

University of Bahrain

College of Arts



**Department of English
Language and Literature**

**Effects of Using Group and Individual Work
to Enhance EFL Bahraini Students'
Reflective Writing Achievement**

**Thesis Submitted in Partial Fulfilment of the Requirements for the
Degree of MA in Applied English Language Studies**

Prepared by

Osama Hussein Abdul-Aal Morsy

ID: 20150019

Supervised by:

Madani Osman

(Associate Professor)

University of Bahrain

Kingdom of Bahrain

May 2020

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Defense Committee's Approval Page

University of Bahrain

College of Arts

Department of English Language and Literature

M.A. program (Master in Applied English Studies)

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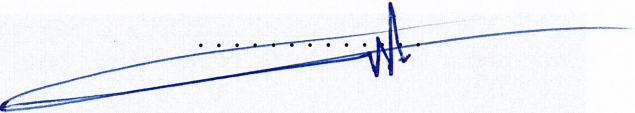
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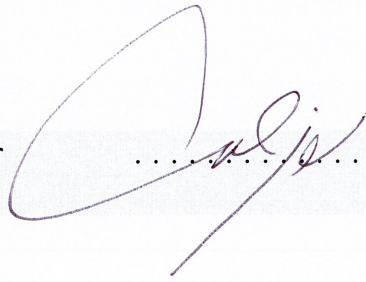
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ABSTRACT

Developing the potentials of the EFL students to write English in the best possible way possible, has always been challenging to the EFL researchers and classroom practitioners of English. It goes without saying that traditionally recognized work assignments have had limited success in the writing skill stage for the vast majority of the students because they concentrate on the final results and do not focus on the writing process. Consequently, achieving better results in teaching English writing and developing the students' writing competence, while getting the students engaged in the educational process, remain a strenuous task for the teachers of English. The present study aims to investigate an authentic, systematic and influential method of exposing EFL students to writing tasks. To this end, the process approach, which involves reflection, as an important critical thinking method, can be used as a teaching aid, and a crucial aspect of teaching the writing skill of the English language. Furthermore, the technique of using the reflective methods as a collaborative group activity was added to this research to improve the expected outcome. In implementing the previous method on a writing task, 45 intermediate EFL learners studying at a school and learning the same government curriculum, were selected to participate in this study. They were assigned to three groups: group 1, control group, was taught through the conventional method (using school textbooks, board and cassette or CD player), group 2, an experimental group, was taught writing through individual process methods and strategies of teaching and group 3, an experimental group, was taught through group process methods and strategies of teaching. Pre and posttests were administered at the beginning and

at the end of the study. The collected writings were graded by three assessors using rubrics validated by three professors. The researcher used: (1) writing tasks (2) open ended questionnaire (3) interview to collect the data.

Keywords: English writing, Process Approach, Product approach, Reflective writing approach, Teacher's feedback, Group Process Approach, Reflective writing

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Chapter One

Introduction

Chapter One

Introduction

This chapter presents a general overview of the study, research problem, research questions, research objectives, research significance, research study's setting and finally research terminology.

1.1 Background to reflective practice

A number of scholars such as Akbari (2007) and Farrell (2013) defined and explained the scope of the meaning of reflective thinking in both the pedagogical practice and within the teaching and learning of language generally. Reflection, or reflective practice, is a deep-rooted approach that goes back to the beginnings of the twentieth century with the settled traditions of Dewey (1933), who is the most influential theorist in the field of education in the twentieth century. His approach concentrated mainly on the reflective thinking and also the intellectual growth of personality. Thus, some specialists consider his approach as a psychological branch, and is concerned with the true meaning of reflection and its nature and how it occurs. Dewey (1933, P. 8), as the founder and the most prominent figure of reflection, describes reflective thinking as “an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that supports it and the conclusion to which it tends”.

Schon (1983) introduced some modifications to the perception of reflection and presented two terms which are new; the first is reflection-in-action and the second is the reflection-on-action.

According to him, reflection has to do with thinking and doing. He clarifies that both thinking and doing are very effective in adjusting the practices of teaching which lead to developing learning. Nevertheless, 'doing' is achieved when the teacher studies and analyses his/her performance from the very beginning.

According to Schon (1983), reflection normally exists in case of the occurrence of an issue while practicing teaching. Reflective teaching then, as the product of reflective thinking, is a process of increasing and lengthening the variability of the questions that are asked about the practices of teaching, accepting a prearranged and methodical approach to the practices of teaching, and cooperating with other individuals within the same career who have the identical queries, Robertson and Yiamouyiannis (1996).

In addition, reflection in teaching is assumed by Wellington (1991) to be a sequence of rationale and act on the basis of the practices of the profession. Reflective teaching is seen as a necessary feature of competent teachers and a chief element within the programs of coaching teachers. Also, it is one of the aspects which essentially bring about the practice of teaching.

Yet, in later periods of the same century, a more critical view of reflection with the power of trans-formality appeared within the work of more specialists and educationalists such as Friere (1972), Habermas and Lennox (1974) and Burke and Lumb (2018). Other influencing works on reflection appeared in the work of Schon (1983) on the 'reflective practitioner'. It is seen in the work of many scholars who are involved in the professionals' work and what they called to be 'reflection-in-action' and 'reflection-on-action' can influence their specialized education. However, what distinguishes Schon's

approach is that it is deep in real practicality, especially in constructing 'theory from practice'.

His ideas about developing exercise through the principle of reflectivity and also the theory-in-use enthused much argument around the role of the theory. For Schon, the theory or practice which is based on the daily practice is favoured. Yet, there has been some criticism of this principle concerning not dealing more than the temporary situation and for essentially continuing to manage the methods of practice more than creating variation at a wider level (Gur-Ze'ev, 2001). This can be the reason why Fund, Court, & Kramarski (2002) and Moon (1999) believe that these miscellaneous hypothetical foundations mean that reflection is 'multi-faceted' and can be deduced in various ways.

Rogers (2001) argues that reflective writing is accepted in an exceedingly wide way as a value within the learning process which is considered as a means of improving the permanent learning of the students in higher education. However, Rodgers (2002, P.8) suggested that reflection is a "creativity which is composite, difficult, intellectual, and touching initiative that takes time to try and do well".

Added thereto, Orland-Barak (2005) gave an evidence which suggested that groups of higher education are inclined to be shallow unless there is a reliable and regular way to be followed. Most distinguished of all is what was suggested by Bain, Ballantyne, Mills & Nestor (2002) who argued that we are able to teach the deep reflective skills on condition of providing development and practice intensely.

1.2 Approaches to reflection

According to many educationalists and researchers, there are different types or categorized stages of reflection. Grossman (2008) recommends four stages of reflection. These four stages vary from giving explanatory descriptions of various stages of processing the issues and topics mentally to transformative or intensive reflection at the end. He argues that “students will be enhanced at each stage to create more dynamic reflections, Grossman (2008, P.273)

Similarly, Bain et al. (2002) proposes different stages of reflection with what they called the five words initiated with letter R, which the students have to undergo, namely, they are to respond, to report, to relate, to reason and to reconstruct. Hence, their standards of knowledge rise in difficulty and develop from describing an entity, and giving responses that express personal attitudes, a topic or condition; to the theoretical use and previous knowledge to justify, question, and eventually change into practice. They also recommend that the personal problems and quandaries of the practitioner is what determines the standards of reflection.

In addition, Hatton and Smith (1995) suggest a model with considerable depth, which transfers gradually from giving an outline or description to setting up a dialogue in a way of taking one step back to estimate a situation and eventually to reflect critically.

Equally, an oversized body of literature around nursing praxis highlights critical reflection as integral in relating theory to practice and stresses the importance of the dialectic in moving from developing to refining to reshaping knowledge within the field, Connor (2004), Cowling (2004), Kilpatrick (2008) and Newman (2002). Critical reflection can be accustomed to facilitate numerous

methods of obtaining knowledge as opposed to scientific evidence as a singular basis of practice in nursing, Tarlier (2005).

Correspondingly, within the field of nursing, there are many texts about the practices of nursing which feature the critical reflection as a main part of a theory or a concept so as to exercise and emphasises the importance of the discussion to reshape experience of the field (Connor (2004) Cowling (2004) Kilpatrick (2008) Newman (2002). Hence, reflecting critically is a method of enabling alternative ways of learning side by side with the methodical proof as the only source of practice within the field of nursing, Tarlier (2005). These various ways of getting knowledge requires good understanding of the ideologies and a wider awareness of circumstantial influences, which might be motivated by means of critical reflection to transfer the art of nursing from one experienced practitioner to another, Tarlier (2005).

In comparison with the personal reflection, academic or professional reflection includes a mindful and specified objective, Moon (2006). Also, it is usually associated with the evaluation or proficient progress and requires proof of education and a rising proficient knowledge. Hence, the learner participates actively within the process of improving learning.

There was a great support by the critical social theory to such a transformative support, which much concentrates on the unrestrained. Moreover, it involves a language of encroachment, however analysis enhances the potentials of the students to, not only require, but also take part in making questions, deconstruct and reconstruct their own practices and picture an alternative reality Giroux (1988) and Kincheloe (2003). When students are given opportunities to examine their beliefs and reflect upon them,

philosophies and practices, they are more likely to work out themselves as active change agents and lifelong learners within their professions, Mezirow (2006).

Hence, reflection, as an academic approach, represents an academic task that is considered as a means of supporting the process of learning which has the qualities of being reasoning and communal, Kalantzis and Cope (2008). In other words, education includes both the cognitive process of incorporating new knowledge into existing schemas, and therefore the cultural conditions and opportunities for learning within the social context. The way by which the individual learns or gets knowledge is the essence of learning process. Besides, the communicative education includes reflection, Moon (2004). Kalantzis and Cope (2008) propose that we get knowledge by trying out new concepts, circumstances or conducts and reason them because of our pre-experience or pre-knowledge. They also added that we recognise and conceive these experiences after we put them into our standing plans. Moreover, they suggest that we investigate these new produced concepts in their early beginnings and which we conceive them inside the context of communal, traditional and historical borders. Finally, they assume that we are able to implement the newly gained data in different situations that are culturally recognized. Thus, the teacher is the cornerstone in evolving the educational process which involves applying the newly gained knowledge and analysing reflectively.

It is widely noted that almost all of the literature on the subject of reflective learning is illustrated in the way and the level within which the learners reflect more than on developing reflection or the methodical tactics of reflection. Also, there is a substantial amount of research work associated with specialized learning and/or higher

education, that explains how certain strategies or activities of reflection are used for developing more multifaceted stages of reflection, for instance as in Bain et al. (2002) Hatton and Smith (1995) Mezirow (2006).

1.3 Statement of the problem

The proposed study seeks to investigate the effect of the use of individual and group reflective writing on the overall quality of students' writing. The study fills a gap in knowledge regarding the application of reflective writing with EFL learners in Bahraini schools. To my knowledge, the area remains largely under-researched. Although teaching reflective writing has been shown to have an impact on developing students' awareness and therefore the quality of writing, there are still some students who face problems when composing their ideas into full essays. The aim of this study is to research the effectiveness of intermingling group work in reflective writing so as to help those students to perform better with reflective writing by getting them to work with their peers in groups. The main contribution of the study is seen in the comparison between the impact of group as opposed to individual reflective writing.

1.4 Research questions

The study is an attempt to answer the following questions.

- What is the effect of group and individual reflective writing strategies on the quality of EFL Bahraini students' achievement in the quality of writing?
- What is the attitude of EFL Bahraini students towards reflective writing using individual and group techniques?

1.5 Research objectives

The study aims at investigating an under-researched area in EFL with an eye fixed on making solid suggestions for teaching writing. It researches the significance of using teaching reflective writing in groups. It is well-known that the technique used to teach reflective writing focuses more on the individual treatment. However, it is thought that using the group technique will enhance the ability of the students to produce a better-quality writing.

1.6 Research Significance

There are three main reasons which motivated this study. First, reflective writing, as one method of process writing approach, is a relatively new method in teaching and there is relatively little research on it, especially in teaching English as a foreign language. Second, most of the conducted research concentrated on teacher training and teachers' perceptions on the use of reflective writing as one method of process approach. Third, this method, based on my personal observation and engagement in teaching English, is hardly used in Bahrain schools and colleges and if it is even used, little attention is given to group work. Hence, there is a gap of knowledge with regard to the effect of using this method in improving EFL learners' writing and thinking skills. This research attempts to contribute to filling this gap of knowledge by investigating the impact of reflective writing on the students' achievement in writing in terms of fluency and quality.

1.7 Research methods

The population targeted in this study is Bahraini secondary students who study English as a foreign language to help them develop their writing quality. Therefore the setting is a sample of Bahraini secondary schools.

1.8 Research Terminology

Reflective writing “the practice of periodically stepping back to ponder the meaning of what has recently transpired to ourselves and to others in our immediate environment” – Raelin (2002 P.1)

Critical thinking "Critical thinking is a type of thinking pattern that requires people to be reflective, and pay attention to decision-making which guides their beliefs and actions. Critical thinking allows people to deduct with more logic, to process sophisticated information and to look at various sides of issues, so that they can produce more solid conclusions." Arter and Salmon (1987, P.133).

Reflective thinking:

Dewey (1933, p. 9) defines reflective thinking as ‘how we think’ and as being an ‘active, persistent and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends’

Process Approach: Steele (2004, P.33) defines the process approach as “focusing more on the varied classroom activities which promote the development of language use; brainstorming, group discussion, re-writing”.

However, Kroll (2001) added a definition to process approach, which states that “The process approach” serves today as an umbrella term for many types of writing courses What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts”.

Product approach: A product approach is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage” Gabrielatos (2002).

Reflective writing approach: reflective writing is one of the more personal styles of writing as the writer is clearly inserted into the work. This style of writing invites both the reader and the writer to introspect and examine their own thoughts and beliefs, and gives the writer and the reader a closer, less distant relationship. Parihar (2016).

EFL: English as a foreign language

ESL: English as a second language

Teacher's feedback: "It is part of the overall dialogue or interaction between teacher and learner, not a one-way communication"
Ramsden (1992, P. 13)

Group Process Approach: "the process approach is focusing more on the varied classroom activities which promote the development of language use; brainstorming, group discussion, re-writing" Steele (2004 P.33)

ANOVA: a tool for making analysis, which is used in statistics to split a perceived gross variability in a data divided into two parts: systematic and random factors

SPSS: It stands for Statistical Package for the Social Sciences. It is a package of software, which is used for managing and analysing quantitative data.

Chapter Two

Theoretical Framework and Review of the Literature

Chapter Two

Theoretical Framework and Review of the Literature

2.0 Introductory note

This chapter gives a theoretical overview of reflective writing. It also explores the relevant literature on reflection in general and reflective writing in particular.

2.1 General Background about reflection

Although researchers and classroom practitioners have long cared about the four skills of the language when teaching EFL students, there has long been a special concentration on the writing skill due to its importance in the academic progress especially for the higher stages groups 9-12, Langer and Applebee (2007; 2013); Williams and Sapiro (2012); McCarthy (2011); van Velzen (2016). Van Velzen (2016) emphasises the learning process as key to success in learning.

For the previously mentioned reason, the number of courses which require the teachers to use process teaching in writing is increasing to the extent that they have become an indispensable part in the great majority of the courses and assignments. Branch and Paranjape (2002) discuss that since this type of teaching requires the students to describe an experience and explore the individual's responding to it, it deals with the already learned skills or even personal experiences so as to draw new insights and feature any changes in attitude and behaviour. Hence, we conclude that exchanging the personal experiences between the students in a group has become a need since it helps the students to widen their concepts

and deepen their experience in a way that enables them to write more efficiently.

For Branch and Paranjape (2002), reflective writing as the fruit of process approach, is well-acknowledged in the academic writing to mostly involve:

- 1- Restoring some event or something that happened, or covering an idea or object.
- 2- Thinking deeply from different viewpoints so as to analyse and try to explain, especially in regard to a model or theory from a specific subject.
- 3- Taking into account the importance of an event or what an idea means added to the constant developing or the regular practice of the student.

Consequently, the major difference between reflective writing and other kinds of academic writing is that reflective writing is more personal. Although we resort to reflective thinking in our daily situations, reflective writing is different in the extra deepness at a higher level, Branch and Paranjape (2002)

On the other hand, Gibbs (1994) displayed group work and even mentioned some ideas for it. For example, he suggested that students need to practise using their skills and reflect on what worked and what did not work when working in a group, so as to develop effective group skills. He also stated that such practise will help the students to form generalised principles on the basis of their own experience, consequently, they can make a possible conjecture about their future actions. Moreover, he suggested some strategies for the teachers to help their students reflect on their group work skills in accordance to the nature of the group task. In this context, he listed

some activities for the students to do during the task or at its completion.

Needless to say, that, highly elevated efforts have been exerted to prepare the teachers to achieve their sophisticated task in order to fulfil the requirements of a successful writing, hence, help the EFL students to accomplish progress in writing as a basic language skill. In regard to the related literature from other researchers, we find that all approaches to teaching writing can be classified under two categories; either product or process approaches. In the product approach, the teachers normally resort to using a successful teaching model that has been implemented previously by others. In this process, the teacher encourages the students to simulate a model text, which is introduced to them in their textbook. and to attempt to identify the main parts and elements and major points. On the other hand, the process approaches to writing, which include the reflective teaching, focus on the different classroom activities that enhance developing the language use such as: brainstorming, group discussion, re-writing, critique, collaborative revision and team building exercises rather than following a model. In other words, the process approach focuses on the process a student experiences in order to achieve a successful writing model in a sequence of steps that form separate but interrelated activities to achieve the developing of the writing skill. This echoes Dewey's (1933) original formulation, which states that "We do not learn from experience. We learn from reflecting on experience".

Nye, Clark, Bidwell, Deschamps, Frickman and Green (2016) discuss how the way which the educationalists used after the appearance of modernity was handled to promote some undergraduate learners brought different empathies of the practice of

research because they took part in a reflective module of a summer school research for undergraduates. The students were stimulated to do some writing in which the researcher expresses himself across a cooperative group of writing depending on the theoretic and educational work of Somerville (1847), which appeared in his letters from Ireland during the famine.

The appearance of modernity sheds light on three stages of getting knowledge or learning. The first of them is to appoint time for meditation, followed by a transitional stage for coming true and then at the end, giving a chance to generate up-to-the-minute awareness. That article is both the sensible secretion of the appearance of the process of reflective writing and approval for the ability of undergraduate learners to participate in their specialization and how to make meanings.

Ryan (2011) proposes, that the students will be better in reflecting in a critical way if the students are taught on some learning context and then re-express their thoughts around the discussions and performs, on condition that they are taught fundamental features and language understandings. He supposes that they will accomplish that mission by recognizing related issues and by means of concept out of their lessons to explain, explicate and argue important events then finally discuss their inferences for future exercise.

2.2 Types of reflective writing assignments

The following table gives details about the types of reflective writing. These types are suggested by The University of New South Wales in Australia to help develop the effectiveness of the group skills. Also, to support the students' need for practise by means of their skills and "reflect on what worked and did not work". The table

is intended to help the students arrange for general values on the basis of their practice, consequently, they can tell their upcoming actions.

Table (1) Types of Reflective assignments as suggested by UNSW

Reflective activity	What is involved in this activity?
Learning journals	The students use a journal so as to register their group development in a process. For instance, after every task, the students reflect what things they are doing well and what things they need to improve and what suggestions they offer. However, it is considered an efficient method to monitor the activity and processes of a group, especially contribution of each group member.
Checklists	It resembles the learning journals with an addition of reflecting the preparation. It is a useful way to reflect both the preparation and performance of a group in a certain task. In this type, students reflect their contributions and performance in the group work, including, presentations, meetings and compiling their written report. The teacher can use checklists to make sure that the students understand how reflection process works side by side with their group work.
Peer review	In this type the students exchange their feedbacks in group meetings. Thus, they can recognize their weak and strong points and how they can improve their performance.
Class discussion	The teacher asks his/her students after they reflect the performance of their group to exchange or share their reflections with each other. They can also infer the weak and strong points and ways of improving the performance.
Articulation	This type helps the students to exploit chances to articulate the development of their skills. Also, it helps the students to understand the meaning of effective group skills so as to articulate their experiences and specific groups.
Responding to feedback	In this type, the students feedback their reactions to another feedback that is given to them either by their teacher or their peers which improves their group performance.
Reflective paper	The students are committed to complete a report on the processes of their group and present a report. The students register all the steps taken from the very beginning of the group, for example, how they recognised to each other, their meetings, their tasks, the steps taken to do their group presentation. Needless to say, that this paper can be developed to cover the individual performance, for instance, the best and the worst points and how they can be improved, what they learnt and what was the benefit of listening to their peers?

Student portfolio	It helps the students to track their development in their group work and other skills. Thus, it is considered a powerful reflective tool.
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2.3 Previous researches

Scardamalia, Bereiter and Steinbach (1984) discussed that reflective thought, as continued in writing, is credited to two-way communiqué between a content and a rhetorical problem spaces. There has been one experiment with instructions which aimed at helping the students of grade six to help them withstand the previously mentioned two-way process self-reliantly, instead of the typical one-way process of producing tenor then writing it out. The instructions involved a demonstration of thinking aloud, by both the teachers and the students, use of prompts for arousing self-asking during the planning of monologues, side by side with direct strategy instruction which emphasizes controversial mixture of contradictory ideas. The gains of this experiment are clear in the number of weekly reflective statements which increased notably when thinking aloud, the effective rated compositions and also the increased numbers of reflective views utilized in the compositions refer to gains which were made at the level of reflection on individual ideas.

For Ertmer and Newby (1996), it is important for the students to reflect their learning process. To make the needed reflections, they need to employ the skills of reflective thinking which enable them to assess the efforts they exert in learning. In this way, they can raise their knowledge of the effective writing strategies and enhances the way they are used in educational situations. As a result, in their study, they found out that the reflective writings of the students and their

commentaries on the process of reflection helped the students to reveal their abilities of meta-cognition. It is through their reflective writing that the students could raise their knowledge of the circumstances, practices they took part in either by themselves or with others. Such interaction revealed the energetic nature of reflection. The commentaries of the students indicated that it is possible to develop reflection as a skill and that practicing it can help gain the essential benefit. As a result, the reflective practice gives its fruit in developing the personality of the student. In other words, skilled students use the knowledge they have gained of themselves as learners, besides the knowledge of their task requirements, and of the utilization of some strategy they select frequently, then control, and monitor strategies needed to realize desired learning goals. The researchers present a type of skilled learning, which demonstrates the way in which the students express their own knowledge and strategies from their environment which turns into a regular routine that controls the process of learning through continuing reflective thinking. They came to the truth that the way reflection is done during the learning process is a main component of the developing plan of the skilled student by means of the skills of reflective thinking for evaluating the achieve learning work.

Farrell (1999) discusses the importance of the use of reflection developed as an important part of ESL/EFL education curricula all over the world. He suggests that teachers should have group discussions, which would promote the reflective thinking. Dealing with a sample experience of three expert EFL Korean teachers who used to meet weekly to reflect on their work. Their meetings were recorded on a tape with coded topics that measure the reflection critically.

For Rogers (2001), the skills of reflection are broadly seen as the way of enhancing students' enduring education and skilled use in higher stages of education. He argued that although the reflective skills are broadly used in many educational fields, they are seen as complicated and require linguistic burdens, which makes it hard to achieve if not writing is complex, and has high rhetorical demands, making it difficult to master unless it is taught in an explicit and systematic way.

For Rodgers (2002), it is difficult for students to achieve a type of academic writing such as critical/transformational reflective writing because it is not innate and needs explanations that are beyond describing their own feelings and current events, as these explanations are structures of intimate reflections skilled by the students and introduced in their writing as a diary or journal types.

Also, Bain et al. (2002) suggest that instructors can teach deep skills of reflection on condition that they practice and develop them through the program time.

Thus, Goodfellow and Lea (2005) support Rodgers (2002) view, assuming that these explanations are thought to be more complicated commitments, great bombastic stresses, require generic linguistic features and a need for obvious instruction and continuous supported progress for the learners to accomplish achievement. Consequently, they followed an out plan with the following steps. First, he plans concepts, theories and measures of reflection. Secondly, he uses SFL (systemic Functional Linguistic) for developing a communal model for reflective writing which is semiotic. Finally, he illustrates how such a model can be used explicitly to improve the reflective writing skills of higher education students.

Besides, some evidence suggests that unless reflective writing by groups of students in higher education is tackled in a convenient and methodological technique, it serves out as a shallow content, Orland-Barak (2005).

Jasper (2005) deliberates the types of reflective writing and their uses inside qualitative research as a technique in its own right and as a data source and within the analytical processes. He discusses that reflective writing has become established as a key component of reflective practice, and central to the notion of learning from experience. There are contributions for the literature of the reflective practice of the ability of reflective writing to develop the critical thinking and analytical abilities of the writer, enhance their perceptive progress, allow creativity and exclusive connections to be made between dissimilar groups of data, and to help reach to new perspectives being taken on topics. He dealt with to the recent discussions that mentioned that reflective writing requires more acknowledgment as essential to procedural progressions with the studies of research and known as a vital part of their methodological procedures.

Lee (2005) reviews the accustomed criteria used to assess reflective thinking, and examines the developing of the reflective thinking process in the case of before-employment undertraining teachers, which are evaluated from two perceptions, the one of the content and the one of the depth. He found that there are certain important factors such as the differences within the content, and that the step at which reflective thinking gets deeper relies on one's personal background, the contexts of the field experience, and the mode of communication. The study includes perceptions into the way

to measure the quality of reflective thinking and how to enhance reflective thinking and cultivate reflective practitioners, including the kinds of experiences that could be incorporated in an exceedingly teacher education program.

Karin, Nyström and Dahlberg (2007) produced and explained a reflective lifeworld research approach, on the ground of a philosophy called phenomenology in their book "Reflective lifeworld research". The concentration is on the lifeworld, the intentional actions of human and its ability to work out the meaning and to reflect. The epistemic ideas which are introduced within the book were used into an experimental research approach that helps as a controlling value for research. The approach initiates from the purpose of permitting the occurrence to guide the research by which the occurrence and its meanings will be clarified, comprehended and explained, and is reinforced by an open and "bridled" attitude to the occurrence and the research. Based on a solid epistemological presentation and ideas about how an open and "bridled" approach can be constructed, some procedural values are drawn for data collecting and for descriptive and explanatory data analysis, correspondingly. Finally, general scientific concepts such as validity, objectivity and generalisation are deliberated in relation to the reflective lifeworld research approach.

Moreover, in his research, Reidsema (2009) demonstrates clearly that the critical reflective type of writing is good and richer in the clarification and explanation language than the poor type of reflective writing.

Horner, Lu, Royster, and Trimbur (2013), in an essay, entitled “Language Difference in Writing: Toward a Trans-lingual Approach”, figured out a method which they called “trans-lingual approach” to teaching writing in which they developed the former corrective resolves and set declarations about the current changes of the field in globalization. The supporters of the previously mentioned approach discuss that in every classroom for teaching composition, the teachers report the difference in language perfectly by stressing the significance of random models. Instead, the approach aims to comprehend and control the ways difference between two languages is drafted in linguistic action.

Some analysts have explained that in spite of the hypothetical model and great sustenance throughout the regulations, there still an incomplete frame of studentship basing that method within the classroom in some ways intended by Horner, Lu, Royster, and Trimbur (2013). In other words, coping with the linguistic issues in writing composition is only there theoretically rather than educationally. Latterly, specialists of composition called for a brand-new method which deals differently with the classroom of teaching composition.

According to Elsevier, Allan and Driscoll (2014), reflection can help in evaluation, student education, and specialised progress. Assessing reflections revealed effective practices and areas needing improvement. In addition, it is reflection which allows us to comprehend the processes which direct written productions. It was found that the students gave descriptions to their developments quite more than they got involved in learning. As a result, the faculty

required professional development to teach and show reflection in an effective way.

Similarly, AbuSeileek and Abualsha'r (2014) investigated the effect of using computer-mediated corrective feedback on EFL learners' performance in writing with three conditions. The first is the "track changes" feature. The second is recast feedback while the third is metalinguistic feedback. The study concluded three major findings. First, students who received computer-mediated corrective feedback while writing were found to achieve better results in their overall test scores than students in the control condition who did not receive feedback. Second, there was a significant effect for the track changes made in the corrective-feedback type when compared with that made in the recast and metalinguistic feedback types. Third, students in the recast treatment condition also obtained higher significant mean scores than those who received metalinguistic corrective feedback.

The study revealed the need for conducting more studies related to using different computer-mediated corrective-feedback techniques and which also facilitates the integration of the track-changes feedback type in the teaching and learning of writing, including different modes of commenting and tracking. The findings of this study may raise a question about the validity of the methodology and findings of studies that have tested the effectiveness of corrective feedback about focused-error types, or did not provide corrective feedback on unfocused-error types.

Moussa-Inaty (2015) discusses reflection as powerful tools for growth and intellectual development. For her, it is no surprise that the writing of reflections is common practice at a Federal Institute in the

United Arab Emirates (UAE). In a time when reflection in education is considered an effective approach to learning, the study provided a closer look at a group of students' internship experiences and then inquired about possible changes in written text once guidance was provided. Furthermore, as open-ended questions were utilized in this study, this allowed for an alternative lens through which the researcher could better understand the interns' views regarding writing weekly reflections without guidance and writing weekly reflections with guidance. On a general note, this study reinforces efforts to help faculty devise ways to promote and enhance the writing of reflections. Text analysis of written work samples were used to determine possible differences in reflective writing. The results showed that most students preferred to use the guiding question while writing their reflections. There was also a significant improvement in the quality of written reflections after reflection guiding questions were presented and used.

Reflective writing assignments are common in First-Year Writing classes, but little research has been done that considers how students perceive the reflective writing that they do according to Steele (2015). She discusses students' perceptions of reflective writing. She examines the curriculum of a particular first-year writing course, as well as student reflective writing that was created for the class. In her study, Steele (2015) aimed to answer questions about how students use reflective writing to learn about two key elements of the class: audience and academic language, which two curricular concerns that tend to be prevalent in first-year writing courses. To answer these questions, the researcher studied examples of student reflective essays, conducted interviews with eight students, and maintained researcher field notes. She also analysed this data to

understand how the university represented the documents of itself, students, and me in public connected with the class. Steele also explored how students used language to engage in particular building tasks associated with writing for particular audiences and engaging in particular academic discourses. The study findings suggest that students perceive that reflective writing can lead to opportunities for expanded dialogues between students and teachers, and can facilitate student learning of academic discourse and to learn the language of writing for the university.

Ratto (2015) explored the impact of pedagogical intervention – the rhetorical story praxis – on metacognitive growth of students in a First Year Composition (FYC) course. The study analysed portfolio introductions and other less formal reflective artifacts from students and teachers. Portfolio introductions were analysed using the Index for Metacognitive Knowledge in Critical Reflective Writing (IMK). Created by the researcher, the IMK is the first index of its kind because it translates metacognitive discourse into rhetorical discourse in order to allow teachers to observe, describe, and assess metacognition in writing. The results of this study showed that the IMK is a highly reliable index that will be invaluable for future research into metacognition and writing. The results also showed that students who were taught using the rhetorical story praxis showed significant gains in metacognitive complexity and improved writing ability. Their writing demonstrated stronger, more balanced distributions of metacognitive knowledge, which predisposes them to improved learning transfer.

Wicks (2015) explored the correlation between gender and student perceptions of reflective writing in the composition classroom. The goal of this project was not to discover or define any actual differences in discourse and reflective practices based on gender. Rather, the main goal was to understand student perceptions of reflective writing in the classroom and to learn if the gender of the student influences the particular way that reflective writing is perceived and described. Furthermore, the student voices represented in the survey can provide insight into how instructors can more effectively integrate reflective writing in the classroom. The researcher examined the theoretical background of gender and reflective writing. Reflection, as a metacognitive thought process, occupies a central position in learning and the classroom depending on the principles of Dewey and Yancey. Existing as a continual process, reflection is a way of thinking about the world and how the self-interacts in that world. Depending on Dewey, a pioneer in the study of reflection, reflection is “the kind of thinking that consists in turning a subject over in the mind and giving it serious and consecutive consideration”. For him, reflection is the “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends”. In other words, reflection allows one to carefully consider beliefs as well as the origins of those beliefs. Furthermore, reflection enables one to extend beyond the situation at hand and potentially broaden ideas and make connections. Reflection, then, is a thought process that requires a looking back on one’s own way of thinking (recursion) in order to make changes – and hopefully improvements (revision) – in future thought processes and expression. Building on the definitions of those scholars, for the

purposes of my thesis, Wicks (2015) defines reflection and reflective writing in particular as writing that explores, negotiates, and seeks connections between past experiences and future possibilities.

His survey indicated that the only identifiable difference between male and female student responses resulted from their definitions of reflective writing. Beyond this difference, however, there were no significant variances in student perceptions of reflective writing. The response of these students at FIU indicates a shift in expected gender norms and suggests a reconsideration of what it means to be a gendered writer in the composition classroom. Furthermore, the students in this survey described a range of benefits and approaches to reflective writing outside of gender differences that instructors can learn from in order to refine their reflective writing pedagogy.

Taczak (2015) argues that reflection, like revision, is an essential threshold concept for student writers, and that “revision, which includes some amount of failure, becomes particularly helpful when writers reflect and learn from these experiences” (79).

Walls and Kelley (2016) explored the reflections to determine what factors influence student receptivity to peer feedback. Reflections stemmed from weekly writing journals designed to enhance process writing skill development, and assessed how amenable students were to peer feedback. The four orientations that were deduced within the students’ responses were: a) overall value orientations; b) interpersonal assessment orientations; c) feedback level orientations; and d) critical assessment orientations.

Based upon these findings, there is an indication for a deeper understanding of student perspectives has the potential to yield great insight for pedagogical development. Here, this was achieved through the use of reflective writing journals designed to elicit student experiences as the primary source for insight and understanding. Several suggestions for improving peer review classroom pedagogy are explored, resulting in implications for enhancing peer review practices more generally and the subsequent reception of student feedback, with relevance for L1 and L2 writing instructional contexts.

Bommarito and Cooney (2016) dealt with the trends of monolingual perseverance in teaching composition writing and the required serious exertions to dissolve them. They debate that lately, there started to be a persistent demand to find a new way to the variance of language within the teaching rooms. Such a re-heading to language teaching, expands a variety of spaces in studying a composition.

Sicora (2017) debates that it is very important for a person to reflect on the mistakes because it helps for better making decisions. In addition, because making mistakes is unavoidable and also it is overpriced, it is the duty of social workers to discover measures which would, not only fix but also helps stop making or repeating similar future actions. Moreover, they have to investigate any previous attempts that were followed in implementing ordinary approaches. In order to apply such a recommendation, making use of their colleagues' feedback is essential. He suggested that "Smart questions', reflective frameworks, reflective friends, concise reflective writing are some of the easiest and more effective strategies

aimed at improving the quality of decision-making on the basis of new learning developed by reflecting on mistakes”, Sicora (2017, P.23)

Minnes, Mayberry, Soto and Hargis (2017) explore how to enhance engineering students’ capacity to be reflective professionals. they also explore whether writing and sharing weekly reflections throughout a summer internship can transform the way engineering students’ think about their work in a way that connects it more profoundly with their academic studies. A quasi-experimental mixed methods design was used with a sample size of 60 participants over two years. They found statistically significant improvement in the quality and depth of students’ written reflection at the end of a summer internship enriched with regular writing. In their writing, students find explicit concrete and abstract connections between their studies and the internship work they do, drawing lessons from it and re-conceptualizing their role as both students and engineers. They found out that reflections facilitate transformative learning during the internship experiences, guiding students in their professional development. Such work suggests a space in the undergraduate engineering curriculum where authentic reflection can deepen core academic foundations and help build essential career skills. Future work will study the role of peer and instructor feedback on student writing, as well as variations across students from different demographics and backgrounds.

Lindenman, Camper, Jacoby and Enoch (2018) defined reflection as an activity of purposeful meditation on one’s experiences. Reflection can stimulate effective revision because it often prompts metacognition. The researchers examine the

relationship between student reflection and revision, questioning their connections and paired efficacy. In addition, they identified reflection as a way to enable students to engage in effective revision practice. Obviously, the purpose of this essay is to profile and investigate examples of student writing that demonstrate the (dis)connections between students' reflective writing and their revisions, considering what these (dis)connections signify and how instructors might prompt students toward better revision and reflective practice. The conclusion of the study referred to the possibility of being more productive by focusing the students' attention on knowledge and practices that are more concretely tied to the work of revision rather than encouraging students to compose progress. Thus, the study also recommended to direct students' meta-cognitive attention to the *Why* of revision over to *what*. In other words, The study observed that when students focused primarily on cataloguing *what* they did, their reflections became simple lists and play-by-plays of their changes rather than more critical, self-directed engagement with their work, and not surprisingly, their revisions were largely editorial. Moreover, they recommend reflective activities that enable students to "see" and therefore assess their revision work. Third, they see the need for students to critically evaluate the connections they are making between their revisions and reflections.

2.4 The practical effects of reflection in other fields

The importance of using reflection for university students, especially those studying management has been introduced within the

last decade to improve a better understanding and equips them with a deeper view of their courses. Such importance is even doubled if matched with the desire of encouraging critical thinking Inamdar, and Roldan (2013); Kayes (2002); Mintzberg (2004) and (2011); Raelin (2001); Reid and Anderson (2012) argued about the importance of using reflection for university students, especially those studying management which has been introduced within the last decade to improve a better understanding and equips them with a deeper view of their courses. Such importance is even doubled if matched with the desire of encouraging critical thinking. Roonie (2016) argues about employing reflection as a strategy in pedagogy for the students of Master of Business Administration (MBA). He inspects to what extent reflection and the reflective practice can provide with developing a staff who are useful and effective managers because. For her, “management education needs quite theoretical competence combined with insight from practice” Roonie (2016, P.1).

Rousseau (2012) proposes that the educational space is needed to play a role for this change. In other words, the educational process in the classroom should facilitate the students to consider, share their points of view and expand their potentials to describe and explain their experience.

Baker and Lund (2003) suggest that it is possible to support the computer-supported collaborative learning environment (CSCL) in an exceedingly delicate way to help particular methods of communication, especially the one who focuses on the reflection of evaluation activities and the description of occurrences. Their project depends on previous researches whose results are based on the relations between collaboration and education. Yet, within the

upcoming research, it seems possible to practise CSCL environments as instruments for recognising other structures of collaboration, which is related to education, in combination with investigational assessment of related learning effects. Baker and Lund 2003 represented their results which are only limited to a solitary task, and a limited corpus. They declared that in their future work, they intend to range the border, and therefore the CSCL setting, to upkeep a broader variety of tasks, and to resume their work on forming a spontaneous helping model for collaborative activity. They mentioned that that model would be based on the triangle of studies of teacher-student-student.

Sen (2010) analysed the results that can be identified of the written reflection of the students. He also searched their thoughts on the process of reflection in general and the reflective writing in particular. For this purpose, he took 116 reflections from MA Librarianship who study management for the duration of a period of eight month representing the qualitative analysis method. In addition, he gave the students 30 percent of the ultimate mark of the module for submitting short reflections of about 250 words on their reflections on the course. There were very motivating results at the end of the exercise and new issues appeared concerning the results recognized inside the students' reflections, and therefore the students' own reflections on reflection.

Reflection is seen as a progressively and valuable skill for managers and plenty of other professions. Added to this, those who develop reflective skills have enriched learning competence according to Fullana et al. (2016); Lombardo and Eichinger (2000). This establishes the importance of using reflection as a pedagogical

tool within management education. For Branch and Paranjape (2002), reflective writing involves “consideration of the larger context, the meaning, and therefore the implications of an experience or action” , (P.22). Hence, we can infer that the personal opinions and thoughts that falls to one’s mind are thought to be his personal reflections.

When the reflective practitioners develop in their reflective potentials, they can conjecture that there are greater benefits which should be learned within the process. Moon (2007) identifies four levels of reflective writing, namely they are descriptive writing, descriptive account with some reflection, reflective writing type (1), and reflective writing type (2). However, in an exceedingly later period of the same year, Grant (2007) who was mainly within the Library and Information Sector, added two chief categories of reflective accounts or writing, namely they are “non-analytical accounts” and “analytical accounts”.

Moon (2007) offers a working explanation specially for the official pedagogical context to account for the constraints and conditions that can occur in such settings “Reflection/reflective learning, or reflective writing in the academic context, is also likely to involve a conscious and stated purpose for the reflection, with an outcome specified in terms of learning, action or clarification. It may be preceded by a description of the purpose and/or the subject matter of the reflection. The process and outcome of the reflective work is most likely to be a represented in a written form, to be seen by others and to be assessed. All of these factors can influence its nature and its quality”. In other words, he recommends that practical reflection is the most possible way to be used in a situation which is work-based

and also in higher education, although practically, these three types are possible to intersect or congregate.

Khan and Taylor (2006) consider reflection to be a procedure, which can be developed and continued to enhance the continuous learning and the development of the personals and professionals Watson (2008). This procedure can contain the procedure of reflective writing as a way of seizing the thought and experiences in journals, diaries, blogs etc.

Finally, Taylor (2006) classifies three types of reflection:

1. Technical reflection based on scientific methods, deductive thinking and empirical knowledge.
2. Practical reflection which is used to describe and explain the interaction of people with their society. This form of reflection is often applied to work situations and aims to be deeply reflective.
3. Emancipating reflection seeks to free the individual from power and oppression and leads to “transformative action” or change.

This short-term assessment of the literature reveals that the practice of reflection has direct propensities with the goals and purposes of the module of (LIS Management) in mingling the hypothetical and realistic parts, assisting the development of knowledge both theoretically and practically, and supporting continuing and personal development. The examination of the reflective writings of the students from the “Management for LIS” module confirms the findings from the literature in terms of the beneficial outcomes that can be experienced and the results of the process of reflective writing.

2.5 Summary of the chapter

This chapter presented a comprehensive view of reflection and reflective writing. In addition, it summarized and discussed the findings of previous research which significantly contributed to the knowledge about reflective writing and its effectiveness.

Chapter Three

Methods and Procedures

Chapter Three

Methods and Procedures

3.0 Introductory note

This chapter describes the methodology adopted in the current study including the research approach, the participants, the data collection tools and procedure, the materials of the study, the procedures of the experiment and the data analysis methods adopted.

3.1 Research approach

This section describes the methodology adopted in the current study, and provides information on the adopted research approaches. The methods adopted for this study are based on the research questions stated at the outset of this thesis. The research uses qualitative and quantitative approaches. The two approaches are necessary in order to adequately serve the purpose of the study by giving statistics as well as in-depth analysis based on the data gathered by using a questionnaire.

3.2 Participants

In this study, 45 male Bahraini intermediate EFL learners, representing three classes of grade 11 in Al-Falah private school that teaches the government curriculum were selected on a random basis. They were assigned to three groups. The first group was a control group, who were taught in the traditional method which did not involve reflective thinking. The second one is an experimental group which was taught by the reflective teaching technique with each

participants being involved individually in the reflective process. The third group is also an experimental group, which was also taught by the reflective teaching technique whereby small groups of participants got involved in group reflections in a collaborative manner. The three groups were taught by the researcher. The idea of using group discussion was mainly intended to help the students in general and the weak ones in particular, not only to form their own ideas about the given topic, but also to correct the language mistakes by exchanging both the language knowledge and ideas in a way that would enrich and develop the learning experience.

3.3 Instruments

Two data collection techniques were used to gather data to answer the questions of the study:

- a- Pre- and Post-tests:** The two tests required writing a composition on a given topic: The pre-test topic was “The National Day of Bahrain”, whereas in post- tests, a different topic was used each week as indicated below in the presentation of the experiment. At the end of the experiment they were asked to write a composition on “ The parental supervision on the use of Internet”.
- b- Questionnaire:** A Likert Scale questionnaire was given to experimental group 2 who received instruction using cooperative reflective writing. The questionnaire probed the participants’ experience throughout the instruction phase. The questionnaire was given to three experts to evaluate its validity. Some modifications were made to the original version based on the experts’ opinion; some questions were removed and the wording of some questions was modified.

- c- Interview:** an interview was conducted with a random sample from the two experimental groups.

3.4 Study materials and procedures

The study went through two simultaneous phases: instruction and data collection using the two tools stated above. This section gives a description of the writing tasks and topics in addition to the procedure followed during the two phases.

3.4.1 Writing tasks:

When assigning the topics, due care was given to the following elements:

- To help analyse the personal experience of working on a group task
- To give the student the chance to criticize and evaluate an activity in learning or teaching such as the activities of peer review or the self-review.
- To help the student to evaluate his personal experience in a training period.
- To give the student the chance to describe an important moment or experience in his personal life which helped to shape his opinion or view to life.
- To keep a peer review or a reflective log or a peer review in the place of work.

3.4.2 The topics for reflection

Taking into consideration the previous points, the following topics were assigned for the students to reflect on in each week as indicated:

1. **Week 1:** Most people nowadays prefer to have their meals outside their homes. Reflect on your favourite place to dine.
2. **Week 2:** Reading books is the favourite hobby for many people. Reflect on your favourite book to read.
3. **Week 3:** Young people nowadays prefer to choose their own clothes by themselves. Reflect on your favourite outlet store.
4. **Week 4:** In Bahrain, young people are mad about driving different types of cars. Reflect on your first experience of driving a car.
5. **Week 5:** There are many days in our life on which we meet with our close friends or relatives. Reflect on one day, when you met your close friends or relatives.
6. **Week 6:** It happens that we face some situations in which we feel scared. Reflect on one situation in which you were scared.

3.4.3 Procedure of teaching

Each topic was taught in two classes a week; one for presenting the topic and another for implementing the task. These topics were selected carefully on the basis of being part of the student's everyday life. Hence, it would be easy for the student to have the ideas related to the topic. The whole experiment lasted for six weeks, and included 12 classes in total, with a range of 2 classes weekly for teaching writing in English. The experiment started on 9th September 2018 and ended on 24th October 2018.

3.4.3 Procedure of data collection

A test was given at the end of each week during the instruction phase. The students were asked to write a composition on the same topic and a final test was given at the end of the phase.

The questionnaire was given at the end of week 6 to all the participants of the experimental group 2. In addition, a random sample of the two experimental groups was interviewed in order to give qualitative data.

3.5 Data analysis

The writing papers were corrected and assessed by the researcher and two other colleagues from the staff of the English Department who used Cambridge Assessment Band Scores. To ensure consistency in marking and grading, two procedures were followed: rubrics and inter-rater reliability using the SPSS.

The students' average scores in the pre- and post-tests were analysed using ANOVA to test the significance of the difference between the three groups. The data collected from the interview was treated qualitatively to explain the results obtained from statistical analysis.

3.6 Reliability

Three teachers from the English Department corrected the papers all through the stages of the experiment. While correcting, all the teachers were close to each other in the same room and they followed the regulations of the same assessment scale.

3.6.1 The reliability of the pre-test:

The overall value of the Cronbach's α for the pre-test was .77 which is considered adequate, as can be observed in Table 1.

Table (1) Reliability of the Pre-test

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.770	3

3.6.2 The reliability of the final post-test

The case processing summary of the final post-test shows that all the participants were included including the three groups (Table 2). The Cronbach's Alpha is .675, which means that the relation between the elements of the test is real as it is more than 0.6.

Table 2: Reliability of the final post-test

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.675	3

The reliability statistics in table 1 and 2 above gives confidence in the results of the study.

3.7 Summary

This chapter gives the details of the methodology used in the study including the data collection tools, procedure, analysis and the results of the reliability of the scores obtained in the pre- and post-tests. The following chapter reports the results.

Chapter Four

Results and Discussion

Chapter Four

Results and Discussion

4.0 Introductory note

This chapter states and discusses the results of the study by first giving the global picture of the results in the pre- and post-test and then the detailed means of scores in the two tests. The last part states and discusses the results of the questionnaire. The results of the interview are used in the discussion of all the results.

4.1 Overall results

This section discusses the mean scores in all the tests for each group and it compares and contrasts the groups.

4.2 Pre-test

As can be seen in table (1) and visually shown in figure (1) The mean marks showed that all the groups were almost in the same level; the mean of the first one was 4.8 and the second mean was 4.9 while the mean of the last one was 5. Teaching the three groups has not been started yet, so all the students had almost the same level and the background of language knowledge.

Table (1): Mean scores of the three groups in pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Control Group	15	3.50	7.50	5.0600	1.17583
Experimental Group 1	15	2.50	7.00	4.9333	1.57963
Experimental Group 2	15	3.00	6.00	5.0000	.98198
Valid N (listwise)	15				

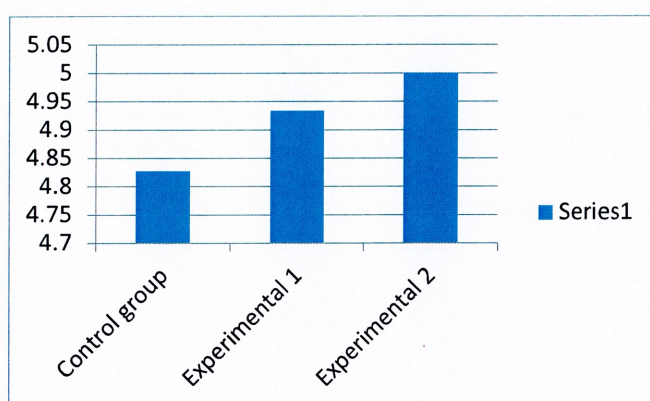


Figure (1): Mean score in the pre-test

The table also indicates that each of the three groups is homogeneous as shown by the low SD of the scores; the average SD is approximately 1.0. This result showed consistency with Ertmer and Newby (1996) who suggested that it is very important for the participants to reflect their learning process. He also stated that making the needed reflections requires employing the skills of reflective thinking to enable the participants to evaluate the exerted efforts in learning. In this way, raising knowledge of the effective writing strategies and enhancing the way of how they are used in educational situations becomes possible. As a result, in his study, he found out that

the reflective writings of the participants and their commentaries on the process of reflection were really helpful for the participants to reveal their abilities of meta-cognition. In addition, the participants could raise their knowledge of the circumstances, practices they took part either by themselves or with others. Such interaction revealed the energetic nature of reflection.

The commentaries of the participants indicated that it is possible to develop reflection as a skill and that practicing in it can help gain the essential benefit. As a result, the reflective practice gives its fruit in developing the personality of the student. In other words, skilled participants use the knowledge they have gained of themselves as learners, besides the knowledge of their task requirements, and of the use of some strategy they select frequently, then control, and monitor strategies needed to achieve desired learning goals.

4.2.1 Overall results of post-tests (by week)

In this section, the results of post-tests for each week will be discussed to show the overall performance of participants. As table (2) and figure (2) show, there is a gradual increase in the mean score of each group including the control group. This can be attributed to the instruction given in writing. However, it is shown that the two experimental groups slightly outperformed the control group. In addition, it is demonstrated that instruction in reflective writing produced a positive effect from the end of the first week; the mean scores being 4.9, 5.3, and 5.8 for the control group, experimental group 1, and experimental group 2, respectively.

Table (2): Mean scores in the post-tests in each week.

Groups	Week1	Week2	Week3	Week4	Week5	Week6
Control	4.9	5	5.2	5.3	5.4	5.5
Experimental 1	5.3	5.68	5.9	6	6.1	6.3
Experimental 2	5.8	6.4	6.7	6.96	7.2	7.5

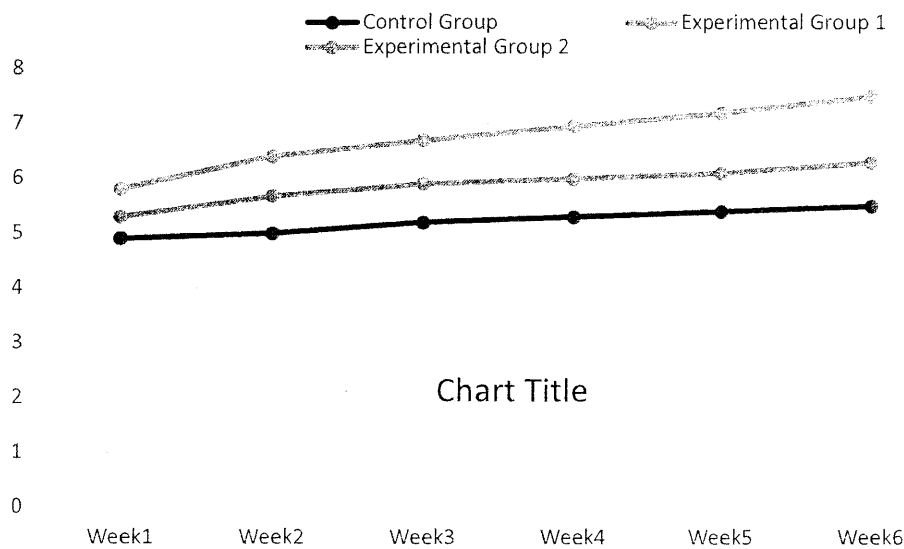


Figure (2): Mean score of the three groups in the post-tests across the period of the experiment

These results are consistent with the proposal of relevant studies that reflection can help in evaluation, student education, and specialised progress, Allan and Driscoll (2014) and group discussions would promote the reflective thinking, Farrell (1999). The gradual improvement of the performance of the two experimental group indicates the value and effect of reflective writing. It also shows the greater value of reflective writing when used collaboratively by the participants in contrast to the use of reflective writing skills individually.

4.2.2 Post-tests means by weeks

This section deals with the results of the post test for every week of the experiment.

Week one

From the beginning of the implementation of the reflection strategies with both experimental groups (table 3), it was clear that the results showed slight difference between the groups; the mean of the control group increased slightly from 4.8 to 4.9 while the mean of the first experimental group increased from 4.9 to 5.3, and the mean of the second experimental group increased from 5 to 5.3.

Table (3): Week One

	Control group	Experiment group 1	Experimental group 2
S	Mark	Mark	Mark
1	5	3	4
2	3.5	4	5
3	6	5	8
4	4	4.5	6
5	5.5	7	5
6	7	7.5	6
7	4.5	8	5
8	5	5.5	7
9	2.5	6	8
10	6	6.5	8
11	3	3.5	6
12	5.5	4	6
13	7.5	8	8
14	6.5	7	7
15	2	3	3
Total	74	83	92
Mean	4.9	5.5	6.1

The results are constituent with Ryan's proposal (2011, p.16) which states that if the participants are instructed to study some learning

context and then asked to re-express their thoughts around the discussions and performs they have after studying, they will reflect better in a critical way, on condition that they are taught the essential features and understandings of language. In addition, he supposes that the participants will achieve the mission by identifying the assigned topics and their conception out of the lessons they are taught. After that, they explicate and argue important events and their inferences for future exercise.

Week two

With the application of the experiment for the second week, the results showed slight progress for the control group whose mean was 5. On the other hand, there was a substantial progress for both experimental groups with a better performance by the second experimental group. The results are detailed in table (4).

Table (4): week 2

	Control group	Experiment group 1	Experimental group 2
S	Mark	Mark	Mark
1	5.2	3.1	5
2	3.6	4.2	5.5
3	6.1	5	8.2
4	4.2	4.8	6.3
5	5.5	7	5.2
6	7	7.5	6.2
7	4.7	8.1	5.1
8	5	6	7.1
9	3.5	6.2	8.2
10	6	6.5	8.2
11	3.2	4	6.1
12	5.5	4.2	6.1
13	7.5	8.2	8.2
14	6.5	7.2	7.1
15	2.2	3.2	3.7
Total	76	85.2	96
Mean	5	5.68	6.4

The mean of the first experimental group increased by 0.3 and became 5.6 while the mean of the second experimental group increased by 0.6 and became 6.4. Thus, the results of the second week are still constituent with the proposals of the relevant literature. For example, the mean of the second experimental group was consistent with the ideas of Rodgers (2002- p.11) which states that it is not easy for participants to master one kind of academic writing such as critical/transformative reflective writing because, for him, it is not an innate procedure and also it requires clarifications which are far more than describing their own feelings and current events, because they are close reflections accomplished by the participants and introduced in their writing as a diary or journal types.

Week three

As shown in table (5), the means of the three tables in the third week increased by .2, .2 and .3 respectively. The means of the three tables reflect clearly the effect of reflection on the progress of the participants' performance of the two experimental groups in general and the second experimental group in particular, whose means exceeded the means of the control group which was only .2.

Table (5) Week 3

	Control group	Experiment group 1	Experimental group 2
S	Mark	Mark	Mark
1	5.3	4	6
2	3.7	4.5	5.7
3	6.2	5.1	8.3
4	4.3	4.8	6.4
5	5.6	7.1	5.2
6	7.2	7.5	6.4
7	4.7	8.2	5.3
8	5.2	6.2	7.3
9	3.7	6.2	8.3
10	6.1	6.7	8.3
11	3.5	4.2	6.2
12	5.7	4.3	6.1
13	7.7	8.4	8.4
14	6.7	7.3	7.3
15	2.5	3.4	4.7
Total	78	87.9	100
Mean	5.2	5.86	6.7

The results of the two experimental groups at this particular stage are consistent with the ideas of Goodfellow and Lea (2005). They mentioned that it is thought that there are more complicated commitments, great bombastic stresses under reflection. Also, it requires generic linguistic features, a need for obvious instruction and continuous supported progress for the learners to accomplish achievement (Bain et al. 2002). That could be the main reason why the difference between the two experimental groups was around the mean of .3. In other words, the only explanation is that the participants who were taught reflective writing in groups were still under the pressure of learning the new method.

Week four:

By the end of Week Four, the results of the average means of the performance of the two experimental groups continued to show consistent improvement in performance (Table 6).

Table (6) week 4

	Control group	Experiment group 1	Experimental group 2
S	Mark	Mark	Mark
1	5.4	4.2	6.8
2	3.8	4.7	5.8
3	6.3	5.4	8.5
4	4.4	4.8	6.6
5	5.6	7.3	5.7
6	7.3	7.5	6.6
7	4.8	8.3	5.8
8	5.3	6.5	7.5
9	3.5	6.2	8.5
10	6.2	6.8	8.5
11	3.7	4.2	6.4
12	5.7	4.4	6.2
13	7.9	8.5	8.5
14	7	7.5	7.5
15	2.7	3.6	5.5
Total	80	89.9	104
Mean	5.3	5.99	6.96

The results of the two experimental groups at this particular stage are consistent with the ideas of Jasper (2005- p.16). He mentions that in the literature of the reflective practice there are dues about the ability of the reflective writing, not only to develop the critical thinking and analytical abilities of the writer, but also to improve their observant progress clearly and allow the creativity talent and exclusive connections to be made between dissimilar groups of data and to help reach to new viewpoints being taken on topics. That finding was true with the start of registering wider gaps between the control group and between the two

experimental groups in. The mean of the three groups came as follows: the control group continued its steady increase with .1 while the first experimental group increased its mean to 5.99 and the second experimental group increased its mean to 6.96.

Week five

In the fifth week, the differences between the results of the three groups became wider, specifically between the control group and the two experimental groups (Table 7). The mean of the control group is far behind the means of the two experimental groups; the mean of the control group was 5.4, while the mean of the first experimental group was 6.13 and the mean of the second experimental group was 7.2.

Table (7) week 5

	Control group	Experiment group 1	Experimental group 2
S	Mark	Mark	Mark
1	5.5	4.4	7.5
2	3.9	4.8	6
3	6.4	5.6	8.8
4	4.5	4.8	6.8
5	5.8	7.4	5.7
6	7.5	7.5	6.8
7	4.5	8.4	5.9
8	5.3	6.5	7.8
9	3.7	6.4	8.8
10	6.2	6.9	8.8
11	3.9	4.4	6.6
12	5.7	4.4	6.4
13	8	8.7	8.7
14	7.2	7.7	7.5
15	2.9	4	6
Total	81	91.9	108
Mean	5.4	6.13	7.5

These results were consistent with the assumptions of Nye, Clark, Bidwell, Deschamps, Frickman and Green (2016) who discuss that the way educationalists use at the presence of modernity was used to promote some undergraduate learners and resulted in different understandings of practicing research because they took part in a reflective module of a summer school research for undergraduates. In this summer school, the participants were urged to do some writing in which the researcher expresses him/herself across a cooperative group of writing depending on the theoretic and educational work of Somerville (1847). He is accredited with writing the earliest reflective writing, which appeared in his letters as an critical spectator of agricultural life. In his letters, he reflected the misfortune of the poor people in the Irish countryside. His reflection to life at that time showed his revulsion and anger against those who are in charge of the suffering of the poor.

Week six:

Week six was the last week of the experiment. The results continued the same pattern in previous weeks; with differences between the control groups and the 2 experimental groups widening (Table 7); the mean of the control group was 5.06, experimental group 1 was 4.9 while the mean of experimental group 2 was 5.000.

Table (8) week 6

	Control group	Experiment group 1	Experimental group 2
S	Mark	Mark	8.5
1	5.6	5.6	6.5
2	4	4	9
3	6.5	6.5	7
4	4.6	4.6	6
5	5.9	5.9	7
6	7.5	7.5	6
7	4.6	4.6	8
8	5.4	5.4	9
9	3.8	3.8	9
10	6.3	6.3	6.8
11	4	4	6.6
12	5.8	5.8	9
13	8.1	8.1	7.8
14	7.3	7.3	6.5
15	3	3	7.5
Total	82	94.8	113
Mean	5.5	6.32	8.5

These results are typically consistent with the ideas of (Orland-Barak 2005) who suggested that there is some evidence which suggests that unless reflective writing by groups of participants in higher education is tackled in a convenient and methodological technique, it serves out as a shallow content.

4.2.3 Summary of the results

Overall, there is a steady progress in the performance of the 2 experimental groups during the period of the experiment of six weeks. In addition, experimental group 2 continued to outperform not only the control group but also experimental group 1; experimental group 2 demonstrated a progress by a mean of almost .3 every week whereas

experimental group 1 had an increase of approximately .2. The control group, on the other hand, improved by an average mean of .1.

4.2.4 Final Post-test

The mean scores in the final post-test (table (8)) show a clear improvement in the achievement of the two experimental groups. However, it is also clear that the second experimental group, which was taught reflective writing in group had a higher mean than the first experimental group, in which the participants used reflective writing individually and not in groups.

Table 9: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Control Group	15	3.00	8.10	5.5600	1.53474
Experimental Group 1	15	4.50	8.80	6.3600	1.54402
Experimental Group 2	15	6.00	9.00	7.5600	1.12301
Valid N (listwise)	15				

The mean score of experimental group 1 was 6.3600 while the experimental group 2 obtained a mean score of 7.5600. This shows that teaching the students using the teaching technique of group reflective writing is more beneficial than using reflective writing individually.

4.3 Statistical significance of the differences

ANOVA was conducted for both pre-test and the final post-test to test the significance between their means at the beginning and at the end of the experiment.

4.3.1 Difference among groups in pre- and post-test

A one-way ANOVA was conducted to compare the effect of individual and group reflective writing on the writing quality in lack of using reflective writing, individual reflective writing, and group reflective writing conditions (table 9).

Table (10): ANOVA test of the mean scores in the final post-test

Scores					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36.336	2	18.168	8.891	.001
Within Groups	85.823	42	2.043		
Total	122.159	44			

The results showed that there was a significant effect of reflective writing on the quality of writing on at the $p < .05$ level for the three conditions ($F(2, 42) = 8.891$, $p = 0.001$). This indicates a clear effect of the application of reflective writing in teaching writing tasks. In the section that follows, the results of multiple comparison results displayed to find out which groups differ from each other significantly.

4.3.2 Multiple comparisons

Scheffe multiple comparison test was applied to identify the groups that differ significantly from each other. Table (10) includes the details of the results.

Table (11) Scheffe multiple comparisons of mean scores in the post-test

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Control Group	Experimental Group 1	-.82667	.52197	.296	-2.1513	.4979
	Experimental Group 2	-2.18000*	.52197	.001	-3.5046	-.8554
Experimental Group 1	Control Group	.82667	.52197	.296	-.4979	2.1513
	Experimental Group 2	-1.35333*	.52197	.044	-2.6779	-.0287
Experimental Group 2	Control Group	2.18000*	.52197	.001	.8554	3.5046
	Experimental Group 1	1.35333*	.52197	.044	.0287	2.6779

- The mean difference is significant at 0.05 level

The results of Scheffe multiple comparison (Tables (10) indicate that the mean score for the experimental group 2 ($M = 7.7733$, $SD = 1.23489$) was significantly different from the control group ($M = 5.5933$, $SD = 1.48635$). However, the individual reflective writing -experimental group - ($M = 6.4200$, $SD = 1.54790$) did not significantly differ from the control group. In addition, the “group reflective writing” (experimental group 2) ($M = 7.7733$, $SD = 1.23489$) was significantly different from the individual reflective writing (experimental group 1 ($M = 6.4200$, $SD = 1.54790$)).

These results confirm the advantage of group reflective writing over individual reflective writing as well as lack of reflective writing.

This can easily be seen in the table below (Table 11) produced using ANCOVA on SPSS. It shows that the control, which received traditional instruction and the experimental group 1; individual reflective writing, form a homogeneous group, which is distinct from experimental group 2, which received group reflective writing instruction.

Table (12) Homogeneous groups based on observed means

Group	N	Subset	
		1	2
Control Group	15	5.5933	
Experimental Group 1	15	6.4200	
Experimental Group 2	15		7.7733
Sig.		.296	1.000

4.3.3 Comparing pre- and post-tests

The comparison between the results of the pre- and post- tests of the three groups shows the progress of each group and the clear outperformance of experimental group 2 in comparison to experimental group 1 and the control group (Figure 3)

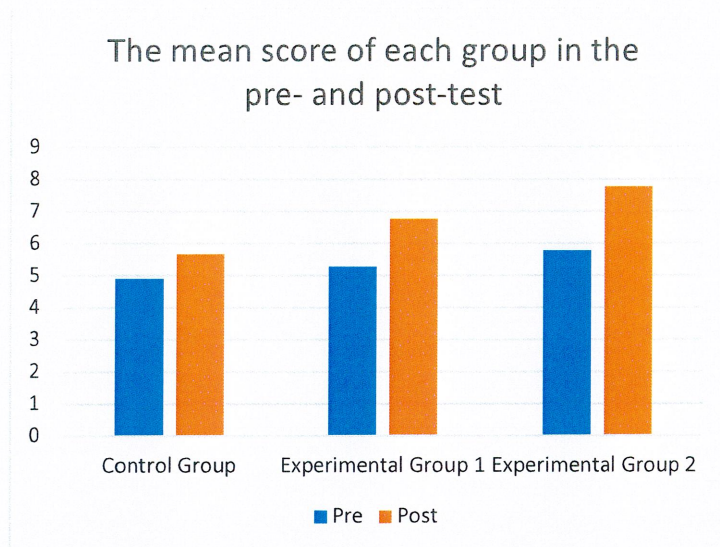


Figure 3: The mean score of the three groups in the pre- and post-test

The mean scores were subjected to ANOVA analysis to investigate if this difference in means between the groups is statistically significant. The analysis compares the performance of each group in the pre-test and the post-test and the performance of the three groups with each other in the two test. The results (table 12) showed that there is a significant difference between the groups at 0.05 level ($F = 10.269$, and 40.626). Hence, all the groups in the pre-test had almost the same value as there was no clear difference.

Table (13): ANOVA results of the pre- and post-test for the three groups

			Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)		93.897	5	18.779	10.269	.000
	Linear	Contrast	74.294	1	74.294	40.626	.000
	Term	Deviation	19.603	4	4.901	2.680	.037
Within Groups			153.612	84	1.829		
Total			247.509	89			

Multiple comparison test using Scheffe was conducted to identify the groups that show statistically significant difference from each other. Table (13) contains the significant cases only.

Table (14): Multiple comparison of the three groups

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Control group (Pre-test)	Experimental group 2 (post-test)	-2.71333*	.49379	.000	-4.3963	-1.0304
Experimental group 1 (Pre-test)	Experimental group 2 (post-test)	-2.84000*	.49379	.000	-4.5229	-1.1571
Experimental group 2 (pre-test)	Experimental group 2 (post-test)	-2.77333*	.49379	.000	-4.4563	-1.0904
Control group (post-test)	Experimental group 2 (post-test)	-2.18000*	.49379	.003	-3.8629	-.4971
Experimental group 2 (post-test)	Control group (Pre-test)	2.71333*	.49379	.000	1.0304	4.3963
	Experimental group 1 (Pre-test)	2.84000*	.49379	.000	1.1571	4.5229
	Experimental group 2 (pre-test)	2.77333*	.49379	.000	1.0904	4.4563
	Control group (post-test)	2.18000*	.49379	.003	.4971	3.8629

*. The mean difference is significant at the 0.05

The table above indicates that only experimental group 2 showed a statistical difference between their pre- and post-test scores ($F = .49379$) at .05 level. In addition, the difference between the mean score of this group and that of the control group in the post-test is statistically significant ($F = .49$). The other statistically significant different means are of no importance because they are expected; the difference between the scores of the control group and experimental group 1 pre-test, on the one hand, and the post-test scores of experimental group 2, on the other.

In contrast to experimental group 2, the mean score of experimental group 1 in the pre-test is not statistically different from their mean score in the post test (not included in table 13, which lists only the statistically significant pairs of groups).

4.3.4 The results of the questionnaire

As a constituent part of the experiment, the results of the questionnaire showed consistency with the results of the post-tests at the end of the experiment (table 14).

Table (15): The results of the questionnaire

S	Questions	Strongly Satisfied	Satisfied	Neither satisfied or dissatisfied	Dissatisfied	Very Dissatisfied
1	I liked the group work.	40%	60%			
2	The group technique was really effective.	20%	60%	20%		
3	Next time, I prefer to work in a group.	20%	60%	20%		
4	I liked the reflective work technique.	40%	40%	20%		
5	I thought the reflective Work is more interesting than the normal work	40%	60%			
6	I felt the class with group work was more useful than the class with individual work.	60%	40%			

In other words, all the participants who participated in the questionnaire liked the group work; 60% agreed strongly; three out of the five participants, who participated in the questionnaire were very

satisfied within their experience of the group work in reflective writing while 40%; two participants of the participants were only satisfied. In addition, 80% of the participating participants accepted the group technique; 20% were very satisfied about the effectiveness of the group technique while 60% were satisfied. As for any future possibilities of working in a group, the great majority of the participants were either satisfied strongly or satisfied only about the group work. Similarly, almost the same percentage of the participating participants liked the reflective work in group. Finally, 100% of the participants thought that reflective group work is more interesting than the normal work and that they thought it is more useful.

4.4 Summary

The results of both the post-tests of the six weeks and the results of the questionnaire assert the validity and credibility of reflective writing. They confirm the effect and value of reflective writing skills in general and collaborative reflective writing in particular.

Chapter Five

Conclusion and Recommendations

Chapter Five

Conclusion and Recommendations

5.0 Introductory note:

Based on the results of the survey, this chapter summarizes the findings of the current study. It offers a direct report of the results using the descriptive statistics including tables and charts, which could be analysed later using SPSS software, which was used to provide more credibility for the results.

5.1 Summary of the study

This study was meant to help abridge the teaching method of reflective writing in a way, which can get the students intermingled in the process of teaching. Such an objective was aimed to help those students who cannot get on with the process of writing to accomplish better reflective writing by working in groups. Hence, the following questions were set to solve this problem:

What is the effect of group and individual reflective writing strategies on the quality of EFL Bahraini students' achievement?

What is the attitude of EFL Bahraini students towards reflective writing individual and group techniques?

Thus, on the one hand, the study investigated an area of EFL, and on the other, it introduced firm recommendations for the teaching of reflective writing by researching the use of group teaching of reflective

writing rather than depending on the individual treatment. Consequently, the group technique improved the students' potentials of writing.

5.2 The data and the results

The students were asked to perform reflection over their own experiences to improve their understanding and give a deeper volume to their writing. That was a practice, which assured the dimensions represented in the reflective practice suggested by Dewey (2004) and Lipman (2003). These dimensions were suggested to relate critical thinking with expressions such as 'evaluate' and 'analyse' which lead to the engagement in the critical reflection.

In addition, the findings propose an understanding of group learning and critical thinking from the point of view of the students as expressed by them in both the interview and the questionnaire. Thus, group learning can be prescribed as a solution for issues related to the process of students' learning, such as critical thinking, which agrees with the studies of Gibbs (1994) and Cottrell (2010) who assume that the critical thinking can be transferred and learned.

5.3 Implications and recommendations for future research

Besides the objective of the research, the study intended to investigate the relationships between reflective writing as part of critical thinking and stimulants such as group learning. It is believed that understanding the views, responses and attitudes brought by the students to the learning process, can be of great help to the teachers to identify and improve certain areas of writing English compositions.

As a result, the recommendations of the study are inspired by Magolda (1999) on self- authorship. He establishes an educational approach, which stands on three values:

(1) authenticating students as a source of knowledge, which means that the students are recognised and appreciated for their ability to have a point of view, which can be recognised and maintained by the teachers. Consequently, they can help the students to see themselves as skilled at learning and knowing “it is a ‘welcoming acknowledgement’ of who the students are that enables the students to risk travelling to more complex ways of making meaning” Magolda (1999, p. 68).

(2) positioning the learning process in the students' own experience. This way helps to fix the student in the position of someone of knowledge by means of welcoming their life experiences into education. To realise this objective, teachers have to take the following into consideration:

- To connect the topic with real life subjects, such as the study or work experience.
- To use a suitable topic, which suits the present experience and knowledge of the students.
- To consider using particular types of reflective writing such as a learning journal and reflective report to give the students the chance to express their experience their learning.

(3) defining the learning process as a mutual assembling significance inside the education of positive–developing, which demands the teacher and the students to be part of the process of learning, Magolda (1999).

To realise this objective, the teachers must take the following into consideration:

- The role of the teacher is to be a facilitator for the learning process.
- To implement the group learning, which encourages the students to take a positive mutual dependence by preferring the group achievement rather than the individual one.

5.4 Recommendations:

It is hoped that the findings of this thesis will draw the attention of other researchers to conduct extra investigations on the use of group work in enhancing teaching the skills of the English language. It could actually be challenging, but rewarding for the members of the educational process including teachers and students. Hence, the main concern of the teachers should be to support the use of group learning with simple assessments of group learning and critical thinking.

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Appendix A

The questionnaire:

S	Questions	Very Satisfied	satisfied	Neither satisfied or dissatisfied	Dissatisfied	Very Dissatisfied
1	I liked the group work.					
2	The group technique was really effective.					
3	Next time I prefer to work in a group.					
4	I liked the reflective work technique.					
5	I thought the reflective work is more interesting than the normal work					
6	I felt the class with group work was more useful than the class with individual work.					

Assessment scale used to evaluate the writing during the experiment period

B2	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately.
	Target reader is fully informed.			Uses a range of simple and complex grammatical forms with control and flexibility.
				Occasional errors may be present but do not impede communication.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.
	Target reader is on the whole informed.			Uses a range of simple and some complex grammatical forms with a good degree of control.
				Errors do not impede communication.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.
	Target reader is minimally informed.			Uses simple grammatical forms with a good degree of control.
				While errors are noticeable, meaning can still be determined.
0	Performance below Band 1.			
	Content is totally irrelevant.			
	Target reader is not informed.			

ملخص البحث

يمثل تحسين إمكانات طلاب اللغة الإنجليزية كلغة أجنبية لكتابة اللغة الإنجليزية بأفضل طريقة ممكنة تحديًا للباحثين ومدرسي اللغة الإنجليزية في الفصول الدراسية. وغني عن القول أن مهام الكتابة المعترف بها تقليديًا حققت نجاحًا محدودًا في تلبية متطلبات مهارة الكتابة للغالبية العظمى من الطلاب لأنها تركز على النتيجة النهائية وليس على عملية الكتابة. وبالتالي ، فإن تحقيق نتائج أفضل في تدريس الكتابة باللغة الإنجليزية وتطوير الكفاءة الكتابية لدى الطلاب ، مع إشراك الطلاب في العملية التعليمية ، يظل مهمة شاقة لمعلمي اللغة الإنجليزية. تهدف الدراسة الحالية إلى دراسة طريقة موثوقة ومنهجية ومؤثرة لكيفية تعامل طلاب اللغة الإنجليزية كلغة أجنبية مع مهام الكتابة. وتحقيقًا لهذه الغاية ، يمكن استخدام أسلوب التدريس القائم على تنوع الأنشطة (الاجرائي) والذي يتضمن التفكير ، باعتباره طريقة مهمة للتفكير النقدي ، وكأداة مساعدة في التدريس ، وجانب حاسم في تعليم مهارة الكتابة في اللغة الإنجليزية. علاوة على ذلك ، تمت إضافة تقنية استخدام الأساليب التفاعلية كنشاط جماعي تعاوني لهذا البحث لتحسين النتيجة المتوقعة. عند تنفيذ الطريقة السابقة في مهمة الكتابة ، تم اختيار 45 متعلمًا في المرحلة الثانوية يدرسون اللغة الإنجليزية كلغة أجنبية في مدرسة ويتعلمون نفس المنهج الحكومي للمشاركة في هذه الدراسة. تم تقسيمهم إلى ثلاث مجموعات: المجموعة 1 ، المجموعة الضابطة ، تم تدريسها بالطريقة التقليدية (باستخدام الكتب المدرسية ، السبورة والكاسيت أو مشغل الأقراص المدمجة) ، المجموعة 2 ، مجموعة تجريبية ، تم تعليمها الكتابة من خلال أساليب العملية الفردية واستراتيجيات تم تدريس المجموعة 3 ، وهي مجموعة تجريبية ، من خلال أساليب العملية الجماعية واستراتيجيات التدريس. تم إجراء الاختبارات التمهيدية والبعدية في بداية الدراسة وفي نهايتها. تم تصنيف الكتابات التي تم جمعها بواسطة ثلاثة مقيمين باستخدام نماذج تم التحقق من صحتها من قبل ثلاثة أساتذة. المشاركون والبيانات التي تم جمعها واستخدامها: (1) مهام الكتابة (2) استبيان مفتوح (3) مقابلة

الكلمات الرئيسية: الكتابة باللغة الإنجليزية، المدخل الاجرائي، مدخل الكتابة الإنتاجية، مدخل الكتابة التأملية، التغذية الراجعة للمعلم، المدخل الاجرائي الجماعي، الكتابة التأملية

University of Bahrain

كلية الآداب

قسم اللغة الإنجليزية
وآدابها



آثار استخدام العمل الجماعي والفردى لتعزيز الإنجاز الكتابى التأملى للطلاب البحرينىين فى اللغة الإنجليزية كلفة أجنبية

بحث تكملىلى مقدم لقسم اللغة الإنجليزية وآدابها لنللى درجة الماجستير فى الدراسات التطبيقية
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