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## Master Thesis Defense

### Entitled

*Writing Workshops' Impact on Third-Grade Students' Writing Achievements and English Teachers' Perceptions About Using Writing Workshops to Teach Writing in an Elementary Public School*

### By

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### Abstract

The present study examines the impact of writing workshops on third-grade students' writing achievements and English teachers' perceptions about the use of writing workshops to teach writing in an elementary school in Al Ain region, UAE. This study also addresses the challenges that English teachers encounter when implementing writing workshops. A mixed method design was employed to answer the three main research questions of the study. Initially, a pre and posttest of writing was administered to third-grade students (N=83). Subsequently, semi-structured interviews were conducted with third grade English teachers (N=11). The study's results indicate that the experimental group scored considerably higher in the posttest of writing compared with the control group. English teachers reported to have positive perceptions about using writing workshops in teaching writing. Based on the results, the study ended with a set of theoretical and practical recommendations for educators, schools, policy makers and further research. One of the important recommendations for educators is to adapt writing workshops as a common teaching method of writing across schools and districts to improve students' writing achievements.

**Keywords:** Academic Writing, Process Writing, Writing Achievements, Writing Workshops.