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The Effectiveness of Interactive Writing Strategy in Teaching Writing to EFL Preparatory School Students and their Attitudes Towards Writing**ABSTRACT / . /**

A sample of sixty- four eleventh grade male students has been purposively chosen from Al-Tuz city at ,Salah Al-Deen Governorate in the scholastic year (2017-2018) and equally distributed into experimental and control groups. The experimental group is taught writing by using the interactive writing strategy, while the control group is taught by using the traditional method, i.e. without using the interactive writing strategy for a period of three months. An achievement pre-posttest and a questionnaire have been constructed and administrated to the involved sample of the study.

The collected data have been analyzed statistically. The obtained result are as follows: There is a significant difference between the mean scores of the experimental group in the pretest and that in the posttest of the writing skill, and in favour of the posttest. There is no significant difference between the mean scores of the control group in the pretest and that in the posttest of the writing skill. There is a significant difference between the mean scores of the experimental group and that of the control group in the posttest, and in favour of the experimental group. There is a significant difference between the mean scores of the experimental group in the pre application and that in the post application of the questionnaire, and in favour of the post application. There is no significant difference between the mean scores of the control group in the pre application and that in the post application of the questionnaire, and in favour of the post application. There is a significant difference between the mean scores of the experimental group and that of the control group in the post application of the questionnaire, and in favour of the experimental group.

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فاعلية استراتيجية الكتابة التفاعلية في تدريس اللغة الإنكليزية في تحصيل طلبة المرحلة المتوسطة
واتجاهاتهم نحو الكتابة

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الخلاصة:

تهدف الدراسة الحالية الى التعرف على كفاية استراتيجية الكتابة التفاعلية في تدريس الكتابة لطلاب
الاعدادية دارسي اللغة الانكليزية وتحسين اتجاهاتهم نحو الكتابة . وتم صياغة عدد من الفرضيات لتحقيق
هذه الاهداف

اختيرت عينة مكونة من 64 طالبا للمرحلة السابعة من مدينة الطوز في محافظة صلاح الدين لسنة (2017-2018) وقد تم توزيعهم بالتساوي الى مجموعة تجريبية ومجموعة ضابطة. درست المجموعة التجريبية باستخدام استراتيجية الكتابة التفاعلية بينما المجموعة الضابطة تم تدريسهم بالطريقة التقليدية اي بدون استخدام استراتيجية الكتابة التفاعلية في دراسة الكتابة وذلك لمدة ثلاثة شهور. وتم استخدام الاستبانة والاختبار القبلي والبعدي لجمع البيانات من عينة الدراسة قبل وبعد تطبيق طريقة التدريس الجديدة ومن خلال تحليل البيانات ، توصلت الدراسة الى النتائج التالية:

1- يوجد فرق دال بين متوسط تحصل المجموعة التجريبية في الاختبار القبلي والبعدي لمهارة الكتابة وذلك لصالح الاختبار البعدي.

2- لا يوجد فرق دال بين متوسط تحصل المجموعة الضابطة في الاختبار القبلي والبعدي لمهارة الكتابة

3- يوجد فرق دال احصائيا بين متوسط درجات المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي وذلك لصالح المجموعة التجريبية.

4- يوجد فرق دال احصائيا بين متوسط درجات المجموعة التجريبية في التطبيق القبلي والتطبيق البعدي في مقياس الاتجاهات وذلك لصالح التطبيق البعدي.

5- لا يوجد فرق دال احصائيا بين متوسط درجات مجموعة الضابطة في التطبيق القبلي والتطبيق البعدي في مقياس الاتجاهات.

6- يوجد فرق دال احصائيا بين متوسط درجات المجموعة التجريبية والمجموعة الضابطة في التطبيق البعدي لمقياس الاتجاهات وذلك لصالح المجموعة التجريبية

و في ضوء هذه النتائج انتهت الدراسة بعدد من الاستنتاجات والتوصيات والمقترحات والاستنتاجات اضافة لدراسات مستقبلية.

Section One: Introduction

1.1 Statement of the problem

There is no doubt that writing is the most difficult skill for foreign language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. The skills involved in writing are highly complex. Writers of EFL have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on (Richards and Renandya,2003:303) .

Writing is one of the four basic skills for learning a language. Some linguists have classified writing as an active skill as long as it calls for thinking accompanied by the physical act of writing itself. Compared to speaking and listening, writing is usually learnt at school(Hassan,2018:2).

Writing, as one of the most important language skills for those who want to learn English as a foreign language (EFL, for short) and become literate in it, requires special attention as it is the process of transforming thoughts and ideas into written communication. Writing proficiency plays a great role in conveying a written message accurately and effectively(Salahat:2014:2) .

The fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second language syllabus. There is an additional and very important reason: writing helps our students to learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that we teach to our students. Second, when our students write, they also have opportunities to be adventurous with the language, to go beyond what they have just learned to say , to take risk. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning(Raimes,1983:3).

Millrood (2001:134) asserts that writing is a communicative skill to send, store and retrieve messages with the help of written symbols. It can be expressive, poetic, informative and persuasive. Rao (2007: 94) adds that EFL writing is useful in two respects: First ,it motivates students' thinking ,organizing ideas ,developing their ability to summarize, analyze and criticize .Second ,it strengthens students' learning ,thinking and reflecting on the English language .

Abdellatif (2007:57) adds that most language learners at all levels believe that writing is one of the most difficult language skills to master. Most students, low and high achievers find writing difficult and view it as something they just have to preserve through in order to pass certain exam.

To the best knowledge of the researchers , our preparatory schools students face difficulties in the skill of writing EFL. These difficulties could be attributed to many reasons, one of them is that EFL teachers do not use appropriate teaching strategies that enable students to

write efficiently. Therefore , the current study tries to experiment the effectiveness of Interactive writing strategy (IWS, for short) in teaching English writing.

Value of the Study. 1.2

This study may prove to be valuable, as follows:

1. This study may help teachers of 5th preparatory school students in organizing EFL writing skill by using interactive writing motivationally.

2. This study is of value to those who have an interest in teaching EFL, in general and in teaching writing, in specific.

3. Syllabus designers and supervisors may benefit from the present study in relying on a new guideline for improving writing skills.

4. It is expected that the study findings will be of a great benefit for the improvement of preparatory school students' writing skill.

5- The present study, is the first study conducted in the field of interactive teaching of English writing skill. It fills a gap of information in teaching EFL writing.

6- Other researchers may be encouraged to investigate the possibility of utilizing IWS in other fields of teaching.

1.3 Aims of the Study . The current study aims at:

1- Identify the principles as well as the steps of IWS used for teaching English writing.

2- Investigate the effectiveness of IWS in teaching writing to 5th preparatory (scientific)school students.

3- Find out to what extent IWS improve students' attitudes towards writing.

4 Hypotheses of the study: The aims of the current study are supposed to be achieved through verifying the following hypothesis:

1. There is no significant difference between the mean scores of the experimental group and that of the control group in the posttest .

2. There is no significant difference between the mean scores of the experimental group and that of control group in the post application of the questionnaire.

limits of the study 1.5

This study is limited to the (scientific) fifth year students at Sada Al- Iraq Preparatory School for Boys who are studying English for Iraq during the academic year 2018-2019

1.6 Definitions of Basic Terms. To avoid any ambiguity in the used terms they are defined as follows:

1.6.1 Effectiveness There are many criteria needed to be identified for the effectiveness such as mastery of objectives , performance on tests and measures of acceptability of teachers and students(Richards, 2001:292).

Operational definitin Effectiveness is the degree of improvement of students' achievement in English writing skill and improve their attitudes towards English as a result of using IWS .

1.6.2 Writing Skill

Good writing is an art, not all people are artists. Learners can learn how to write effectively and they need to have a plan for writing (Birjandi et al ,2004:1).

Operational definition: A writing skill refers to the ability to write a clear and well- structured topic sentences, supporting sentences and concluding sentences with considering punctuation marks to form a meaningful context and a good paragraph.

1.6.3 Interactive Writing Strategy (IWS)

Interactive writing is an important and powerful writing method. To begin with, interactive writing supports the activation of prior knowledge through the implementation of shared experiences. When teachers encourage children to activate prior knowledge, they enable them to make connections to the writing process(Fabela,2013:6).

Operational definition: Interactive writing strategy refers to a cooperative instructional process during which the teacher as well as his / her students work together in order to write meaningful texts.

1.6.4 Attitude

Attitudes are "characterized by a large proportion of emotional , self ,relationships in community"(Brown, 2001:61).

Operational Definition : An attitude is the ability of fifth year (scientific) preparatory school students to respond positively or negatively to a series of items on a scale prepared to measure their attitudes.

Section Two: Theoretical Background and Previous study

2.1 Theoretical Background

2.1.1 Skill of Writing

Language teaching is a complex process which can be conceptualized in a number of different ways. Traditionally, language teaching has been described in terms of what teachers do: that is in terms of the actions and behaviours which teachers carry out in the classroom and the effect of these behaviours on learners. (Richards and Lackhart (1995:29).

Orwig (1999: 2) gives a definition of writing as a skill saying that :It is a productive skill that is more complicated than it seems at first, and often seems to be the most difficult of the skills since it has a number of micro skills such as : using orthography correctly, spelling and punctuation conventions, using vocabulary in a correct way.

Some people believe that writing is a "natural gift" rather than a learned skill. People with such an attitude think that they are the only ones for whom writing is unbearably difficult. They feel that everyone else finds writing easy or at least tolerable such people typically say, "I am not any good at writing" or "English was not one of my good subject". They simply do not have a talent for writing, and when they do write, they do not try their best. Their attitude becomes a self-fulfilling prophecy. Their writing fails chiefly because they have brainwashed themselves into thinking that they do not have the "natural talent" needed to write. Unless their attitude changes, they probably will not learn how to write. A realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, cooking, and like any skill, it can be learned. (Langan, 2005:12).

Harmer (2001:79) states that "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development learning style and most importantly, writing as a skill in its own right". He believes that "The mental activity we have to go through in order to construct a proper written text is all part of the ongoing learning experience".

Writing is one of the ways for people to communicate ideas and information. They can express themselves effectively in a written form. For school students, writing is a means to express their thinking and feeling. They will improve their ability to think clearly because they have to organize those ideas correctly. It is aimed to produce and prepare the students as the creative generation and also the critical thinkers (Depdiknas :2006).

The significant role of improving English skills as the major way and path of connectedness and communication among countries specially in the globalized world today and the crucial role this language plays as the major way of globalization in plurality of discourse communication, expansion, and development of English, in general, and producing writing as a solid way of connection in particular has gained wide recognition and acceptance (Asadzadian, 2017:29).

Writing sub skills 2.1.1.1

a-Spelling

1. Spelling is visual .We see if a spelling is right or wrong.
2. There is no single magical spelling method most of people use a variety of strategies.
- 3- A writer develops an awareness of whether his spelling is right or wrong
4. Correct spelling is more important in some writing.

5. Revising is the right time to look closely at the spelling . The writer should not worry about it too much while drafting (Brown and Hood , 1989: 15).

b- Punctuation

1. Punctuation helps the reader understand what the writer means.
2. Punctuation helps keep track of what have written and what are going to write.
3. Some punctuation is simply convention .That do it now because it has always been done that way (i.e. capital letters).
- 4.Revising is the right time to look closely at the punctuation. Do not worry about it too much while drafting punctuation.
5. Looking at the punctuation used by other writers will help a writer more than learning rules.
6. Like everything else in writing, punctuation depends on the reader, purpose, content and situation. (ibid :26- 34).

2.1.1.2 Reasons for Teaching Writing

Harmer(2001:79-84) states: that there are many reasons for getting students to write , both in and outside class. Firstly, writing gives them more" thinking time" than they get when attempt spontaneous conversation. This allows them to get an opportunity for language processing that is thinking about the language whether they are involved in study or activation. When thinking about writing, it is helpful to make distinction between writing for learning and writing for writing. The reasons for teaching writing to students of EFL include reinforcement , language development, learning style and , most importantly , writing as a skill in its on right , as follows:

1- Reinforcement : some students acquire language in a purely oral / aural way , but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is available for both our understanding of how it all fits together and as an aid to committing the new language to memory.

2- Language Development : it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along . The mental activity we have to go through in order to construct proper written text is all part of the ongoing learning experience.

3- Learning Style : some students are fantastically quick at picking language just by looking and listening. For the rest of us , it may through , to produce language in a lower ways, Writing is appropriate for such learners. It can also be reflective activity instead of the rush and bother of interpersonal face-to-face communication.

Writing is used in many areas of our lives. It is essential as it is a primary basis upon which one's work and learning will be judged in any place at community. Harmer (2004:3) notes that "exams mainly depend on students' writing proficiency to measure their knowledge, so it is vital for speakers of a foreign language as well as for speakers using their first language.

Writing in any language is a difficult skill to acquire. Therefore ,EFL students, should approach writing in English carefully. In order to write well they need understanding of grammatical structure, vocabulary and tense usage. In order to write well in English they should understand the basics of the language. The most difficult area for students learning English is verbs. English verbs are used in complicated ways, they do not have complicated conjugations with different ending for each pronoun like other language as might(Swick,2009:1).

2.1.1.3 Problems of Writing

The problems which are caused by writing have been stated by (Bryne,1988:4) under three headings, namely: psychological, linguistic, and cognitive, as follows:

1-Psychological problem: Speech is the natural and normal medium of communication in most circumstances present when we use language and get feedback of some kind. Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback.

2-Linguistic problems :oral communication is sustained through a process of interaction and except in special circumstances such as a lecture, the participants help to keep it going. Because speech is normally spontaneous we have little time to pay attention either to organizing our sentences structure. The latter is maintained through the process of interaction. We repeat, backtrack, expand and so on, depending on how people react to what we say. Incomplete and even ungrammatical utterances usually pass unnoticed.

3-Cognitive problems: We grow up learning to speak and in normal circumstances spend much of our time doing it. We also appear to speak without much conscious effort.

Interactive Writing Strategy (IWS) 2.1.2

2.1.2.1 Interactive Writing a writing strategy that enables teachers and students to collaborate ideas, hear sounds in words, and implement conventions of writing in order to compose a written piece by sharing the pen throughout the process (McCarrier et al, 2000).

Interactive writing is a process-oriented instructional approach designed to make the composing and encoding processes of writing explicit for young students who

are learning to write. It is particularly suitable for students who struggle with literacy learning(Williams, 2018:523).

The characteristic of interactive writing is changed as learners become more proficient readers and writers. Since the end product of interactive writing will be used for rereading, all letters and convention of points need to be accurate and legible. This includes proper letter formation, use of capital letters, punctuation, and space between words. During interactive writing, there are numerous opportunities to teach learners skills and strategies.

2.1.2.2 The Features of Interactive Writing During the Emergent, Developing, and Advanced Stages

1. Emergent stage: In the emergent stage, interactive writing may consist of modeling letter formation on a dry-erase board or magnetic writing board.

2. Developing stage: As learners develop their writing skills, they begin to record blends, "chuck" (parts of words), and whole words (high-frequency words and known words). During the developing stage, they use known words to write unknown but similar words.

3. Advanced stage: During interactive writing with more advanced learners, draw attention to word patterns and make connections between words. Since writing is student-generated, the text will not be composed to illustrate spelling patterns. But as learners are able to compose longer and more complex sentences, many examples emerge to help teach learners more about words(Callella and Kimberly, 2000:10).

2.1.2.3 How We Use Interactive Writing Strategy in Class

The teacher begins interactive writing in her class by writing "Today is . . ." on a piece of chart paper. She asks for a volunteer to take the pen and write the day, which she has written on a sentence strip and clipped to the top of the chart. The student raises his hand and the teacher offers him the pen. He comes forward proudly to take it and carefully starts to write M for Monday. The teacher shares the writing experience with young students on chart paper or a whiteboard that is large enough for the whole class to see. Students participate by giving the teacher ideas and also by "taking the pen" and writing words, phrases, or sentences with the teacher's guidance. Older students can participate in shared and collaborative writing as well (McCarrier et al, 2000).

For example, for kindergarten, model how to:

(1) capitalize the first letter or the first word in a sentence

(2) indent the first sentence of a paragraph(Cox, 2012:37-41).

2.1.2.4 The Steps Used for Interactive Writing

McCarrier (2000: 73) states the following steps for interactive writing:

- a) provide a base of active learning experiences,
- b) talk to establish purpose,
- c) compose the text,
- d) construct the text,
- e) reread, revise, and proofread the text,
- f) revisit the text to support word solving,
- g) summarize the learning, and
- h) extend the learning.

2.1.2.5 Benefits of Interactive Writing

There are many benefits of interactive writing; the following are the most attractive ones:

- Students become apprentices, working alongside, a more expert writers.
- Everyone in the group sees the process of producing a piece of writing.
- Students who read and write very little independently have a chance to see themselves as readers and writers.
- Students gain knowledge that can be used to create other texts.
- Students think about an audience for their writing.
- Most importantly, students have fun in, interactive writing (McCarrier, 2000:8-9).

2.1.2.6 Interactive Writing for Special Needs of Students

While our class news article is a weekly whole group routine, also found interactive writing to be helpful in small-group settings throughout the year with English-language learners and mainstreamed special education students. Students needs based groups and worked with them on interactively writing summaries of previously read texts, completing poster-sized versions of graphic organizers, and composing signs describing hall displays of students work. Working with those students in small groups allowed to tailor writing instruction to their needs and resulted in an increase in their level of participation and application of concepts during whole-group interactive writing sessions (Wall,2008:3).

2.1.3 Learners' attitudes

The concept of learners attitudes has been the focus of attention in explosion and investigation of human behaviour offered by social psychology. Attitudes are usually defined as a disposition or tendency to respond positively or negatively towards a certain thing such as, an idea , object person , or situation. Students have positive or negative attitudes towards language they want to learn or the people who speak it. Having positive attitudes towards test is also claimed to be one of the reasons which make students perform better on the test (Hosseni,2013:2).

2.1.3.1 Developing Positive Attitudes Toward Writing

Learning means becoming more knowledgeable through adding to one's understanding and skill and it occurs in response to experience and teaching. However , increase in knowledge or ability is not the only consequence of learners to develop attitudes towards what they learn and construct a picture of themselves as successful or unsuccessful learners. Attitudes, perceptions of the subjects relevance and self –concept can affect how much learning takes place and how easily it is acquired .The curriculum that is offered to learners, the way it matches and builds on their existing abilities and understanding and the way adults respond to what learner do can have an important and lasting impact on their attitudes towards writing and their interest in learning to write. (Brown,1999:65) .

There are a number of reasons that show the importance of studying attitudes. Reid (2003: 33) pointed that attitudes are important to us because they cannot be neatly separated from study. Visser (2008) adds, that attitude is considered as an essential factor influencing language performance, as follows:

- 1- Students have different needs, preferences, beliefs, learning styles, and educational backgrounds, and that imposition of change upon these factors can lead to negative reactions.
- 2- An investigation into learner's attitudes is a means by which language teachers, education planners, syllabus designers and researchers can gain greater insight into the language learning/teaching process.
- 3- Learners have views on the learning process and can articulate them.

2.1.3.2 Categories of Attitudes Relevant to Second Language Learning

Three categories of attitudes are relevant to second language, as follows:

1. attitudes towards the target language community.
2. attitudes towards learning the language
3. attitudes towards learning and language in general(Chambers,1999:27)

"Second language learners can concern second language learning, the teacher, the language(attitude about its prestige , sound system, writing system, grammar, metaphors, communicative value and so on), the culture , and nativespeaker of the language ..Attitudes are generally viewed as either positive or negative and can strongly affect second language learning. Learners can change their attitudes by

using tactics tied to the second language learning strategy of Activating Supportive Emotions, Beliefs, and Attitudes " (Oxford,2011:71).

Gardner (1985:39-49) states five characteristics of attitude

1. Attitudes tend to persist but they can be modified by experience.
2. Attitudes are cognitive
3. Attitudes are learnt, not inherited
4. Attitudes are dimensional rather than bipolar.
5. Attitudes predispose a person to act in a certain way, but the relationship between attitudes is not a strong one.

Gardner demonstrates that "to a considerable extent , the various ways of classifying attitudes can be seen reflected in relationships between the attitudes measure and indices of achievement in a second language"(ibid:40-42). He outlines three distinct classifications and other related factors:

1. Specific/ General : The first classification, Gardner proposes, is long dimension of specificity.
2. Relevant : The second classification is "in terms of attitudes relevance to second language achievement".
3. Educational or Social : The third way of classifying attitudes is as either educational or social attitudes..

3.1.3.3 Attitudes and Achievement

Attitudes play an eminent role in determining one's behaviour, as the attitude has an impetus which stimulates the behaviour and directs it in a particular direction. Attitudes are thus indirectly related to second language achievement. Also a positive attitude leads to an enthusiasm to study and learn English. Attitudes can possibly affect learners' achievement and the desire to continue studying in the target language (Reid, 2006: 12).

A positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against learning (Victori & Lockhart, 1995: 230). Thus, attitudes, ranging through negative, natural, and positive states and determine a student's success or failure in his or her learning.

Writing attitude is defined by Graham et al (2007: 518) as "an affective disposition involving how the act of writing makes the author feel. In other words, the more positive attitudes students have towards writing, the more energy they spend on the task.

It refers to the positive or negative beliefs, feelings and reactions that the students hold towards writing in English and their writing ability. This acceptance or refusal affects students' enjoyment in learning and practising English writing. Besides, it is measured by the writing attitudes scale that has been specifically prepared by the researcher(Qalaja,2015:6).

2.2 Previous Studies

2.2.1 Salah (2010)

This study aimed at investigating the effectiveness of a suggested programme for developing teaching writing skills among secondary school teachers. Two tools were used in that study, an observation card to identify the skills that teachers have in teaching writing and a suggested programme of secondary school male teachers from different schools in Khan Younis Governorate.

Results of the study showed that there were significant differences between pre and post implementing of the programme among the experimental group. Teachers were recommended to use a lot of activities and techniques which develop their performance during teaching writing skills. They were also recommended to develop and improve their abilities in teaching writing skill.

2.2.2 Isleem(2010)

This study aimed at investigating the effectiveness of a suggested programme based on individualized activities in developing Palestinian Sixth Graders' writing skills. The sample of the study included sixty - six students who were divided into two groups. It attempted to find out to what extent the suggested programme which was based on individualized activities develop Palestinian sixth graders writing skills in general and in particular their graphical, grammatical and their expressive skills.

Three tools were used to collect the needed data: pre / posttest, checklist and worksheets. The experimental group, received the suggested programme for two months, while the control group did not receive any programme and it was taught by using the traditional teaching method. Comparing the results of the pre-posttest, it was concluded that the suggested programme proved to be effective in developing students' achievement in three sub skills which are graphical, grammatical and expressive. This considerable gain was attributed to the impact of the programme. On the other hand, the traditional method in teaching was ineffective because students made no progress on all levels as the statistical analysis showed.

2.2.3 Abu Armana(2011)

This study aimed to examine the impact of a remedial programme on writing skills of the seventh low achievers at UNRWA schools in the Rafah Governorate of the Gaza Strip. The remedial programme was used in teaching the experimental

groups, while the ordinary teaching periods students and the textbook was used with the control groups.

The sample of the study consisted of 127 seventh grade low achiever students who were distributed into four groups . Two experimental groups, i.e. a male group consisting of thirty- one students and a female group consisting of thirty - seven students. The others were two control groups, i.e. a male group consisting of twenty – five students and a female group consisting of thirty -four students and Rafah Prep Girls "D" school. Both are UNRWA schools in Rafah Governorate. The instruments of the study included pre and posttest. The study recommended the necessity of implementing remedial programme for the low achievers to bring about better outcomes in students' writing skills of the English language.

2.2.4 El-Shami(2011)

This study aimed to investigate the effect of using interactive writing on developing the mechanics of writing of eighth graders in Gaza private schools. Two tools, pre-post achievement test and a portfolio were used in this study. The Sample consisted of thirty - seven male students of eighth graders. It was divided into two groups, experimental and control groups. The experimental group consisted of eighteen students and the control one consisting of nineteen students.

During the implementation of the study, the interactive writing was used to teach the experimental group, whereas the traditional method was used with the control group. The two groups were tested again in mechanics of writing at the end of the experiment. Results of the pre-test showed that the two groups were equivalent in their previous learning and general achievement. The study findings revealed that there were statistically significant differences between the mean scores attained by the experimental group and that gained by the control one and in favour of the experimental group. This was attributed to the interactive writing method used in this study.

2.2.5 Isa(2012)

This study aimed at investigating the effect of using Wikis on improving Palestinian ninth graders' English writing skills and their attitudes towards writing. The targeted skills were writing an email from notes, ordering events into a paragraph as well as writing a report from notes. Three tools were used, an observation card to explore students' performance in utilizing Wikis and practising writing skills and activities, a questionnaire to reveal students' attitudes towards using Wikis in teaching and learning writing skills and pre/ post writing test.

The sample included thirty – nine EFL students studying at Bureij Preparatory Girls School 'A' which was run by UNERWA in the Gaza Strip. It was divided into two groups: experimental group consisted of twenty students and control one consisted of nineteen students. The two groups were equivalent in their previous learning, achievement in English language in general and achievement in English

writing in particular. The study recommended teachers to use the Wiki technology in teaching writing skills in order to develop and improve their students' ability in writing skills.

2.2.6 Roth, et al (2012)

The study aimed to investigate the effect of Interactive Writing, a dynamic approach to writing instruction designed specifically for young children, on the sample of the study which included independent writing of the first graders enrolled in urban schools in a large metropolitan area.

Children in the interactive writing condition (N = 49) showed greater growth on measures of independent writing than a comparison group (N = 52). Students' written performance in response to a prompt indicated that those who participated in interactive writing not only improved in their overall independent writing but also made greater gains on nine out of ten of the individual subcomponents of writing measured: ideas, organization, word choice, sentence fluency, spelling of high-frequency words, spelling of other words, capitalization, punctuation, and handwriting. These results were obtained in classrooms that spent an average of 10.5 minutes a day engaged in Interactive Writing and thus demonstrated its potential as a daily practice to improve children's independent writing.

2.2.7 Harb(2013)

This study aimed to investigate the effectiveness of using a blended learning programme on developing and retention of Palestinian tenth graders English writing skills. The researcher adopted the experimental approach with two groups' pre-post design (experimental and control). An achievement test consisting of (40) items was constructed, to measure the retention of the skills and a blended learning programme in writing skills.

The study sample included forty students from Shohadaa' Rafah Basic School who were divided into two equal groups. The blended learning programme was used in teaching the experimental group, while the traditional method was used with the control one. The study recommended teachers to adopt the blended learning programme in teaching writing skills, holding educational courses and workshops for teachers in general and of English in particular to enrich the teaching learning process and develop students' achievement level.

2.2.8 Al -Shanti(2014)

This study aimed to investigate the effect of a guided Web Quest on enhancing students writing skills. Two tools, pre-post achievement test and a Web quest were used. The sample consisted of seventy- eight ninth graders who were chosen purposively from AL-Zaitoon Preparatory School for Girls in Gaza Governorate. It was divided into two equal groups.

The study recommended the necessity of implementing the Web Quest method in teaching English language to bring about better outcomes in students' achievement in English. Results of the study reflected the superiority of the experimental group who practised writing skills through the Web Quests as compared with the control group who practised writing skills through the traditional way. This result was attributed to the advantages of the Web Quest as a teaching- learning strategy.

2.4.9 Sabra (2014)

The study aimed at examining the effectiveness of adopting CAF Strategy on developing writing skills for the Eighth Graders in north Gaza Governorate. Twotools; pre-post achievement test and a focus group interview were used. The sample of the study consisted of eighty-two female students who were equally divided into experimental group and control groups. They were randomly chosen from Banat- Jabalia Preparatory School, North Gaza Governorate. Activities related to writing skills assigned in English for Palestine, Students Book 8 were: paragraph writing, capitalization, punctuation, letter writing, and rearranging scrambled sentences into paragraphs.

Results showed that there was a great role of CAF strategy in improving the paragraph writing skills. Results also showed that there were statistically significant differences at the level of significance 0.01 between the scores of experimental group before and after using the (CAF) strategy and in favour of the posttest. In brief, the statistical analysis of the data showed that the CAF strategy is effective in developing writing skills. It was recommended that English language teachers should adopt (CAF) in teaching English in general and in teaching writing in particular.

2.2.10 Al-Salahat (2014)

This study aimed at investigating the effectiveness of using IWS in developing writing skills among seventh graders and their attitudes towards writing. Two tools to collect the needed data: a pre-posttest and a questionnaire were used. A sample consisting of seventy – six seventh grade female students were purposively chosen from Ian Goliath (B) in the East Directorate of Gaza in the scholastic year (2012-2013) and equally distributed into experimental and control groups.

The experimental group was taught writing by using IWS, while the control group was taught by using the traditional method of teaching writing throughout the period of the study which lasted for one month. The study findings revealed that there were statistically significant differences between the mean scores attained by the experimental group and the mean scores attained by the control one and in favour of the experimental group. Such difference was attributed to the efficiency of the IWS.

2.2.11 El-Qassas(2015)

This study aimed at investigating the effect of a critical reading story on improving some creative writing skills. The sample of the study consisted of thirty - nine students from Ibn Khaldon Secondary school, and it was purposefully chosen from tenth graders. The experiment was accomplished in two months during the second term of 2014. Then creative writing test was implemented for the experimental group.

Results of the study revealed that the critical reading story was effective to improve creative writing skills for tenth graders. In addition, the study encouraged the students towards learning process and it helped them to express their opinions, ideas and feelings.

2.2.12 Qalaja(2015)

This study aimed at investigating the effectiveness of using Edmodo as teaching and learning virtual class to the product writing approach in enhancing Palestinian seventh graders' English writing skills and their attitudes towards writing. Two tools were used .The first tool was a writing skills test to measure students' writing performance in general and their writing product skills, in particular before and after the intervention. The second tool was a writing attitudes scale to explore students' attitudes towards writing in English . In addition, the Edmodo was used as a teaching and learning virtual class to the product writing approach for explaining the writing lessons included in the first-term of English for Palestine Students Book 7.

A random sample of fifty EFL female students who were studying at Al Majda Wasella prep "B" Girls' School in the Directorate of Education-west Gaza, was choosen. The participants were divided into two equivalent groups. The two groups were equivalent in terms of their age, previous learning, and achievement in English language in general and achievement in English writing in particular and in the use of the writing production.

Results showed that the participants' attitudes towards English writing after the implementation of the Edmodo were positively changed. Additionally, the study revealed that Edmodo project was in favour of the experimental group. It was concluded that the use of the Edmodo as a teaching and learning virtual class to the product writing approach can be a promising and productive solution to students' lack of engagement and motivation in English writing class and enhance their writing ability and improves their attitudes towards writing in English.

2.2.13 Mokhamar(2016)

This study aimed at investigating the impact of integrating reading and writing skills on Palestine technical college students' paragraph writing and attitudes . The targeted skills were writing a coherent paragraph ,paragraph development ,unity, topic sentence ,coherence ,supporting sentences ,cohesion and concluding sentence. Two tools were used pre/post test to explore students' performance in

writing a coherent paragraph ,and paragraph skills. An art attitude scale to reveal students' attitudes towards writing was employed .A representative sample of eighty EFL students who were studying at Palestine technical college was employed and divided into two equal groups: an experimental and control groups. A posttest used to assess any possible differences between the target groups.

The study recommended that teachers as well as lecturers were asked to integrate reading and, writing activities in teaching writing skills in general and paragraph writing in particular ,to develop and improve their students' paragraph writing as well as their attitudes .

2.2.14 El -Sourani (2017)

This study aimed to investigate the effectiveness of using RAFTs strategy in improving English writing skills among female tenth graders in Gaza. As a main tool for the study, an achievement test of six questions was designed and validated to be used as a pre- and posttest to measure any possible differences between the two groups. In addition, a content analysis card and a rubric were used to score students' writing.

Two classes were chosen from the tenth grade classes and randomly one class assigned as an experimental group consisting of thirty- four female students and the other as a control group also consisting of thirty -four female students. The traditional method was used in teaching writing to the control group, while the RAFTs Strategy was used with the experimental one in the second term of the school year (2016-2017). The study recommended the necessity of implementing RAFTs Strategy in

teaching and learning English writing to bring about better outcomes in students' achievement. In the light of this result, it was concluded that the use of the RAFTs strategy in teaching writing skills can improve students' achievement, help them overcome some of the difficulties facing them while learning writing, and enhance their motivation for writing and interaction in English classes.

2.4.15 Kalosa(2017)

The study aimed to investigate the effect of metacognitive strategies on improving eleventh graders' writing skills and attitudes towards English. The instruments of the study included English writing skills achievement test, and attitudes scale. The study sample consisted of eighty female students from Farouk El-Farra School. The sample was randomly divided randomly into two equal groups: experimental and control groups. Results showed that using of metacognitive strategies improved eleventh graders' writing skills and attitudes towards English. In the light of the study results, teachers were recommended to use interactive approach based on students' real involvement in the teaching learning process.

2.2.16 Qishta (2017)

This study investigated the effectiveness of using pictures in developing sentence writing skills for the seventh graders in Rafah. An achievement test was used as a study tool to measure the participants' writing sentence skills before and after the implementation. A Sample of sixty- eight female seventh graders from Deir Yassein Basic School for Girls in Rafah Governorate was chosen in the first term of the scholastic year (2015-2016) and divided into two equal groups.

The experiment lasted for ten weeks(2 lessons per week). One of them was assigned as an experimental group and taught writing sentence skills by using pictures and the other was taught by the traditional way was assigned as the control one. The study findings revealed that there were statistically significance differences between the mean scores attained by the experimental group and that attained by the control group and in favour of the experimental group.

2.2.17 Discussion of Previous Studies

Most of the previous studies were experimental in nature and aimed at studying writing skills like Salah (2010), Isleem (2010), Abu Arman (2011),Isa (2012), Roth et al (2012),Herb (2013), Al- Shanti (2014), Sabra (2014), El Qassas (2015), Qalaja (2015), Mokhamar (2016),El- Sourani (2017), Kalosa (2017). Only two of these studies used IWS, i.e. the study of Al- Salahat (2014), and El -Shami (2011). The current study is also experimental in nature and aims to investigate the effectiveness of IWS in teaching writing.

The previous studies dealt with different stages of male and female students who were mostly chosen randomly and their number ranges between thirty and ninety students. For example, Salah (2010) sample included twenty secondary school male teachers. Each of Isleem (2010),and El-Shami (2011)sample consists of (37)eight grade male student. Abu Armana(2011) consist of (127) seventh grade low achiever students , Isa (2012)sample consists of (39) ninth graders students and Harb (2013) consists of (40) tenth graders students from Rafah . Al Shanti (2014) consists of (78) ninth graders , Sabra (2014) consists of (82) eighth grade female students ,Al -Salahat (2014)consists of (76) seventh grade female students, El-Qassas(2015) consists of (39) tenth grade secondary school students, Qalaja (2015) consists of (50) seventh grade female students ,El-Sourani (2017) consist of (68) tenth grade female students , Kalosa (2017) consists of (80) female students and Qishta (2017) consists of (68) eleventh grade female students. Roth et al(2012) consists of (101) first grade primary school students but Mokhamar (2016) consists of Technical university Students (80) EFL collage students. The current study includes sixty- four fifth year (scientific) preparatory school male students .

The previous studies were different from one study to another in number and type of their tools. For example, the tools of the study of Roth, et al (2012), El-Shami (2011), EL-Qassas(2015) and El-Sourani(2017), Qishta(2017) ,were pre-

tests and post-tests. Salah (2010) used observation card and a suggested programme. Isleem(2010) used pre/posttest ,checklist and worksheets, Abu-Armana(2011) used pre/ posttest and remedial programme. Isa(2012) used observation card, questionnaire and pre/posttest, Harb(2013) used blended learning programme, Al-Shanti(2014) used pre/posttest and Web quest, Sabra(2014) used pre/posttest and focus group interview, Al- Salahat(2014) used pre/posttest and questionnaire, Qalaja(2015), Mokhamar(2016), ,Kalosa(2017) as well as the current study used an achievement test and attitudes scale.

Salah (2010) result showed that there were significant differences in secondary school teachers' performance before and after implementing the programme and teachers' level after the programme reached eighty seven percent. Abo- Armana (2011) showed that there were statistically significant differences at the level ($\alpha = 0.05$) in English writing skills of the seventh grade low achievers in favour of the experimental groups, which meant that the use of the program in remedying the writing weaknesses of the low achievers had a significant impact on the students. Based on those findings, the study recommended the necessity of implementing remedial programs for the low achievers to bring about better outcomes in writing skills in English language. It also suggested that further research related to other students. El-Shami(2011) as well as Salahat (2014) findings revealed that using interactive writing method has improved students' mechanics of writing. Isleem(2010) showed that the suggested programme proved to be effective in developing pupils' achievement in the three sub skills: graphical, grammatical and expressive. This considerable gain was attributed to the impact of the programme. On the other hand, the traditional method in teaching was ineffective because pupils made no progress at all levels as the statistical analysis revealed. Isa (2012) showed that teachers should use the wiki technology in teaching writing skills in order to develop and improve their students' ability in writing skills. Roth et al(2012) showed that the writing skills should be conducted. These results were obtained in classrooms that spent an average of 10.5 minutes a day engaged in Interactive Writing and thus demonstrated its potential as a daily practice to improve children's independent writing.

Sabra (2014) also showed that there were statistically significant differences at the level of 0.01 between the scores of experimental group before and after using the (CAF) strategy for the experimental group and in favour of the posttest. This means that the CAF strategy is effective in developing writing skills. El-Qassas(2015) showed that the using of a critical reading story is a very effective method which does not only help students improve their creative writing skills students also get the benefit in many aspects and skills such as predication and imagination.

Qalaja (2015) results showed that the use of the Edmodo as a teaching and learning virtual class to the product writing approach could be a promising and productive solution to students' lack of engagement and motivation

in English writing class and enhance their writing ability and improved their attitudes towards English in writing. Qishta(2017) also showed that Pictures had superiority over the traditional method in teaching English writing skill. Pictures provided students with a better learning and enhanced environment through variety of methods ,strategies and other resources self-learning strategies and reflected on their achievement in English language. There was an interaction between teaching techniques and learning motivation. Mokhamor (2016) showed that integrating reading and writing skills could be a promising and productive solution towards improving writing skills. Kalosa (2017) also showed that using metacognitive strategies improving eleventh graders writing skills, and attitudes towards English.

Section Three: Procedures

3.1 Experimental Design

Selecting an appropriate design for research work is one of the most important decisions that should be initially considered (Van Dalen,1979:232).

Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between dependent and independent variables(Best,1981:68). The current study is built on the pretest-posttest equivalent groups design.

3.2 Population and Sampling

A population may refer to all of any specified group of human beings or of non- human entities such as objects, and geographical areas (Van Dalen,1979:318).

The population of the present study includes fifth scientific grade male students at Sada Al- Iraq Preparatory School for Boys in the city of Al-Tuz at Salah El -Deen Governorate , during the academic year 2018-2019. The total number of those students is ninety – one. They are distributed into two sections, (A) and (B). Section (A) includes forty- seven students, five of them are repeaters. Whereas section (B) includes forty-four students, two of them are repeaters. After excluding the repeaters, the remaining number is eighty- four students. Twenty students have been randomly excluded from the two groups for the purpose of pilot administration of the test. So each of the experimental and control groups includes thirty – two students. As shown in Table (3.1)

Table (3. 1) The Population and Sample of the study

Group	No.of population	No.of pilot subjects	No. of excluded students	No. of subject sample
EG	47	10	5	32
CG	44	10	2	32
Total	91	20	7	64

3.3 The Instructional Material and lesson Plan

This has been limited to only three units from the Student's Book for the fifth class of preparatory stage English for Iraq. These units, i.e. (5,6and 7) have been specified according to the yearly plan for teaching 5th Preparatory English Book.

3.4 Students Instructions

The three involved have been units taught to the two groups, (experimental and control groups) by the researcher, herself. The instruction of the two groups of students has been started on Sunday, 17th of February, and lasted for ten weeks to be ended on Thursday, 25th of April ,2019. The experimental group is taught according to the steps of the IWS . Whereas , the control group is taught according to the traditional way as follows:

A Lesson Plan for Teaching the Experimental Group.
Class and section : fifth (A) Date February 17th , 2019

Time : 45 minutes

Objectives: Recognize (the noun, verb, adverb, adjective),Write a paragraph.
Resources :Student's Book , Activity Book, board, chalks

The Tools used : Flash cards, Markers.

Steps of Presentation:

The experimental group has been taught English writing according to IWS : First of all, the teacher discusses the organization and components of IWS.

At the beginning of the lesson the students name the day and that date of the day. The teacher reads the explanation on student's book and writes two sentences using markers on the board and explain them. The teacher presents the activity, making sure that students understand the task and provides a base of active learning experience. The teacher establishes a purpose (we are going to classify the words into noun, verb, adverb and adjective) and divides the class into groups and chooses a leader for each group. Students in each group are required to classify the words into noun, verb, adverb and adjective. The leader of each group writes these words on the easel using markers. The teacher goes around the groups to check their writing.

Revision : The teacher and students sum up the main points of the lesson.

Homework: The teacher gives an homework assignment to the students to do it at home

Greeting : Thanks and goodbye.

A Lesson Plan for Teaching the Control Group:
Objectives: Recognize (the noun, verb, adverb ,adjective) Write a paragraph
Recourse: Student's book, activity book, board, chalks
The Tools: board and markers.

Steps of Presentation: The control group has been taught English writing according to the traditional method.

Students in this group (control group) were taught according to the traditional method which is presented in the student's book and activity book. The teacher gives an instruction of the new lesson by linking it to the pervious lesson by asking students a question related to the pervious lesson .The teacher explains how students recognize (noun, verb, adverb and adjective) and how they write a paragraph and assign to them homework. The two daily plans have been presented to a jury of specialists in education and EFL methodology . The jurors accepted the plans and put forward some notes that have been considered by the present study.

3.5 Construction of the Posttest, its Application , and Scoring Scheme An achievement posttest has been constructed in order to measure the effect of using IWS on students' achievement in writing. It is clear that the purpose of the achievement test is to measure what students have learned. Therefore, the contents, behaviours, number of items and scores of the posttest have been specified, as shown in Table(3.2). The test consists of four questions and each

question includes a number of sub questions. The first question deals with “word building”. It includes four sub questions . The first sub question includes six items, and two scores are allotted for each item. The second sub- question includes five items, one score is allotted to each item. The third sub- question includes nine items, one score is allotted to each item. The fourth sub-question includes five items and three scores are allotted to each item. The second question deals with “sentence construction” and includes five sub-questions. The first sub – question includes five items two scores are allotted to each item. Each of the second , third, and fourth sub- questions includes five items and two scores are slotted to each item. The fifth sub-question includes five items and two scores are allotted to each item.

The third question deals with “guided composition”. The first sub-question requires students to complete the composition by using the given words it includes eight items and one score is allotted each item. The second sub- question asks students to use their own words to complete the six blanks, one score is

allotted to each blank. The fourth question deals with “paragraph building” in which students are required to write a description of a friend or a relative they know, Ten scores are allotted to this question and distributed to five criteria , namely : spelling , grammar, vocabulary , punctuation, and hand writing . So two scores are allotted to each criterion.

After verifying the validity, reliability, DL , and DP of the posttest, it has been applied on both the experimental and control groups. Testees are asked to read the given question carefully and write down their answer on their test papers with in the limited time of the test. Later on, all the test papers have been collected and scored.

Table (3.2) The specifications of the Contents, Behaviours, Number of Items and Scores of Posttest

No.of Qs.	Contents	Subjects Behaviours	No.of Items	Scores
Q1	Word Building	Write adjectives to complete the sentences	6	12
		Use words in sentences that show their meaning	5	5
		Classify words	9	9
		Write verbs, nouns,adverbs,adejectives.	5	15
Q2	Sentence Construction	Rearrange meaningful sentences	5	10
		Fill in the blanks with the given word	5	5
		Write sentences with capital letters	5	5
		Join the sentences by using relative pronouns	5	5
		Make questions and remember to check the sentence and Punctuation	5	10
Q3	Guided composition	Complete a composition by using the given words.	8	8
		Complete a composition by using their own words	6	6
Q5	Paragraph building	Write a description of a friend or a relative a student knows	1	10
		Total	65	100

3.6 Construction of the Questionnaire and its Post Application

A questionnaire refers to any written instruments that presents respondents with a number of questions or items to which they react either by writing out their responses or selecting from the existed responses (Dornyei and Taguchi, 2013:3-4). In order to construct a questionnaire for measuring the attitudes of the involved sample of students towards the skill of writing, a number of references as well as previous studies have been reviewed. It is found that the way followed by Likert in measuring students' attitudes towards the skill of writing, is the most explicit and appropriate one. Likert Scale "assesses attitudes towards a topic by presenting a set of statements about the topic and asking respondents to indicate for each statement whether they are : strongly agree, agree, undecided, disagree, or strongly disagree"

The questionnaire consists of four major domains each domain includes ten items. So the total number of the items is forty. The items are presented in a form of statements to be endorsed in terms of the five Likert which ranges from "strongly agree" to "strongly disagree", as shown in appendix (2). After ensuring the validity, reliability, and the effectiveness of the forty items, the final administration of the questionnaire to the sample of the study has been carried out on February 2018- 2019.

Students are required to read each item of the questionnaire and put their responses if they strongly agree, agree, neutral, disagree or strongly disagree by putting a tick (✓) in the columns of their choices and in front of each statement.

Section Four: Analysis of Data, Discussion of Results, Conclusions, and Recommendations

4.1 Analysis of Data

At the end of the experiment which lasted for 10 weeks, the data has been collected and analyzed as follows:

Comparison between the Achievement of the Experimental Group and that of the Control Group in the posttest.(4.1)

4.1.1 There is no significant difference between the mean scores of the experimental group and that of the control group in the posttest

In this respect, the mean scores of the experimental group in the pretest is found to be 60.88, whereas that of the control group, is found to be 39.84. T-test formula for two independent samples is used in order to find out whether there is any significant difference between the two mean scores. The calculated t-value is found to be 29.93, whereas the tabulated t-value is only 2.04 at the degree of freedom (62) and level of significance (0.05), as shown in table (4.1). This means that there is a significant difference between the achievement of the experimental group which is taught by the IWS and the achievement of the control group which

is taught according to the conventional method and in favour of the experimental group. Thus the first hypothesis is rejected.

Table(4.1): The Means, Standard Deviation, and T- Value of the Experimental and Control Group in the Posttest

Group	NO. of students	Mean Scores	SDs	T-Values		DF	Significance level 0.05
Experimental	32	60.88	2.88	Calculated	Tabulated	62	There is significant difference
Control	32	39.84	2.74	29.93	2.04		

4.1.2 There is no significant difference between the mean scores of the experimental group and that of the control group in the Post Application of the Questionnaire

Table (4.2) the Mean Scores , Standard Deviations and T- Values of the Experiment and Control Groups in the Post Application of the Questionnaire

Group	NO. of students	Mean Scores	SDs	T-Value		DF	Significance level 0.05
Experimental	32	85.59	4.37	Calculated	Tabulated	62	There is significant difference
Control	32	70.75	5.49	11.96	2.04		

The mean scores of the experimental group in the post application of the questionnaire is 85.59 , whereas that of the control group is 70.75. T – test formula for two independent samples is used in order to find whether there is any significant difference between the two obtained mean scores. The calculated t-value is found to be 11.96, whereas the tabulated t- value is only 2.04, at(62) degree of freedom and (0.05) level of significance, as shown in table (4.2). This means that there is a significant difference between the two groups of students attitudes in the post application of the questionnaire, and in favour of the experimental group . Thus , the second hypothesis is rejected.

4.2 Discussion of Results

Results of the current study have proved the effectiveness of IWS in improving students' writing skills since the achievement of the experimental group in the pretest is higher than that of the control group . This result agrees with the result of Salah (2010), Isleem (2010) and Al-Shami (2011) which indicate that IWS is an effective strategy when used for teaching English writing .

Moreover, the obtained results of the current study are in harmony with the results of Roth et al(2012) and Al-Salahat (2014)

The improvement of students achievement in English writing by using the IWS could be attributed to a variety of factors such as,

1. Interactive writing strategy makes students more active , participate inside the class through involving them into cooperative activities.
2. Teaching by using IWS is enjoyable and desirable by all students. It makes students try to write what they need.
3. Interactive Writing Strategy improves students' abilities to identify the important information from the written material and enables them to overcome many difficulties.

Moreover, the experimental group showed superiority over the control group in the attitudes scale. This result could be attributed to the fact that IWS develops students' attitudes towards writing, makes the process of writing more enjoyable and interesting since the students of the experimental group have used new tools never used before. The results regarding attitudes scale are in harmony with those arrived at by Salahat (2014), Shami .

4.3 Conclusions: The findings of the current study lead to the following conclusions:

1. The Students of the experimental group have performed better than the control group which means that those students have positively responded to the suggested strategy , i.e. the IWS
2. Using IWS helps the students to understand and work cooperatively with each other and exchange ideas.
3. The use of IWS in teaching writing provides an active role for the students inside their classroom.
4. Adopting IWS helps make the process of learning EFL writing more effective and dynamic
5. Interactive writing provides great opportunities for low and intermediate achievers to get involved with high achievers and learn from them.
6. Interactive writing strategy is a very beneficial tool for improving students' attitudes towards English writing where participants in the experimental group showed remarkable improvement in their attitudes towards writing.

4.4 Recommendations

In terms of the obtained results and drawn conclusions, the following recommendations are put forward:

1. Teachers of EFL in general , and of preparatory schools in specific should be trained well on employing the IWS in teaching.
2. Teachers of EFL in preparatory schools are asked to adopt IWS in teaching writing to their students..
3. Teachers should encourage students to work in groups and exchange their idea.
4. Specialists and EFL textbooks designers should realize the positive role of IWS in students' achievement as well as their attitudes towards writing.

5. More periods of time are advised to be given for teaching English and improve learners attitudes towards EFL writing.

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