the activities used in the Systematic Approach such as brainstorming, drawing, discussion, using mind maps, and students' writings at homework used as a reading experience in the next session or writing after reading a written text (The technique of reading to writing or writing

to reading), sharing ideas orally, visually portraying experiences, and dramatizing them. These activities helped students improve their EFL writing skills. While the students were performing tasks, the researcher went around them, monitored, guided them and provided positive feedback. Thus the Systematic Approach helped the students master the EFL writing skills. This result was consistent with these studies :(Daly & Sharko, 2010 and Reese, 2008).

the Systematic Approach focused on developing the students' EFL content analysis skills (Identifying the typical features of an e-mail, writing about personal experience similar to the one learned and writing short, dictated sentences at a reasonable speed correctly. This result is due to the thinking activities used in the Systematic Approach such as using mind maps, graphic organizers, portraying the experiences or ideas with a personal connection, asking open ended-questions and class discussions. These activities enlightened students' thinking and senses to convey ideas and support them with the relevant details. Also, the Systematic Approach activities stimulated free thinking or expression in a supportive environment focusing on the content more than the form through using students' experiences around them. They used a variety of contexts in a variety of genres such as a story, an e-mail, a diary ...etc. This gave them the chance to use the language in various ways and in various texts or contexts. This result was assured by the studies of (Curran, 2007; Daly & Sharko, 2010 and Reese, 2008).As indicated in table [2], the experimental group students showed higher improvement in "structure skill" where the t-value was

significant at the level (0.00). This supported the sixth hypothesis statistically.

The Systematic Approach focused on developing the students' EFL structure skill: (Using logical and chronological connectives correctly), through introducing activities and tasks to the students. Revision and edition were important steps of the Systematic Approach in which the researcher and students shared to revise and edit the text for the final copy. These activities and tasks were modeled in front of the students. These results were consistent with the studies of (Curran, 2007; Daly & Sharko, 2010 and Reese, 2008).

As indicated in table [1], the experimental group students showed higher improvement in "mechanics skills" where the t-value was significant at the level (0.00). This supported the fourth hypothesis statistically.

After implementing the Systematic Approach, the students were able to present the content in well grammatical and correct sentences. The Systematic Approach dictation helped students modify and note the way of neat hand writing, punctuation and spelling. They might correct each other and help themselves edit and revise their dictation for the final copy. They read and reread the dictation many times to modify their language as possible as they could. The researcher acted as a facilitator and a guider giving his positive feedback almost the time. This proved the fourth hypothesis statistically. Finally, it was shown that the four hypotheses of the research were confirmed. Accordingly, the Systematic Approach is effective in developing some EFL writing skills among first grade preparatory students.

## Conclusion and Recommendation

Based on the results of the statistical analysis of data, it could be concluded that the experimental group students' EFL writing skills were developed as a result of the Systematic Approach. This meant that the Systematic Approach was effective in developing some writing skills among the first grade preparatory students. To sum up, the present research provided a clear idea about what the Systematic Approach is and encouraged the first –year preparatory school students to develop writing skills through the" Systematic Approach" which had systematic procedures with clear objectives and guidelines.

In the light of previous findings, the following recommendations could be presented:

- 1- Presenting and implementing the approach by pre -service and in service English teachers in primary schools
- 2- Providing a learning environment with varied activities and tasks to overcome writing problems.
  1. Curriculum designers should make use of the Systematic Approach when designing English curricula.
  2. Addressing the attention to the experiential learning which the Systematic Approach comes from in developing EFL writing skills, at the Egyptian context of preparatory level.
  3. Using approaches that focus on the integration between language skills especially reading and writing at the Preparatory Stage.
  4. Relating the learners' life or personal experiences to the school through interaction between teacher and students

inside the classroom. This assures the idea of “Language for Life”.

5. Considering learners’ needs, diversity, characteristics at each stage; for instance, the first grade preparatory students' like drawing, playing games, singing, doing action activities, moving in the class, role playing, and chalk talks and so on. In this stage, students’ attitude to experience reading and writing is through relating their senses to the outer world.
6. Focusing on activities that stimulate student’ higher thinking skills e.g. Analysis, synthesis, application, etc. not only recalling information.
7. EL teachers should emphasize the supportive environment including all students especially the struggling readers and writers as they are due to the ineffective teacher’s instruction.

## References

- Alderson, J. (2000). *Assessing reading*. Cambridge: Cambridge University Press.
- Al-Jarf, R. (2006). Developing reading and literacy in Saudi Arabia. Report Evaluative. King Saud University, Riyadh, Saudi Arabia. An ERIC Database Abstract No. ED. 497944.
- Black, L (2011). Listening practice with vision and textual support Videos in French from Quebec, with online activities and optional subtitles. Retrieved from <http://www.reelfrench.com/index.php>.
- Blackmore, H. (2002). Comprehension promotes the retention and utilization of literacy writing techniques. Master Thesis, Kean University. An ERIC Database Abstract No. ED. 463543
- Bruner, J. (2000). *Culture, mind and education*. In B. Moon and P. Murphy, (Eds.), *Curriculum in context*. (pp. 148-178). London: Paul Chapman.
- Cline, F. C and Johnstone, C. (2006). Focus group reactions to three definitions of reading "AS original developed in support of NARAP goal" Available on line at: <http://www.narap.info>,
- Chen, C. (2002). The systematic approach in teaching database applications: Is there transfer when solving realistic business problems? *Information Technology, Learning, and Performance Journal*, Vol. 22, No. 1
- Curran, S. (2007). *Using the language experience approach as a part of differentiated literacy instruction*, Master Thesis, Hamline University. Saint Paul, Minnesota
- Daly, L., & Sharko, S. (2010). Motivating pupils to write through the use of children's literature. Master Thesis. An ERIC Database Abstract, No. ED. 509 396.

- Elshenawy, H. (2011). *The effectiveness of a suggested programme for developing auditory perceptions skills among primary stage pupils with learning disabilities in EFL reading skills*. Master Thesis, Faculty of Education, Minoufiya University, Egypt.
- Fahmi, F; Abdessabour, M. (2001). *System approach in face of contemporary and future educational challenges*, Dar Al-Ma'aref, Cairo.
- Feldman, Sandra (2002): *Importance of Reading: Teaching Reading is Rocket Science and Teachers Need Support*. Newjersey: American federation of Teachers, publishing.
- Foss, M.(2001). Nonverbal learning disability: How to recognize it and minimize its effects. ERIC Digest. An on line Eric database Full Text No (ED461238).
- Gairns, R & Redman, S. (2000). *Working with words: A guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.
- Gheith A. (2006). Developing critical thinking for children through EFL learning. Cairo (Egypt). Retrieved November 14, 2008, from Center of development English language.
- Imel, S. (2002) . Accelerated learning in adult Education and training and development. Trends and Issues Alert. ERIC Publications. An on line Eric database Full Text No (ED462551).
- Lange- L & Marorie ,Y. (2007) . "I don't get it": *English Language Teaching Journal, Vol .17, No.2, p37-39 Sep-Oct*.
- McGee, L. (2005). *Teaching literacy in kindergarten, education book review*. New York: Guilford press.
- Merriam-Webster's Collegiate Dictionary online (2010). What is literacy? Encyclopedia of language and literacy



- Development (pp.1-8). London, on: Western University.  
Retrieved from  
<http://www.literacyencyclopedia.ca/pdfs/topic.php?topId=230>
- Merrow ,A(2010). The importance of reading and writing..  
Retrieved 11, 2010, from<http://www.studymode.com/essays/The-Importance-Of-Reading-And-Writing-467637.html>
- Moats, L . (2007). Whole- language high jinks: How to tell when "scientifically-based- reading instruction" An on line ERIC Database Full Text No. ED498005.
- Mohammed, N. (2006). *The effectiveness of some multiple intelligences activities in developing primary school pupils' English reading skills.* Master Thesis, Faculty of Education, Zagazig University, Egypt.
- Mims, P., & Henderson, K. (2006). *Systematic instruction plans – A facilitator’s guide for professional development. Modules Addressing Special Education and Teacher Education (MAST).* Greenville, NC: East Carolina University.
- Mustafa, B.M.(1999). Multisensory approaches and learning styles theory in the elementary school: Summary of reference papers. An on line Eric database Full Text No (432388).
- Ramdo, S(2006). *Systemic approach to environmental literacy: Towards a sustainable Africa, triennale on education and training in Africa* (Ouagadougou, Burkina Faso, February 12-17, 2006)
- Reid, J.(2001). *Historical perspectives on reading and writing in the ESL clas* Reese, K. (2008). The effect of instruction and discourse combining shared book and language experience approach with At-Risk first graders. Doctoral Dissertation, Okland University, Michigan, United States. On <http://proquest.umi.com>. AAT 3333073

- Rosenblatt, L. (2004). *The transactional theory of reading and writing*. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes of reading (5th Ed.)*. New York: International Reading Association
- Rumb, M.(2009). *Diagnostic teaching of the language arts*. New York. John Wiley & Sons, Inc.
- Schalkwyk, V.(2008). *Acquiring academic literacy: a Case of first year extended degree program students at Stellenbosh University*. Ph.D Thesis, Faculty of Education. Stellenbosh University.
- Said, Y. (2012). *The effectiveness of a decoding — based program in overcoming some EFL reading problems among primary school pupils*. Master Thesis, Faculty of Education, Benha University, Egypt.
- Sims, D. (2001). Improving elementary pupils writing using reading and writing integration strategies. Master of Arts Action Research Project, Saint Xavier University. An Eric Database No ED. 454502.
- Whipple ,J(2011). *Literacy block: Systematic literacy instruction and differentiation; a qualitative, summative program review*, thesis College of Professional Studies ,Northeastern University Boston, Massachusetts
- Wren, S. (2001). *The cognitive foundations of learning to read: A framework*. southwest educational development laboratory, Austin TX.
- Zygouris, V.(2004). Balanced reading instruction in K-3 classrooms Florida literacy and reading excellence Center College of Education University of Central Florida Orlando, FL 32816 Retrieved from <http://flare.ucf.edu>.