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Master Thesis Defense

Entitled

THE IMPACT OF GUIDED WRITING STRATEGIES ON GRADE 5 EFL STUDENTS' NARRATIVE WRITING SKILLS AND MOTIVATION

By

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<https://eu.bbcollab.com/guest/a83e6c8e5f884cafb80451e52bdbe7b6>

Abstract

This thesis is concerned with exploring the impact of guided writing strategies on Arab EFL learners' narrative writing skills and their motivation to write.

The study utilized a quasi-experimental design to obtain data about the impact of guided writing strategies on 30 EFL students in grade 5 at an American Curriculum School in Al Ain, UAE. The participants were divided into two groups: a control group and an experimental group.

The data was collected using a writing assessment that includes a set of criteria for narrative writing skills based on the Common Core State Standards and a survey about the students' writing independent skills and their motivation. To further analyze the impact on students' views, open-ended questions were asked to the students. Data analysis was done via a paired sample t-test to compare the means between the control group and experimental group and between the pre-test and the post-test results. The results of the study showed that the students in the experimental group were positively impacted by the implementation of the guided writing strategies. The comparison between the control group and the experimental group, however, did not show any significant difference when comparing the mean scores of the post-test data. Students were reported to have favored the guided writing strategy and the majority of them found that the strategies were fun and encouraging for more effort into their writing.

The findings reported in this study may contribute to further identification of the impact of the guided writing strategy on Arab learners' motivation, specifically in domains that limit their ability to write. These findings can act as a precursor to larger studies that may be done in the region to better understand the impact of the guided writing strategy on EFL students' writing skills in general, narrative writing skills and their motivation to write specifically.

Keywords: Guided Writing, Writing Instruction, Quasi-experimental Study, EFL Teaching.