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Investigating the Effect of FLOW Teaching Strategy on EFL Learners' Writing Achievements

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Abstract:

The present study aims at investigating the effect of “FLOW” strategy is a creative thinking strategy on developing EFL learners' writing achievements. The sample of the study was ninety Iraqi college students. Their performance was assessed on the pre and post achievement test in both experimental group 45 taught by “FLOW” strategy and control 45 taught traditionally. A test was designed and exposed to jury of experts for ascertaining its validity. The reliability coefficient of the test was 0.89 by using Cronbach Alpha Formula. The collected testing papers were analyzed by using T-test. It is found that there are significant differences between the two groups. This indicates that teaching writing a composition by using “FLOW” strategy is more effective than teaching by traditional ones. The researcher has recommended that the use of “FLOW” strategy in teaching writing in the colleges, especially with productive subjects.

Keywords: explicit teaching lesson, “FLOW” strategy, language proficiency, writing skill

1. Introduction

Similar of the other language skills (listening, speaking and reading) writing is one of the significant of which learning and teaching English as a foreign language is built. In addition, "It provides a useful tool for exploring, organizing and refining ideas"(Lane et. al., 2008, p. 236). Writing skill has always indicted as a significant skill in the teaching and learning English as a foreign Language. On the one hand, it fostered thinking, compels students to concentrate and organized their ideas, and cultivates their ability to generate, summarize, analyze, and criticize. On the other hand, it reinforces learning in, thinking in, and reflecting on the English language. Nevertheless, students find composing in English difficult because the writing process demands many cognitive and linguistic strategies of which they are uncertain. Many students complain that they lack ideas and cannot think of anything interesting or significant enough to write. While most English as a foreign Language EFL teachers are often perplexed by these problems in their writing skill classes, they cannot find an efficient way to awaken students' imagination and set their minds working. At best, some teachers only adopt a product- based approach, focusing on exemplifying contrast and comparison, description, classification, and so on. Many teachers are not aware of the role of FLOW strategy or the value of strategy training in promoting students' writing skill (Bejarano et al., 1987, p. 89).

Cognitive aspects of writing have received a particular attention, as investigators have attempted to understand the thought processes underlying the compositions of students. According to Hadley (1993), writing requires composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Therefore, it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of writing down on the one end to the more complex act of composing on the other end.

This study built on an emerging interest in a cognitive prospective FLOW strategy in EFL acquisition research. In cognitive theory, learning is seen as an active, constructivist process in which learners select and organized information input, relate it to prior knowledge, retained what is considered important, use the information appropriately, and reflect on the outcomes of their learning efforts (Gagne et al., 1993). In this dynamic view of learning, English as a second language learning would be more successful when learners are actively involved in directing their own learning in both classroom and non- classroom settings. Students would select from target language input, analyze language functions and forms perceived as important, think about their learning efforts, anticipate the

kinds of language demands they may encounter, and activate prior knowledge and skills to apply to new language tasks. It is because of this intricate set of mental processes that English as a second Language or English as a foreign Language ESL/EFL learning has been constructed as a complex cognitive skill (McLaughlin, 1987, p.78).

To the best of the researcher`s knowledge, there is no similar study has yet been carried out, therefore; it is an attempt to fill such a gap.

1.2 Problems of the study

Students find composing in English difficult because the writing process demands many cognitive and linguistic strategies of which they are uncertain. Many students complain that they lack ideas and cannot think of anything interesting or significant enough to write. While most English as a foreign Language EFL teachers are often perplexed by these problems in their writing skill classes, they cannot find an efficient way to awaken students' imagination and set their minds working.

However, learning to write in the foreign language is one of the most difficult tasks, which English as a foreign Language EFL learners encounter and one that few of them are said to fully master. This may be attributed to the fact that writing in a foreign language is a complex, challenging and difficult process which involves "cognitive (linguistic competence of composing). In other words, Writing is a productive skill in which learners need to use all the means they have such as syntactic, lexical, rhetorical and discourse knowledge to perform certain writing tasks. Thus, to write coherently, fluently and appropriately in English is the most difficult skill to acquire (Nunan, 1999, p. 271).

It takes considerable time and effort to become a skillful EFL writer. That is why writing instruction is assuming an increasing role in Teaching English as a Foreign Language (TEFL) (Tangpermpoon, 2008, p. 1).

It`s hypothesis that there were no significant differences between the pre-and-posttest mean scores of the experimental group of the writing test as well as the test as a whole.

1.3 Value of the Study

Writing skill has indicted as a significant skill in the teaching and learning EFL. On the one hand, it fostered thinking, compels students to concentrate and organized their ideas, and cultivates their ability to generate, summarize, analyze, and criticize. On the other hand, it reinforces learning in, thinking in, and reflecting on the English language, this study is hoped to be valuable to:

1. University instructors in general in teaching FLOW Strategy to students` writing skill.
2. The course and syllabus designers to offer ample practice and due consideration when designing EFL course books.
3. EFL university students in educating them writing skill through the FLOW Strategy.

1.4 Limits of the Study

This study is limited to:

1. EFL students of English at Baghdad University;
2. Writing test papers of the third year students; and
3. The academic year 2016-2017.

1.5 Definition of the basic term

FLOW strategy: It is a creative thinking strategy that is necessary for effective problem solving; shrewd decision-making and productive ideation are considered evidence of learning.

2. Teaching FLOW Strategy

Balanca et.al, (2012, p.41) adopt FLOW strategy. It is a creative thinking strategy that is necessary for effective problem solving; shrewd decision making and productive ideation are considered evidence of learning. This kind of creative thinking required rigorous scaffolding in the classroom for students to become effective user in the writing skill. Without skillful in generating of idea students will lack an essential component in problem solving, shrewd decision making and creative ideation. Generating ideas is a skill that can be explicitly learned with practice, rehearsal, and repetition. It enables the students to concentrate on the number of ideas. The students try to generate many themes in relation to their own. Generating themes and relations within the topics help, the students focus on major elements to synthesize or evaluate the story of an essay. This strategy is the significant tool in order to reach to the connections of the problem through brain storming .To generate ideas, several mental operations must cause a FLOW:

First blast—call out a burst of ideas, connect to the topic.

Long list—add more words by associating on ideas.

Open mind—anything goes; defer judgment, go with the flow.

Work with the best—select the best idea, target the one with the most potential.

As for writing in EFL, Bellanca et.al, (2012, p.40) stated that writing could be viewed as the main area in the curriculum that we associate with creativity, noting that writing is one of the most tasks that we can be asked to perform. Thus, improving students' essay writing is believed to be one of the most important skills that English as a foreign Language EFL learners need to develop through their schooling. English as a foreign Language EFL learners need to develop some writing skills such as; the ability to write complete and meaningful sentences, coherent, and well-organized idea, use communicative language, choose suitable words and idioms and use writing mechanics appropriate. The present study is intending to find out whether FLOW has any effect on EFL learners' writing skill. Therefore the following hypothesis formulated in the present study: if there are significant

differences between the pre-and-posttest mean score of the experimental group, in favor of the posttest.

To conclude, the use of cognitive strategies can influence both by the learners' own skills, preferences, intentions and interpretations, the learning context and tools available in the situation. It is important to notice that these elements do not produce strategic activity in an additive manner. Rather they interact in several ways, mutually constitute each other, and thereby produce a unique set of cognitive strategies that can be applied in the learning task at hand (Hamman, 2000 , p. 92).

2.1 Explicit Teaching Generated Lesson

Through Explicit Teaching Lesson, the educator teaches the thinking explicitly. There are several elements to aid the teacher in this lesson motivational mindset, order of operations, instructional strategy assessment, and metacognitive reflection. Generate means to bring into existence. Related terms include brainstorm, produce, develop, form, list, and create. (Bellanca et al., 2012, p. 41). In the Motivational Mindset: to grab students` interest, orchestrate a brief relay essays. Depending on the focus, a timely topic is posted on the board. Generic topics like: Education, Technology, Scientific discoveries, literary genres, healthy foods, figurative language devices, and sports. Without skillfulness in readily generating a string of ideas, in all kinds of situations, students will lack an essential component in problem solving, decision make, and creative ideation. Brainstorming or generating ideas is a skill that can be explicitly learned with practice, rehearsal, and repetition. It is worth the effort as it is at the heart and soul of creative endeavors, big or small.

Divide the class into groups of four to six, and begin the relay with two groups competing against each other for the longest list of synonyms or phrases associated with the topic or descriptions of the topic. The groups line up in front of the board. One member at a time goes to the board and adds to the list. That person then goes to the back of the line. Everyone on the group takes a turn adding to the FLOW list. At the end of two minutes, the group with the most entries on the board is the winner. Then going to the next set of two groups, and finally have a playoff of the top two groups. Discuss the concept of generating ideas.

Order of Operations: To generate ideas, several mental operations must cause a FLOW: First blast—call out a burst of ideas, connect to the topic. Long list—add more words by associating on ideas. Open mind—anything goes; defer judgment, go with the flow. Work with the best—select the best idea, target the one with the most potential. (Bellanca et al., 2012, p. 42)

For example, when generating ideas for an Educational topic, the students call out a first blast of ideas: easy, difficult, subjects, equipment is and so on. Then by association on the growing list, new ideas emerge the reading idea, studying boards. Keeping an open mind so that there are no censors, the listing continues: educational studies, human life adaptations.

Finally, the students begin to examine the list, looking for the best of the ideas. The idea that seems to have the widest appeal for creativity and uniqueness in Education.

In *Instructional Strategy* development is a differentiation tool used to understand a concept or idea and is a great tool to introduce generate. Divide the students into groups, and provide each with a piece of poster paper. The students fold the poster paper into four corner sections. Then they make a small triangle fold with the folded corner. Once opened, this triangle fold appears as a diamond shape in which to write the focus word. Working with the students to develop the focus word by moving from one section to the next in this order:

- List—the students brainstorm synonyms or ideas for the focus word.
 - Rank—they look over the list and determine the top three words.
 - Compare—they use the sentence “[Focus word] is like (concrete object) because both are: [They give three comparisons].
 - Illustrate—they draw a visual metaphor or picture of the object compared.
- Metacognitive Reflection: by asking the students to consider the following questions:

- How many ideas can you come up with in three minutes?
- Do you consider yourself fluent in generating ideas?

Reflection questions of the performance task lesson. These questions are designed to enrich learning from doing. Such reflection enables the teacher to deepen your understanding of the lessons you have just provided and might consider modifying these questions to further guide your students' reflection on this thinking skill.

- How and when do have students generate a long list of ideas?
- Where are the opportunities in your subject matter for students to generate, produce, or make something as evidence of their learning?
- What takeaway from this chapter will enhance a lesson or unit you are doing?

Complete the following sentence: It is easy for me to generate many ideas when I.....Examples of Generate Text Types and Purposes: Writing informative/explanatory texts to examine a topic and convey ideas and information clearly .b. Develop the topic with facts, definitions, and details. Without skillfulness in readily generating a string of ideas, in all kinds of situations, students will lack an essential component in problem solving, decision make: creative ideation. FLOW or generating ideas is a skill that can be explicitly learned with practice, rehearsal, and repetition. It is worth the effort as it is heart and soul of creative endeavors, big or small. FLOW strategy focuses on the connections than the solutions because there may be various connections for a specific task. This strategy helps the students to gain the root connection in order to solve the problem in a structured and an

obvious manner. This strategy enhances the students' learning because it helps the students to work on each connection to solve the task or problem (Bellanca et al., 2012, p. 45)

FLOW strategy is beneficial in teaching. It enables the students to search for possible and suitable options while thinking a course of study. It is considered a good tool at enhancing a collective opinions and thoughts of the students as a whole.

4. Methodology of the Study

Population and the Sample

The sample of the study consisted of 90 university students of third stage in English Department, they are classified into two groups, one served as an experimental group and the other one as a control. The students were assigned randomly from Baghdad University students. A number of control group traditional method was 45 of EFL students were randomly classified in it, and other 45 is in the experimental group FLOW strategy.

3.1 Design

This study has an experimental design in which two classes were chosen randomly from Baghdad university students. One class served as an experimental group and the other one as a control. The independent variable in this study is FLOW strategy and the dependent variable is the performance of the experimental group on the essay writing posttest. For the purpose of this study, all subjects completed the same writing task before the study and three month later at the end of the study. Impression marking by two independent raters, of the pre- and post-study writing task completed by the experimental classes and the control class was performed. The control class in this experiment followed the traditional approach in which the English writing mainly focuses on providing practice for producing writing products. The students first learn how to write simple and complex sentences, and then start constructing paragraphs from models, frames, and other guides. Finally, they write a text by expanding an outline or summary provided. However, the procedure for experimental class was rather different. This procedure was intended to stimulate students' thinking, to create and organize ideas, and to compose the raw materials into a text. It ran as follows: generate ideas; several mental operations must cause a FLOW:

First blast: call out a burst of ideas, connect to the topic.

Long list: add more words by associating on ideas.

Open mind: anything goes; defer judgment, go with the flow.

Work with the best: select the best idea; target the one with the most potential.

Asking the students to generate a web of green ideas for the community. Dividing the students into groups of three, and instructing each group to choose one idea, research it, find a community agency to sponsor them or collaborate with them, and plan a service project to put into action.

3.2 The Achievement Test

To conduct this study, the following instruments were used: Pre- post essay writing test and its scoring scale. Purpose of the Test, the essay-writing test aimed at measuring the essay writing skills of the university students in English. Preparing a pre-posttest was administered to both groups before and after the implementation of the FLOW strategy on the experimental group. The test items have been constructed in the light of the behavioral objectives of the material. The test consists of three parts: The first section is free writing. The second part is paraphrasing. The third part contains jumbled sentences that form a story Appendix A. The subjective questions were used in part one and part two, objective questions were used in part three.

Then the students in the groups were asked to write an expository essays on given topics such as Education ,Technology, Scientific discoveries, literary genres, healthy foods, figurative language devices, and sports before the instruction pre-test and after the instruction post-test. The topics for the pretest and posttest were the same. Compositions were then scored out of 100 marks. The students' papers were scored by two raters who taught writing courses in the university for many years. Inter- rater reliability for the pretest and posttest were .960 and .860 respectively.

3.2.1 Test Validity

Bachman and Palmer (1996, p. 21) refers to validity as the extent to which the conclusions are applicable to a large population drawn from a specific sample. Harris (1969, p. 21) claims that the face validity of the test means the way the test looks to the examinees, test administrators, educators and the like. The content validity is concerned with the relationship between test or examination content and detailed curricular aims (Davies, 1997, p.32). To achieve the content and face validity of the test, it has been given to a jury of experts. The jury members are eighteen university instructors specialized in TEFL, linguistics, testing, and statistics. According to their notes, some items are modified and the test is redistributed again until the test has gained their consensus. Test validity refers to the degree to which the test actually measures what it claims to measure. To ensure validity of the test, the researchers submitted it, in its initial form, to a number of specialized jury members. The jury members were asked to comment on:

- The clarity of the test instructions.
- The suitability of the topics to the level of university students.
- The clarity of the questions.

The test was modified according to the Jury members' comments and suggestions.

3.2.2 The Pilot Administration of the Test

Johnson (1998, p. 2) states that pilot studies are small studies that

allow the procedures and techniques to be solidified as well as generating preliminary data. The aims of conducting the pilot study are to estimate the time required for the examinees to answer the test, to check the test instructions, to analyze the test items, to determine the difficulty level and discrimination power of the items.

The test has been given to twenty students from morning classes selected randomly from the College of Languages on 6 March 2017. It has been found that all students were able to answer the test without difficulty, and the instructions were clear enough. The timing of the test, required for answering all the questions, is about ninety minutes.

3.2.3 The Reliability of the Test

Reliability refers to the stability and consistency of the measurement of the test scores (Harris, 1969, p.14). The researcher has ensured the stability of questions. One and Two by asking a second scorer to score them because they are types of a subjective test, i.e., an essay test. The reliability coefficient of the test was estimated using Cronbach Alpha Formula. The estimated value was 0.89, and it is regarded as a good indicator for the test reliability, i.e., the test is regarded a good test if its reliability is more than 0.70 (Van ELS et al., 1984, p. 317).

3.2.4 Final Administration of the Achievement Test

The researcher administered the achievement posttest at the end of semester; on both groups, the experimental and the control groups. Students were told about the appointment of the test two weeks before. The test lasted for about ninety minutes from 10:30 until 12:00 o'clock.

3.2.5 The Scoring Scheme

The final score of the test is 100. The marks are distributed according to the suggestions of instructor specialized in teaching composition as well as in testing and measurement. Hence, the researcher submitted the Analytic Scoring Scheme of 100% to them and they allotted marks, see Appendix B.

4. Data Analysis and Interpretation

Before the students in the experimental group received any instruction, all the students in the two groups were asked to write an essay about the given topic. The allotted time for the questions were ninety minutes. The papers were collected and each student's score was measured based on the average score for the two raters. The FLOW strategy started a week after the students participated in the pretest. They participated in thirty-five minute study in second semester sessions. The students in the experimental group received the instruction for FLOW strategy. A week after the instruction period of the strategy of FLOW all the students in different groups again wrote essays about the given topic. The papers were collected and each student's score was measured based on the average score for the two raters.

To measure the students' ability in writing, they were asked to write essays. Essays were then scored based on a The Analytic Scoring Scheme

of 100%. The marking scheme was first explained to the raters. The final score for each essay was then calculated by recording the mean of the two raters' scores. Students' essays were scored out of 100 points as follows: Thus the Textual Component receives 30% , semantics component receives 20% , Grammatical component receives 20%, pragmatics component receives 10% , Writing Maxims component receives 10%, Stylistics component receives 5% , Graphological receives 5%.

Then each scale of each component is also given marks, see App. 2.

The marks given to each scale in each component are the following:

- Textual 30:
- A-** Grammatical Cohesion 15: excellent 15, v. good 12, good 9, fair 6, poor 3;
- B-** Coherence 15: excellent 15, v. good 12, good 9, fair 6, poor 3;
- Semantics 20: excellent 20, v. good 16, good 12, fair 8, poor 4;
- Grammatical 20: excellent 20, v. good 16, good 12, fair 8, poor 4;
- Pragmatics 10 :excellent 10 , v. good 8, good 6, fair 4 , poor 2 ;
- Writing Maxims 10: excellent 10, v. good 8, good 6, fair 4, poor 2;
- Stylistics 5 : excellent 5, v. good 4, good 3, fair 2, poor 1; and
- Graphological 5: excellent 5, v. good 4, good 3, fair 2, poor 1.

Therefore, the lowest mark a student may gain within this scoring scheme is 20 while the highest mark is 100.

Compositions were scored by two university teachers who taught writing courses for many years. For each paper, examiners were required to read the paper attentively and to combine the scores into a single score. Essays were then scored out of 100. The Pre- Post Essay Writing Test, Purpose of the essay writing test at measuring the effect of FLOW strategy on the essay writing skills of the university students in English.

4.1 Results and Discussion

To achieve the aim of the study at finding out whether FLOW has any effect on developing EFL learners' writing achievements at the third stage, T-test was used. Table 1 shows means, standard deviations and t-values of the control and experimental group in the pre-and-posttest as well as trainee's numbers for both pretest and posttest variables are depicted in the Table below.

Table 1. Means, Standard Deviations and T-Values of the Experimental and control Groups in the Pre-and-Post Test.

Test	Group	N	Mean	Std. Deviation	T-Values	Df	Sig.
Pre- test score	Control	45	27.5978	4.52354	1.4081	32	0.01
	Experimental	45	31.1711	3.85949	9.295	32	0.01
Post test score	Control	45	28.6304	4.35052	14.959	32	0.01

	Experimental	45	69.8947	9.89824	9.749	32	0.01
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Results in table 1 shows that there were significant differences at 0.01 level of significant and 32 degree of freedom between the pre-and-posttest mean scores of the experimental group of the writing test as well as the test as a whole, in favor of the post-test. As indicted in this table, the values of mean and standard deviation of control for pretest scores of students are 27.59 and 4.53, respectively. The mean and Std. values of posttest scores in control group for trainee’s writing skill are 28.63 and 4.25, respectively. Those results indicate that there is not any significant difference between the pretest and posttest scores for the student’s general English proficiency level. However, there is a significant difference between the pretest scores of experimental trainee’s English writing skill 31.17 and their posttest scores 69.89. On the other hand, another significant difference is observed between the posttest scores of student’s writing skills in control group 28.63 and experimental group 68.89. Therefore, it is concluded that the training variable of FLOW strategy has an obvious and great effect on the student’s writing achievements.

Thus, the results mean that the FLOW strategy writing led to significant improvement in the participants' writing skill. This improvement may be because the using FLOW strategy .Through FLOW strategy, students can easily understand and organize their thoughts. The students try to generate many themes in relation to their own. Generating themes and relations within the topics help, the students focus on major elements to synthesize or evaluate the story of an essay. This strategy is the significant tool in order to reach to the connections of the problem through brainstorming. To generate ideas, several mental operations must cause a FLOW: First blast—call out a burst of ideas, connect to the topic. Long list—add more words by associating on ideas. Open mind—anything goes; defer judgment, go with the flow. Work with the best—select the best idea, target the one with the most potential. Moreover, compensational strategies encouraged the participants to overcome the difficulties they faced while revising their drafts by referring to various resources such as dictionaries, grammar books...etc.

5. Conclusion

Writing an informative text aims to examine a topic and convey ideas and information clearly. It develops the topic with facts, definitions, and details. Without skillfulness in readily generating a string of ideas, in all kinds of situations, students will lack an essential component in problem solving, decision making, and creative ideation. FLOW or generating ideas is a thinking skill that can be explicitly learned with practice, rehearsal, and repetition. It is worth the effort as it is heart and soul of creative endeavors, big or small. FLOW strategy focuses on the connections than the solutions because there may be various connections for a specific task. This strategy

helps the students to gain the root connection in order to solve the problem in a structured and an obvious manner. This strategy enhances the students' learning because it helps the students to work on each connection to solve the task or problem (Bellanca et al, 2012:41).

The study proved that teaching the writing skill to the students of experimental group by the help of FLOW strategy was more successful than the same teaching to control group but training non- FLOW strategy. Teaching under the FLOW strategy showed progress in their essay writing skill in terms of content and organization, mechanics of writing, language used as well as skills emerged from creative thinking abilities (fluency, flexibility, originality and elaboration) and considerable changes in strengthening the learners' cooperation to write their essays. Training FLOW strategy has an important effect on the mean scores of the student's English writing skill scores. In other words, the mean scores of student's English writing skill showed a significant variation between experimental and control study groups.

5.1 Recommendations

The researcher has recommended the following:

1. FLOW strategy in teaching should be used EFL College students, especially with practical subjects.
2. The use of FLOW strategy should be given to the EFL teachers during their in – service training courses.
3. Studies need to be carried on by employing the FLOW strategy method to determine its effectiveness on students' academic achievement in any other literary writing.
4. Providing students with enough opportunities to express their unique ideas, opinions, and reactions freely.

5.2 Suggestions for Further Studies

In the light of the results of the present study, the following topics are suggested for further research:

1. The effectiveness of using FLOW strategy in other fields like reading comprehension, pronunciation and drama.
2. The effect of combining FLOW strategy with computer training on student's achievement.
3. A study to investigate the effectiveness of using the FLOW strategy in other stages of schools, i.e. in the primary, intermediate, and preparatory stages.
4. The use of FLOW strategy in teaching complex subjects like grammar, phonetics, or linguistics.

الملخص**دراسة اثر استراتيجية FLOW(فلو) على مهارة الكتابة بتحصيل الطلبة في اللغة الانكليزية**
إيلاف رياض خليل

تدريس استراتيجية "فلو" هي استراتيجية التفكير الإبداعي لتعلم الطلبة مهارة الكتابة. ويهدف البحث إلى دراسة تأثير استراتيجية "فلو" على تطوير مهارة الكتابة في اللغة الإنجليزية كلغة أجنبية واداة الدراسة هي الاختبارالمقالي. وتكونت العينة من (٩٠) طالبا جامعيًا عراقيًا، وقد تم قياس أدائهمبالاختبار القبلي والبعدي في كل من المجموعة التجريبية ٤٥ درست فلو الاستراتيجية والضابطة و٤٥ درستالتدريس التقليدي. وقد صم الاختبار وعرض على الخبراء للتأكد من الثبات. وان معامل مصداقيةالاختبار باستخدام صيغة كرونباخ ألفا بلغ ٠,٨٩. وقد تم جمع وتحليل أوراق الاختبارباستخدام الاختبار التائي. ووجد ان هناك فروق ذات دلالة إحصائية بين المجموعتين، حيث تبين انطلاب المجموعة التجريبية أفضل من طلاب المجموعة الضابطة، وهذا يدل على أن تدريس الكتابة باستخدام استراتيجية فلو هو أكثر فعالية من طرق التدريس التقليدية. وأوصى البحث باستخدام استراتيجية فلو في تدريس مهارة الكتابة باللغة الإنجليزية في الكليات، وخاصة مع الموضوعات الانتاجية.

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Appendix (A)

The Achievement Test

The Test Part (1)

1.1 Write a composition in about (100-150) words on one of the following topics:-

- 1- Music.
- 2- A dream you have had.
- 3- Habits.

1.2 Write on (one) of the following letters. Your letter should be between (60-80) words.

- a- You meet a friend you have not seen for years. Tell him/her the recent news about yourself.
- b- Write a letter of application for a job you would like to have. Make brief notes under these headings:

- Name, age, occupation.
- Educational qualifications.
- Relevant experiences.

From your notes, write your letter of application.

Part (2) Paraphrase the following paragraph:

Today, boys try to prove they are men in many different ways. Long ago, it was not hard for some boys to know they had become men. American Indians had ceremonies and tests for boys to prove they were men. In one tribe, boys were given drugs, which made them see visions of the gods. Having a vision was the first step toward being a man. In another tribe, boy had to prove that they could stand pain. They had to lie still on ground covered with ants and let the ants bite them repeatedly. When the Indian boys had been through these ceremonies and tests, they were men.

Part (3) the following sentences go together to form a story, but they are in the wrong order. Put the letters of the sentences in the right order.

Have you ever been mistaken for someone else last week?

Mr. John Taylor, an Australian businessman, went to Paris for an important meeting.

He was sent by the Australian government to give a speech to French businessmen and women.

It was to encourage more trade it was, therefore, a very important speech.

In addition, Mr. Taylor had prepared it carefully.

At the same time a Mr., Paul Taylor was also travelling on the same flight to Paris

APPENDIX (B)
The Analytic Scoring Scheme of 100%

Components		Rating Scale				
1	Textual (30)	Excellent 15	V. Good 12	Good 9	Fair 6	Poor 3
	A Grammatical Cohesion (15)					
	Conjunction ,and reference (pronoun)					
	B Coherence (15)	15	12	9	6	3
	Thematic Progression(content), variety, Emphasis(focusing), logic (interconnectedness of Thoughts), Rhetorical progression and unity consistency.					
2	Semantic (20)	Excellent 20	V.Good 16	Good 12	Fair 8	Poor 4
	Diction (choice of words), Conceptual Meaning, topic Development (organization), and lexical relation (Synonymy, Antonymy ...etc.).					
3	Grammatical (20)	Excellent 20	V.Good 16	Good 12	Fair 8	Poor 4
	Sentence structure:(syntactic Complexity Concords, tenses),Inflectional Morphology, Derivational Morphology and Word order.					
4	Pragmatic (10)	Excellent 10	V.Good 8	Good 6	Fair 4	Poor 2
	Context, relevance.					
5	Writing Maxims (10)	Excellent 10	V.Good 8	Good 6	Fair 4	Poor 2
	Orderly(correct paragraphing), and Clarity (Arrangement of thoughts).					
6	Stylistic (5)	Excellent 5	V.Good 4	Good 3	Fair 2	Poor 1
	Critical sense(commentary), Figure of speech, Discussion and analysis, repetition , Metaphor, And irony.					
7	Graphological (5)	Excellent 5	V.Good 4	Good 3	Fair 2	Poor 1
	Spelling , Punctuation marks, Capitalization and Hand writing mechanics : (poor hand Writing, clear handwriting).					