A Suggested Program for Developing the English Writing Skills of Secondary Stage Students and Reducing their Apprehension in the Light of Writing as a Process Approach and Using Electronic Learning

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Abstract

The present study aimed at investigating the effect of a suggested program for developing the English writing skills of secondary stage students and reducing their apprehension in the light of writing as a process approach and using electronic learning. Thirty first year EFL secondary school students from El Mahmoudia Secondary School for Boys, El Mahmoudia Administration, Behiera Governate, were randomly chosen to represent the study group. The study group received training through an e learning writing program in the academic 2017 -2018 . A pre-post writing test was administered to the study group in addition to a writing apprehension test .

 The results of the study supported the two study hypotheses

There is a statistically significant difference at 0.01 level between the mean scores of the experimental group students in the pre-and post-application of the writing skills test in favor of the post test. Consequently, hypothesis two is supported and then there will be a significant difference at level (0.01) between the mean scores of the experimental group students in the pre-and post-application of writing apprehension test in favor of post-application of writing apprehension test.

It was concluded that the suggested program showed effectiveness in using the suggested Program for :-

1-developing the English writing Skills of secondary stage students

2-Rreducing their apprehension.

Keywords:E Learning, writing skills , writing apprehension and Process writing

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Introduction

   The English language holds an eminent place in Egypt as well as in most countries. Consequently, English language teaching occupies a prominent position in the Egyptian schools and curricula. It is taught as a compulsory subject and as the first foreign language beginning from the first grade in all Egyptian government schools.

   Writing is one of the four language skills that requires special attention, as it is a productive language process. It is the process of transforming thoughts and ideas into written communication. Writing proficiency plays a great role in conveying a written message accurately and effectively.

   Writing is a tool of thinking . It is a tool for language development, for critical thinking and, extension, for learning in all disciplines. According to Fageeh (2011), "many EFL learners heavily rely on writing as integral skill to language learning".As supported by much research that EFL learners' listening, speaking and reading skills mainly depend on their writing competence (Hefferman, 2006; Hinkel, 2004; Al-Ghamari, 2004).

Although the writing skill is considered important, a lot of research studies conducted in the various EFL contexts strongly suggested that EFL learners face severe problems in writing that hinder their academic progress (Tahaineh, 2010; Rababah, 2003; Bacha, 2002).

   It has been noted that most students are usually apprehensive toward writing activities, and writing instruction remains an area of low interest for those students (Lidvall, 2008; Clark, 2004).

   Based on the previous display, it can be said that while practicing writing, students will feel stressed and anxious and quit writing. This, in turn, leads to difficulties in producing effective and coherent written pieces. Anxiety is a personal trait which affects one's success in acquiring and learning language. Everyone may become anxious in certain situations and under certain circumstances, yet some may become more frequently anxious than others. Those do not seem to do as well as others for their feeling of anxiety impedes their learning of language. Nevertheless, the findings of some studies revealed that anxiety would motivate the learner to try again and repeat his attempt in the learning task i.e. facilitative anxiety. The other facet of anxiety which is the concern of this study is the debilitative anxiety which inhibits the learner since it leads him to avoid the learning task (Kharma and Bakir, 2003: 257).

   In order to facilitate students learning a foreign language, E learning programs have been widely activated to overcome various instructional and learning problems. E learning is an experience of learning that is achieved through the use of electronic tools, such as clickers, cell phones, personal agenda devices, tablets, the internet, teleconferencing, assistive devices or immersion in virtual environments. E-learning may take place both inside the classroom and outside, and as a result may include both distance education and blended learning (face-to face and distance opportunities). Electronic technology may be used in a variety of ways,

including as a method to provide information, additional learning assistance, or opportunities to practice skills (Chen,2010).

E-Learning is a means of implementing education that can be applied within varying education models (for example, face to face or distance education) and educational philosophies (for example behaviourism and constructivism).

Hence, this study will try to shed light on the possible effects of a suggested E learning program on enhancing first year secondary stage students' English writing skills and reducing their writing apprehension.

Context of the Problem

The researcher as an EFL teacher, has noticed that the students during writing show a poor mastery in some writing skills. Many students perform poorly on tests, and classroom assignments. When students write, they have problems with supporting the topic with relevant ideas, constructing correct sentences, using rules of grammar correctly, applying rules of capitalization and punctuation correctly, writing coherent sentences and spelling words correctly. Moreover, they are anxious and stressed. This may be attributed to the traditional methods of teaching writing adopted by most EFL teachers. Research has indicated that students are often uninterested in writing skill because they perceive it as boring, difficult or unimportant. As a result, the researcher researches meaningful ways to integrate the use of technology into writing to develop writing and reduce writing apprehension. Therefore, the researcher suggests using wikis,blogging,facebook and youtube to help first year secondary students to develop their writing skills and reduce writing apprehension.

Statement of the Problem

The problem of the present research lies in First Year Secondary Students' low level in writing. Besides, the students face great difficulties in their writing abilities. They show lack of interest in the tasks and become distracted, anxious and stressed. This may be due to the traditional and irrelevant strategies used in teaching writing. In this age of technology, writing should be improved through using current devices. So; the researcher used wikis, a weblog, face book and you tube as a context through which writing can be developed and writing apprehension can be reduced.

Research Question
The present research is an attempt to answer the following main question:-

What is the effectiveness of a suggested programme based on electronic learning in developing the writing skills and reducing writing apprehension of EFL first year secondary stage students?

The main question can be branched into the following sub-questions:

   1. What are the writing skills necessary for first year secondary stage students?

2 -What are the characteristics of a suggested programme based on electronic learning in developing the writing skills and reducing writing apprehension of EFL first year secondary stage students?

3. What is the effectiveness of a suggested programme based on electronic learning in developing the writing skills of first year secondary stage students.

4. What is the effectiveness of a suggested programme based on electronic learning in reducing writing apprehension of first year secondary stage students?

Research Hypotheses
The current research attempted to examine the following hypotheses:

1- There is a statistically significant difference between the mean scores of the experimental group in the pre-and post administrations of the writing skills test on (content, organisation,language, grammar and mechanics of writing) in favor of the post administration.

2-There is a statistically significant difference between the mean scores of the experimental group in the pre-and post administrations of the writing apprehension test in favor of the post administration.

Delimitations of the study
The current study was delimited to:

1- A group of first year secondary students from a governmental school in Behiera (El Mahmoudia Secondary School For Boys) in El Mahmoudia Administration where the researcher works as a teacher of English.

2- Some writing skills that research asserts their suitability for the first year secondary stage.

3- A limited duration for implementing the program (two months, six hours per week given on two days).

Significance of the study
The present study is important for:-
1-**Students**: It helps develop the writing skills and reduces writing apprehension of students in an enjoyable context and provides background knowledge and cultural information.
2- **Teachers**: - it provides teachers with an effective approach that helps them achieve their teaching goals and to develop their teaching styles in enhancing writing.
4- **Curriculum designers**: - it highlights the importance of integrating technology in learning to improve students' performance in writing via exposure to varied types of texts.

Definition of Terms

Meyers (2005) defines writing as a way to produce language you do naturally when you speak. Writing is speaking to others on paper-or on a computer screen. Writing is also a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

Oz (2006) defines writing as " the written expression of thoughts, desires, emotions, and schemes; and this requires skill rather than knowledge".

Writing apprehension

Daly defines writing apprehension as "the general avoidance of writing situations perceived by individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing" (Daly, 1979, p. 37).

Thompson (1980) defines writing apprehension as " a fear of the writing process which outweighs the projected gain from the ability to write ".

Writing apprehension is defined operationally in this study as students' high level of an anxious, nervous, agitated or stressful feeling during writing activity situation.

E LEARNING

"E-learning is the use of digital technologies and media to deliver, support and enhance teaching, learning, assessment and

evaluation" (LTSN, 2003, pg. 6).

E-learning is defined operationally in this study as the use of various technological tools that are either Web-based, Web-distributed or Web-capable to develop writing and reduce writing apprehension of first year secondary stage students.

O'Reilly (2007) states that second generation "Web 2.0" is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform.

Review of Literature

Review of Literature deals with theoretical Background of the main aspects of the research; the first relates to the writing skills for the first secondary students, the second aspect relates to writing apprehension, the third relates to E Learning.

Definition of Writing Skill

Deane et al.(2008,1-3) define Writing as a complex cognitive activity, which involves solving problems and deploying strategies to achieve communicative goals. They further provide examples of problems that a skilled writer can confront. These include how to

generate and organize task-relevant ideas ;phrase grammatically correct sentences that flow; use correct punctuation and spelling; and tailor ideas; tone ,and wording to the desired audience.

Salah (2010) defines writing as a craft that needs tools. These tools are the sub-skills of writing such as mechanics of writing and text organization.

Based on the definitions above, it can be said that learning to write involves more than simply learning the written symbols for spoken language and complex process that requires the orchestration of several cognitive, meta-cognitive, social and language skills.

Jim A.P (2010:2), explains that writing skills are complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter. Therefore the write conclude that Writing is making a hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. A writer has to be able in using written language to give an idea or message.

Difficulties of writing:

It seems that there is consensus among researchers that writing is perhaps the most challenging of the four language skills for learners. Abu Rass (2001); Al-Alami (2003); Khater (2002); Mohamed (2000); Yan (2005) believe that children think of writing as hard work.

According to Byrne (1997), writing is considered difficult even in the mother tongue because of three factors; psychological, linguistic and cognitive. From the psychological side, when students write, they write on their own selves because it is a solitary activity so students have to write without possible interaction or feedback. Hence, writing in itself is considered difficult.

Besides Learning to write in second language is not easy for students. They face some difficulties, such as (1) how to start writing, (2) how to generate ideas, (3) how to produce unified paragraphs, (4) how to organize ideas logically, (5) how to make grammatical sentences, (6) how to beef up students' low motivation in learning English.

According to Nurgiantoro (2001:298-299) there are some problems which are faced by students in learning writing. They are:

a. Organizing idea

b. Lack of vocabulary

c. Grammar accuracy

Writing apprehension

Writing is claimed to be an emotional as much a cognitive activity (McLeod, 1987). Its affective constituents strongly influence all stages of the writing process. Affect includes emotions, feelings, attitudes, and motivation. Interest in writers' affect began in the mid-1970s when Dalyand Miller (1975) developed their well-known Writing Apprehension Test (WAT). Daly defines writing apprehension as "the general avoidance of writing situations perceived by individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing" (Daly, 1979, p. 37). This definition draws a correlation and interaction between three constructs: 1) individual attitudes (e.g., positive or negative judgment); 2) emotions and feelings (e.g., fear or anxiety); and 3) avoidance behaviors (e.g., blocking or resistance). In literature (Hettich, 1994, p.1), these constructs are elusive and so closely related to the extent that it might be difficult or even impossible to precisely identify the relationship between them.

Daly (1985, p. 65-73) classifies writers' perceptions and feelings into two main categories: (1) dispositional, and (2) situational. They seem similar to Spielberger's (1983) trait-state dichotomy of anxiety. The former refers to the somehow consistent feelings such as attitude to writing and writing outcome expectancy (perceived importance and value of writing). Daly distinguished between apprehension and anxiety. He viewed apprehension (avoidance of writing situations) as one of the dispositional feelings, while anxiety was seen as a situational feeling.

E-learning

E-learning is a computer based educational tool or system that enables one to learn anywhere and at any time. Today e-learning is mostly delivered though the internet, although in the past it was delivered using a blend of computer-based methods like CD-ROM.

Technology has advanced so much that the geographical gap is bridged with the use of tools that make one feel as if he/she is inside the classroom. E-learning offers the ability to share material in all kinds of formats such as videos, slideshows, word documents and PDFs. Conducting webinars (live online classes) and communicating with professors via chat and message forums is also an option available to users.

Lio ,Martochio,Joshi(2010) defined E-learning as the process which includes both technology-mediated learning where learners, instructors, and fellow learners are spatially separated from each other as well as technology-mediated self-study programs where there are no instructor or other learners available.

The history of e-learning

The term "e-learning" has only been in existence since 1999, when the word was first utilized at a CBT systems seminar. Other words also began to spring up in search of an accuratedescription such as "online learning" and "virtual learning". However, the principles

behind e-learning have been well documented throughout history, and there is even evidence which suggests that early forms of e-learning existed as far back as the 19th century.

E-Learning in Education

The need to promote social and intellectual capital has driven educational systems to look at what is taught and to explore if teaching can be done more effectively (Wagner, 2008).Capitalizing on the development of twenty-first century e-learning may be one way teachers can help to promote twenty-first century literacy skills that include collaboration across networks and accessing and analyzing information across networks (Karchmer-Klein & Harlow, 2012). The following section reviews literature on the development of web-based e-learning, methods of delivery, goals of e-learning use and current national and state outlooks on the use of technology.

The flexibility that combines both the individual needs of learners and the delivery of content makes it an ideal learning platform (Stull & Mayer, 2007). E-learning technology opens the door to new possibilities of engagement that encourages innovative constructivist teaching and learning. To leverage the full advantage of the e-learning opportunities, teachers will need to embrace these new technologies with a digital mind-set (Yuen & Ma, 2008).

Goals of E-Learning Technology in Education

Web-based e-learning technology teaching and learning may have numerous goals. However, there are three that seem to have been identified early as critical to the usage of technology in the classroom. The first goal identified is to keep education at the forefront of technological developments and keep student skills up to date with those in the workforce. The second goal is to increase efficiency and productivity in teaching and learning. The third goal is to enable more self-directed learning, with students as active learners who are assisted by the teacher to construct their own understandings (Cuban, 1993).

Technology and Writing

Technology has had a tangible impact on EFL classrooms since the 1990s and writing instruction now makes (or can make) considerable use of computer technologies (Gerrard, 2003). While some teachers have welcomed thenew developments enthusiastically, seeing the integration of new technology-based pedagogies as a means ofenlivening instruction, improving students' writing skills, and facilitating collaboration, cooperation, and interaction both within and beyond the classroom, others regard this expansion as another manifestation of corporatization of education or as a threat to the essentially human interactions on which teaching is based (Hyland, 2003) and believe they are undermining our culture (Keen, 2007).

However, anyone who uses a word processor to write, e-mail to converse with friends or colleagues, asoftware dictionary (installed on a mobile phone) to find a word, or the web to find information will understandthe attraction of new technologies. "Computers make research, writing, revising, and collaborating easier"(Gerrard, 2003). Although some might find electronic technology threatening, spoiling, and unnecessary inteaching writing by

arguing that composition can be taught well with traditional technologies like a blackboard,pen, and paper electronic technologies are at hand almost everywhere and are widely used by millenials and, thus,"can enrich a course in ways that traditional technologies cannot" (Gerrard, 2003).

Design of the study

The present study adopts a one- group pre/post test design. In this study 30 students from first year of El Mahmoudia Secondary School for Boys were randomly selected to represent the study group. The study group received training through an E learning program for developing students' writing skills and reducing their writing apprehension in the light of writing as a Process Approach and using electronic Learning.

Participants of the study

A group of 30 first year secondary stage students were randomly selected from Behiera governmental schools, namely El Mahmoudia Secondary school for Boys, to be the study group. The reason for selecting this school was that it is equipped with computer labs with internet access, which is a necessary requirement for the application of the program. Moreover, the researcher works as a teacher there. All students' age ranged from fifteen to sixteen years old.

The writing skills checklist

Aim of the writing skills checklist

This checklist was used to determine the most important writing skills to be developed for first year governmental secondary stage students (Appendix B   ) .

Sources of the writing skills checklist

The writing skills included in the checklist in its primary form were determined through reviewing:

- The procedural objectives and standards included in the teacher's guide as well as the students' book at the secondary stage.

- Previous literature and related studies concerned with developing writing skills for ESL / EFL students at the secondary stage.

Validity of the writing skills checklist

The checklist was submitted to seven specialized jury members in the field of curriculum and instruction to determine the degree of importance of each skill. The jury was composed of specialists in the field of EFL and method of teaching. The checklist is composed of five five main writing skill (content , organization, language , mechanics and grammar) and

some sub skills.. The jury indicated that the checklist was valid and the skills were clear and adequate.

Tools and instructional materials of the study

In the present study, the researcher prepared and used the following instruments and materials:

1-A writing skills checklist

2- A pre-post writing skills test to measure students'writing skills

3- A writing scoring rubric to assess students' writing skills

4- A writing apprehension test to measure students' anxiety towards writing.

5- A short-term e learning program to train the experimental group on the specified writing skills and reduce their writing apprehension.

Validity of the pre-post writing test

To ensure the validity of the pre-post test, it was submitted to specialized jury members in the field of curriculum and instruction to judge its items concerning the following:

- Appropriateness of test items to students' linguistic level.

- Clarity and linguistic correctness of test items.

-Ability of the test items to measure the specified skills.

- Suitability of the test items to the objectives of the test.

Reliability of the pre-post writing test

First: scoring reliability has been verified as follows:

The researcher corrected the pre-post writing test , then asked another three researchers to correct it in the same conditions and criteria, then correlation coefficients between the scores of correctors were calculated.

The writing scoring rubric

A writing scoring rubric was prepared by the researcher to assess students' writing performance in paragraph writing and to identify students' writing abilities and the progress occurring in these abilities due to the intervention of the e learning program. The rubric was based on the checklist of the writing skills and sub skils necessary for first year secondary students.

The program is based on a number of theoretical principles:

Web-based tools:

This program is based on four web tools where students are encouraged to peer-to-peer collaboration world-wide. Students interact with their peers to collaborate on their work giving them a chance to comment, discuss new ideas, and discuss edits.

Authentic learning:

This program is based on authentic learning where students face an authentic task that requires them to take on different real-life roles such as famous Egyptians, Charles Dickens, homeless children, city or countryside….etc.

Theme-based learning:

This program is based on theme-based learning as lessons are structured around certain themes tackling different areas of subject matters i.e. people, health and literature.

Scaffolding learning:

This program is based on scaffolding learning as it presents students to a compelling task, resources links, guiding information worksheets, paragraph models, and step-by-step process to perform the end written task.

Integrating language skills

This program is mainly based on integrating writing with other skills as students have a chance to actually get exposed to the target language through reading web-based texts, watch some videos, listening to peers' opinions, discussing ideas, and most importantly performing written tasks.

Cooperative learning:

Cooperative learning is another essential aspect of this program since it encourages students to take on roles within cooperative groups and develop expertise on a particular aspect or perspective of the topic and then work together to make a written project. This principle fosters a communal learning environment and social skills such as listening, cooperating and accepting others' opinions and adds to the motivational element of e learning.

Authentic assessment

This program is based on authentic assessment as students themselves are involved in the assessment process through both peer,teacher and self-assessment.. This involvement engaged the students and as a result, their learning became more focused and self-directed.

General aims of the program:

By the end of the program, students are expected to develop the intended writing skills (content, organization,:language, mechanics and grammar)

This program is based on the following assumptions

- Constructivism is a theory of learning that suggests people gain knowledge through action and experience followed by reflection and reconciliation of new ideas with old.

- With wikis supporting collaborative writing and social interaction, student language competence overall can be enhanced and their writing apprehension can be reduced.

- Writing is better developed when it is based on a theoretical and accurate manner.

-Students learn better when they participate actively in their learning and when they assume more responsibilities for their learning.

Content of the program:

The program consists of :

A- Two introductory sessions.

B- Eight wiki-based lessons.

A) Testing the first hypothesis:

There will be a significant difference between the mean scores of the experimental group students in the pre-and post-administration of the English Writing Skills test in the following sub skills (content, organization, vocabulary, grammar, and mechanics) in favor of the post administration.

The t-test for paired samples was used to compare the pre-and post-application of the English Writing Skills test (content, organization, vocabulary, grammar, and mechanics).The SPSS statistics program (version 21) was used for analyzing the scores.

Table (1)

"t" values for the pre-post test of the experimental group on the English Writing Skills test (content, organization, vocabulary, grammar, and mechanics).

Dependent variable	Application	N	Mean	St.D	T	Df	Sig	η2
Content	Pre-	30	4.83	1.91	8.99	29	0.01	0.74
	Post-	30	6.70	1.21				
Organization	Pre-	30	4.66	1.97	8.78	29	0.01	0.73
	Post-	30	6.56	1.16				
Vocabulary	Pre-	30	4.56	1.97	9.15	29	0.01	0.74
	Post-	30	6.60	1.16				
Grammar	Pre-	30	4.63	1.92	9.03	29	0.01	0.74
	Post-	30	6.56	1.25				
Mechanics	Pre-	30	5.46	1.96	6.92	29	0.01	0.62
	Post-	30	7.50	0.82				
Total score	Pre-	30	23.86	9.18	9.56	29	0.01	0.76
	Post-	30	33.86	5.34				

Table (1) shows that there is a statistically significant difference at 0.01 level between the mean scores of the experimental group students in the pre-and post-application of the English Writing Skills (content, organization, vocabulary , grammar, mechanics , and Total score) in favor of the post test. Consequently, hypothesis one is thus supported .

And Table (1) shows η2 are high effect size of Suggested Program for Developing the English Writing Skills of Secondary Stage Students English Writing Skills (content, organization, vocabulary , grammar, mechanics , and Total score).

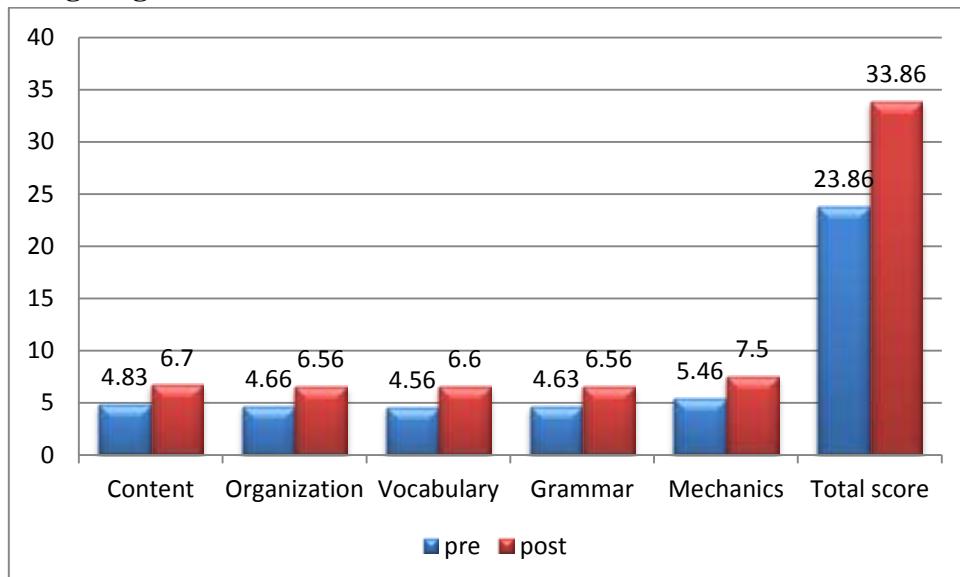**The following diagram illustrates these results:**

Fig. (2): The pre-post differences of the English Writing Skills

As shown above in fig (2), there are differences between the mean scores of the experimental group pupils in the pre-and post-application of English Writing Skills test in favor of the post–application of the test .

Hypothesis two:

There is a significant difference between the mean scores of the experimental group students in the pre-and post-application of writing apprehension test (enjoyment of Writing, fear of evaluation, negative Perceptions, showing My writing to Others , and Total score) in favor of post-application of writing apprehension test.

There is a significant difference between the mean scores of the experimental group students in the pre-and post-application of writing apprehension test (enjoyment of Writing) in favor of post-application of writing apprehension test.

There will be a significant difference between the mean scores of the experimental group students in the pre-and post-application of writing apprehension test (fear of evaluation) in favor of post-application of writing apprehension test.

There is a significant difference between the mean scores of the experimental group students in the pre-and post-application of writing apprehension test (negative Perceptions) in favor of post-application of writing apprehension test.

There is a significant difference between the mean scores of the experimental group students in the pre-and post-application of writing apprehension test (showing my writing to others) in favor of post-application of writing apprehension test.

There is a significant difference between the mean scores of the experimental group students in the pre-and post-application of writing apprehension test (Total score) in favor of post-application of writing apprehension test.

The t-test for paired samples was used to compare the pre-and post-application of writing apprehension test .The SPSS statistics program (version 21) was used for analyzing the scores.

Table (2)

The **"t"** values for the pre-post of the experimental group on writing apprehension test.

Dependent variable	Application	N	Mean	St.D	T	Df	Sig	η2
Enjoyment of Writing	Pre-	30	17.76	2.17	6.19	29	0.01	0.57
	Post-	30	20.33	2.56				
Fear of Evaluation	Pre-	30	20.53	1.54	18.37	29	0.01	0.92
	Post-	30	13.66	2.90				
Negative Perceptions	Pre-	30	44.13	7.28	6.58	29	0.01	0.61
	Post-	30	36.16	7.19				
Showing My Writing to Others	Pre-	30	13.63	4.94	8.43	29	0.01	0.71
	Post-	30	19.10	6.69				
Total score	Pre-	30	96.06	5.52	7.06	29	0.01	0.63
	Post-	30	89.26	3.03				

Table (2) shows that there is a statistically significant difference at 0.01 level between the mean scores of the experimental group students in the pre-and post-application of writing apprehension test in favor of the post test. Consequently, hypothesis two is supported and then there will be a significant difference at level (0.01) .

And Table (2) shows η2 are high effect size of Suggested Program for Reducing their Writing Apprehension test of Secondary Stage Students (enjoyment of Writing, fear of evaluation, negative Perceptions, showing My writing to Others , and Total score).
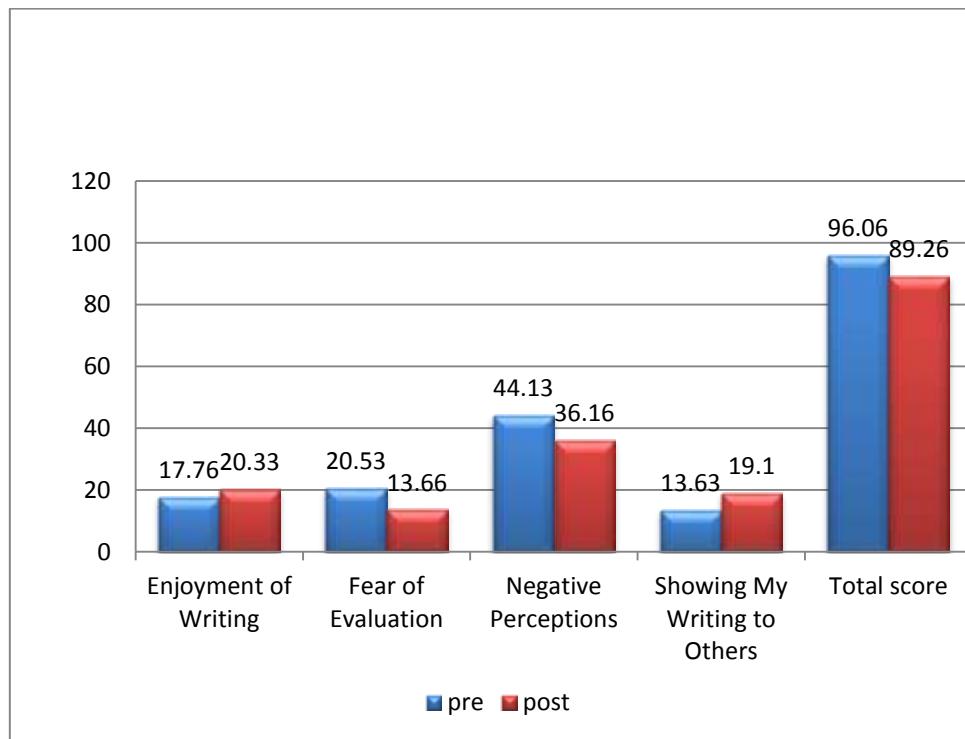
The following diagram illustrates these results:

Figure (2)

Fig. (2): The pre-post differences of writing apprehension test

As shown above in fig(3),there are differences between the mean scores of the experimental group pupils in the pre-and post-application of Writing Apprehension test in favor of the post–application of the test .

Discussion of the Results

The results shown above reveal that students' writing improved after the intervention of the study program. This significant improvement emphasizes the effect of the experimental treatment on enhancing students' writing skills and reducing their writing apprehension significantly. The targeted writing skills improved are: content, organization, language,vocabulary grammar, and mechanics of writing.

This significant improvement could be attributed to the following:

The e learning program provided students with sufficient materials and support which can be an important issue for explaining the significant results of the improvement of writing skills and the reduction of writing apprehension. The program provided students with modeled writing activities to show or demonstrate what students were expected to do in their written tasks. Also, through the process component in the program, students were guided through steps and guidelines that helped them to perform their written projects. Also, the e learning program contained several links and online resources; mainly youtube videos , that direct learners to find information about the topic they would write about. In other words, students watch an abundance of relevant materials about a topic and then wrote about it.

The results of the study revealed that the use of YouTube video helped to organize their ideas, to use the proper word in writing, to write paragraph by using the correct grammar, and to use mechanics in writing sentences. This result is supported by Anggreini(2012)

The interaction and cooperation among students themselves throughout the program helped students in many terms. They had opportunities to share and learn with their peers. Student-student interaction via working in small groups provided less anxiety-producing context in terms of discussing, creating, and thinking in a group rather than in a whole class. This comfortable non-stressful environment helped students to have more fun, be more motivated and interested in doing their tasks and to gain more confidence. Being student-centered, e learning classes allowed students to work together and collaborate on their work without the strong presence of the teacher. Moreover, cooperation among students helped them to realize their own errors when writing. This result is supported by Cunningham (2000) , Lee (2009)and Al-Abed Al-Haq & Al-Sobh(2010)

. The program was based on compelling topics and authentic tasks related to those topics. This helped to capture students' interest and become more motivated to complete the assigned task.

The program adopted and facilitated the process writing approach through some detailed steps to make it easier for students to gain a full understanding of the process of writing and of their written task. The e learning program effectively enlarged the amount of vocabulary in the process of reading and provided ideas and background knowledge for writing. After the students had sufficient information, they learned how to plan their writing, how to use the gathered information to support their ideas, how to write the first draft, and how to come up with the revised and edited version with appropriate coherence in their writing.

The findings of this study also confirmed the assertion that the e learning program promotes favorable learner attitudes through a learner-centered approach which encourages students to read and write for communicative purposes, in which they can find and make meaning in what they are doing.

During the implementation of the program the students were encouraged to work in groups and discuss the activities jointly, a fact that might have affected their attitudes towards learning. This proves that this program motivated them and reduced their anxiety. This could be attributed to the motivating environment with a rich media created in the e learning program through which the students were provided with enough opportunities to express their unique ideas, opinions, and reactions freely without embarrassment, a fact that might have contributed to developing their attitudes towards EFL writing. This implies that e learning environment providing multimedia- or text-based digital materials could better enhance students" learning motivation.

The results of this study are in agreement with those reached by Pennington (2004), Shin (2007) , Ellison,Lampe &Steinfield (2008) in that they proved that Web-based language instruction can produce better writing quality and more writing quantity than traditional classroom instruction can. Also, the results of the present study were consistent with those reached by Sorapure (2010), DePew (2011) , Boas (2011) and Zaidieh (2012). in that they proved that the e learning tools can improve students' writing performance.

Conclusion

Based on the results of the study, it can be concluded that:

1. The study group showed greater improvement in terms of organization, grammar, revision, vocabulary, content, and mechanics of writing after the implementation of the e learning program.

2. Students' writing apprehension was significantly reduced after the program intervention.

3. The e learning program provided students with choice, variety, authenticity, and recency, gave them a real purpose for writing, increased their engagement and motivation through using computers and the Web, gave them the feeling of self-confidence and created a good learning atmosphere.

4. Through this program, students accurately developed their social skills in the sense that they cooperated instead of competing. It was noticed that better relationships within students were fostered.

5. The e learning program provided great opportunities for low and intermediate achievers to get involved with high achievers and learn from them.

6. This program helped to facilitate the implementation of the process writing and for students to gain an understanding of the different stages of this process. Throughout the entire teaching and learning process repeated in every lesson, the participants gradually gained more confidence in both reading and writing in English.

7. Students showed an improvement in language skills as they tended to use reading, writing, listening and speaking.

8. Instruction that reflects students' interests and desires motivates them to take ownership of their learning and engages them in activities that are intrinsically motivating had a positive effect on the development of students' writing skills and the reduction of their writing apprehension.

<u>**Recommendations:**</u>

On the basis of the experimental study and its results, the following recommendations are made:

1. Writing teachers are recommended to vary their strategies and techniques of teaching writing using modern technologies and getting rid of some traditional ways of teaching writing.

2. They are also recommended to teach writing for the sake of writing-not for the sake of exams and evaluation. Their comments should mostly be positive thereby minimizing negative comments on their students' writings.

3. Teachers are also advised to motivate their students to write and to reward good performers.

4. Course designers should take into consideration that writing should be an everyday activity in and even outside the classroom.

5. Students are advised to practice writing and to write constantly about topics they know well and have sufficient information about.

6. Students must build up a mental database of vocabulary and grammar which enables them to express their thoughts and ideas in writing. Other resarchers are recommended to explore other causes of students' writing apprehension such as the social and economic factors.

7. Teachers and instructors need to be provided with training to explore the usefulness of E Learning and to master its integration in their classrooms.

3. E Learning activities should be integrated within the learning curriculum, relating them to the goals and objectives of the course.

8. It is highly recommended that teachers get trained on teaching writing as a process not as a product and adopting process writing in teaching and assessing writing skills as this approach offers students an opportunity to learn how to write in an organized atmosphere that makes writing easier and more interesting.

9. Teachers should be active and encourage students for more writing practice inside and outside the classroom which leads to the command of writing

10. Integrating technology in teaching language is a necessity.

11. Students learn better when they are active participants in their learning and when they assume more responsibilities for their learning.

12. Students should be provided with frequent feedback, including positive reinforcement, suggestions and advice. This in turn helps to promote writing skills.

Suggestions for further study

 In the light of the study results, the researcher suggests the following further studies:

1. The effect of an e learning program on developing other language skills, e.g., reading, speaking and listening.

2. The effect of an e learning program at other stages (primary, preparatory and university) on developing students' writing skills

3. The effect of an e learning program on reducing prep students' writing apprehension.

4. The effect of an e learning program combined with other web2. tools (i.e. e-mails, online journals,and twiter……etc on developing prep students' writing skills.

5.The limitations of this qualitative study are the participants of this study were male students only. The results would be more generalizable if both sexes were included in the study.

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برنامج مقترح لتنمية مهارات الكتابة باللغة الإنجليزية لدى طلاب المرحلة الثانوية و خفض التخوف منها لديهم في ضوء مدخل الكتابة كعملية و إستخدام التعلم الإليكتروني

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**أطروحة دكتوراه الفلسفة في التربية ، مدرس المناهج و طرق تدريس اللغة الانجليزية
كلية البنات ـ جامعة عين شمس**

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<u>الملخص</u>

تهدف الدراسة الحالية إلى تنمية مهارة الكتابة و خفض التخوف منها لدى طلاب المرحلة الثانوية الذين يدرسون اللغة الانجليزية كلغة أجنبية من خلال استخدام بعض أدوات التعلم الإليكتروني و إستخدام مدخل عمليات الكتابة. و من ثم تم اختيار عينة عشوائية مكونة من . اِختِيَار عَيِّنَة عَشوائِيَّة مِنْ طلابِ الصَّفِّ الأول الثَّانَوي بِمَدْرَسَةِ الْمَحْمُودِيَّةِ الثَّانَوِيَّةِ ولتحقيق أهداف الدراسة، ، استخدمت الباحثة قائمة لتحديد مهارات الكتابة المناسبة للمرحلة الثانوية، وأعدت إختبار للكتابة قبلي و بعدي ، و تم تدريس البرنامج المقترح علي العينة بعد تحكيم الادوات علي مجموعه من المحكمين المتخصصين في المناهج و طرق تدريس اللغه الانجليزيه لاختبار صدقها. واستغرق تطبيق البرنامج المقترح ما يقرب من الثلاثة أشهر عشرة جلسات ، ساعتان لكل جلسة، في ضوء مدخل عمليات الكتابة و باستخدام التعلم الاليكتروني . وقد أظهرت النتائج حجم الأثر الكبير على تنمية مهارة الكتابة الشاملة والمهارات الفرعية مما يؤكد علي فاعلية البرنامج المقترح المستخدم لذلك.

الكلمات المفتاحية : التعلم الإليكتروني ،مهارات الكتابة ،التخوف من الكتابة و مدخل عمليات الكتابة.