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United Arab Emirates University

College of Education

Department of Curriculum and Methods of Instruction

EXPLORING THE IMPACT OF GUIDED WRITING STRATEGIES
ON FIFTH-GRADE EFL STUDENTS' NARRATIVE WRITING
SKILLS

Haya Husam Mustafa Sabbah

This thesis is submitted in partial fulfilment of the requirements for the degree of
Master of Education (Curriculum and Instruction)

Under the Supervision of Dr. Sara Al Aleeli

November 2021

Declaration of Original Work

I, Haya Husam Mustafa Sabbah, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled “*Exploring The Impact of Guided Writing Strategies on Grade 5 EFL Students' Narrative Writing Skills*”, hereby, solemnly declare that this thesis is my original research work that has been done and prepared by me under the supervision of Dr. Sara Al Aleeli, in the College of Education at the UAEU. This work has not previously been presented or published nor formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my dissertation have been appropriately cited and acknowledged by appropriate academic conventions. I further declare that there is no potential conflict of interest concerning the research, data collection, authorship, presentation, and publication of this thesis.

Student's Signature *Haya Sabbah*

Date: Nov 17th ,2021

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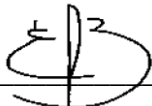
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Abstract

This study is about investigating the effects of guided writing strategies on Arab students' EFL narrative writing skills and their perceptions regarding the use of such a strategy. For the study, a quasi-experimental design was used to obtain data from 30 EFL fifth-grade students in an American-curriculum school in Al Ain, UAE. Participants were divided into two groups: a control group and an experimental group. Data were collected using a questionnaire survey and a writing test containing a set of criteria for narrative writing skills. The results of the study showed that students in the experimental group were positively affected by the use of the guided writing strategies. The students indicated that they preferred the guided writing strategies and most of them found that the strategies were fun and stimulating to write. The results of this study could serve as a precursor to further studies that could be conducted in the region to better understand the effects of the guided writing strategy on students' writing skills at EFL in general and on story writing skills in particular.

Keywords: Guided Writing Strategy, Writing Instruction, Primary Education, Teaching English as a Foreign Language (EFL), Arabic EFL Learners, United Arab Emirates.

Title and Abstract (in Arabic)

استكشاف تأثير استراتيجيات الكتابة الموجهة على مهارات الكتابة السردية لطلاب الصف

الخامس

الملخص

تدور هذه الدراسة حول التحقيق في آثار استراتيجيات الكتابة الموجهة على مهارات الكتابة السردية للغة الإنجليزية كلغة أجنبية للطلاب العرب وتصوراتهم فيما يتعلق باستخدام مثل هذه الاستراتيجيات. بالنسبة للدراسة، تم استخدام تصميم شبه تجريبي للحصول على بيانات من 30 طالبًا من طلاب الصف الخامس يدرسون اللغة الإنجليزية كلغة أجنبية في إحدى مدراس المناهج الأمريكية في مدينة العين. تم تقسيم المشاركين إلى مجموعتين: مجموعة ضابطة ومجموعة تجريبية. تم جمع البيانات باستخدام استبيان واختبار كتابي يحتوي على مجموعة من المعايير لمهارات الكتابة السردية. أظهرت نتائج الدراسة أن طلاب المجموعة التجريبية قد تأثروا بشكل إيجابي باستخدام استراتيجيات الكتابة الموجهة. أشار الطلاب إلى أنهم يفضلون استراتيجيات الكتابة الموجهة، ووجد معظمهم أن الاستراتيجيات كانت ممتعة ومحفزة على الكتابة. يمكن أن تكون نتائج هذه الدراسة مقدمة لمزيد من الدراسات التي يمكن إجراؤها في المنطقة لفهم تأثيرات استراتيجيات الكتابة الموجهة بشكل أفضل على مهارات الكتابة لدى الطلاب في اللغة الإنجليزية كلغة أجنبية بشكل عام وعلى مهارات كتابة القصة بشكل خاص.

مفاهيم البحث الرئيسية: إستراتيجية الكتابة الموجهة، تعليمات الكتابة ، التعليم الابتدائي ، تدريس اللغة الإنجليزية كلغة أجنبية (EFL) ، متعلمي اللغة العربية الإنجليزية كلغة أجنبية، الإمارات العربية المتحدة.

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Dedication

*To my beloved parents and family who helped me to achieve my goal and make this
dream come true*

Table of Contents

Title	i
Declaration of Original Work	ii
Copyright	iii
Approval of the Master Thesis	iv
Abstract	vi
Title and Abstract (in Arabic)	vii
Acknowledgements	viii
Dedication	ix
Table of Contents	x
List of Tables	xii
List of Figures	xiii
Chapter 1: Introduction	1
1.1 An Overview	1
1.2 Statement of the Research Problem	4
1.3 Research Objectives	5
1.4 Research Questions	5
1.5 Significance of the Study	6
1.6 Limitations and Delimitations of the Study	6
1.7 Glossary and Terminology	7
1.8 Summary	7
Chapter 2: Literature Review	9
2.1 Theoretical Framework	9
2.1.1 Sociocultural theory (Vygotsky)	10
2.1.2 Writing motivation and self-efficacy	13
2.2 Guided Writing Studies	15
2.2.1 Impact of guided writing on narrative writing skills	15
2.2.2 Impact of guided writing on motivation	18
Chapter 3: Method and Data Collection	21
3.1 Survey Participants	21

3.2 Instrumentation	22
3.3 Validation Procedures.....	23
3.3.1 Validity test.....	23
3.3.2 Reliability.....	23
3.3.3 Research design	24
3.4 Data Collection Procedures	24
3.5 Data Analysis.....	25
3.6 Limitations and Ethical Considerations.....	27
3.7 Summary.....	28
Chapter 4: Results Interpretation	29
4.1 An Overview.....	29
4.2 Impact of Guided Writing Strategies on Narrative Writing Skills	29
4.3 Students' Perceptions Regarding the Use of Guided Writing Strategies.....	31
4.4 Results of the Open-Ended Survey Questions.....	33
4.5 Summary.....	35
Chapter 5: Discussion and Conclusion	36
5.1 Impact of Guided Writing Strategies on Narrative Writing Skills	36
5.2 Students' Perceptions Regarding the Use of Guided Writing Strategies.....	37
5.3 Recommendations.....	41
5.4 Summary.....	42
5.4.1 What is the impact of guided writing strategies on fifth-grade EFL students' narrative writing skills?.....	42
5.4.2 What are students' perceptions regarding the use of guided writing strategies?.....	42
References	44
Appendices.....	49
A: Narrative Writing Skills Rubric.....	49
B: Pre-Test for the Control Group and Experimental Group	52
C: Motivation and Independent Skills Survey.....	53

List of Tables

Table 1: Demographics of the participants	22
Table 2: Descriptive statistics of the control group	29
Table 3: Descriptive and comparative statistics of the experimental group	30
Table 4: Descriptive and comparative statistics of the control and the experimental group	31
Table 5: Students' views about the guided writing strategy	32

List of Figures

Figure 1: Theme analysis of the open-ended survey question 1 (SQ1)	33
Figure 2: Theme analysis of the open-ended survey question 2 (SQ2)	33
Figure 3: Theme analysis of the open-ended survey question 3 (SQ3)	34
Figure 4: Theme analysis of the open-ended survey question 4 (SQ4)	34

Chapter 1: Introduction

1.1 An Overview

Writing is an essential skill that is needed in every language. It is a form of communication that allows a person to convey their ideas via expressive language. In addition to the conventional writing outlets, there are now essential outlets that include various social media platforms. This new outlet is used for seeking jobs, making needed connections, and reaching out to the whole world. In a language, the four major skills that need to be acquired are reading, listening, speaking, and writing. Writing is considered the more advanced skill when attaining a language, as reading must be first attained, however it is also considered as the output of the 3 other skills (Khatri, 2014).

Previously, reading has always eclipsed writing, however, in the fast-changing world, writing has become a fundamental tool that is needed and more focused on (Brandt, 2014). This enunciates the need for writing skills to be developed at an early age in order to build good methods that helps attain correct writing concepts and techniques. Additionally, the motivation behind writing has been a major factor in enhancing the ability of writing (Nasihah & Cahyono, 2017). Through a body of research, it was found that there is a correlation between writing achievement and motivation (Conard, 2018; Fathali & Sotoudehnama, 2015; Handayani, Dantes, & Ratminingsih, 2013; Nasihah, & Cahyono, 2017). Hence, it is essential to continuously study the topics of teaching writing skills and strategies for motivating students to develop writing.

Students that acquire writing in English as a Foreign Language (EFL) need direct instruction in writing (Anderson, 2010). This is because as students write, they are drawing on multiple skills at the same time (Walker et al., 2005). These skills could

include thinking, making sentences using proper semantics and rules and using creativity. Hence, using these skills at the same time may also result in facing challenges. Educators struggle to find the ‘perfect’ pedagogy that not only enhances students’ writing, but also engages and motivates them. A strategy that uses both direct, explicit instruction and support of using multiple skills is guided writing. This study aims to study the impact of guided writing specifically on 5th grade EFL students’ narrative skills in one private school that adopts the American curriculum in Al Ain, United Arab Emirates.

Guided Writing is a strategy used by teachers to guide a group of students that have similar abilities in writing via explicit instruction, modelling, and scaffolding (Dyan, 2010; Hartanti, 2011; Juriah, 2015). During a writing session, the teacher provides high-levels of immediate targeted support by ensuring they write a full text while being supported. Students are scaffolded into writing independently after the completion of the sessions. The session of guided writing occurs after a whole class instruction and when students begin implementing the writing task. A group of students is then taken to begin a 15 to 20-minute session of guided writing.

Walsh (2013) produced a framework through the *Reading Rockets* program which provides teachers with direction as to how to employ this strategy. A typical session includes 4 steps, these are (i) Collaboratively speaking to the students about their topic of interest in writing and brainstorming ideas through conversation, (ii) Planning of the writing strategies that will be used either verbally or by using a mind-map that supports students to integrate the strategy they would like to use, (iii) Students begin to write as teacher prompts, supports, and gives feedback so that students are actively learning and supported as to how they should write, and (iv) The students then share

their products with the rest of their group, receive feedback and make any changes if necessary. It also allows the students to experience their written text as a whole.

Internationally, a number of research studies have been conducted to study the advantages of using guided writing on writing skills in general (Dyan, 2010; Hartanti, 2011; Ningsih, 2016). Ningsih (2016) found that with EFL students in a junior high school in Indonesia, there was students' progress in their writing skills after 2 full cycles of guided writing. Similarly, Handayani, Dantes and Ratminingsih (2013), reported that guided writing instruction had a positive impact on writing competency of high school students. Also, the students' achievement motivation increased.

Studies have also explored guided writing impact specifically on narrative texts. In a study by Afifah and Robiasih (2018), it was found that 31 eighth grade EFL students had undergone a Guided Composition Technique (GCT) in their writing classroom. It was found that the average score in narrative writing texts increased. This is similar to the other studies where it was also found that the students' motivation in learning English also improved (Fathali & Sotoudehnama, 2015; Handayani, Dantes, & Ratminingsih, 2013; Nasihah & Cahyono, 2017).

The United Arab Emirates (UAE) has aimed at increasing students' progress and attainment in education. The UAE National Agenda 2021 promotes first-rate education status of the UAE (First Rate Education System, 2018). This requires that the quality of teaching and learning is raised within the country. Teachers' try to explore different pedagogies and strategies to ensure that all their students are progressing during their classes. Hence, it is essential that different action research and studies are implemented in the UAE to explore best practices. Different types of strategies are explored in the UAE to improve writing (Litz & Smith, 2013; Shunnar, 2012). However, there is a

scarcity of research of the direct impact of guided writing strategies on narrative skills of students in the UAE. Hence, this study aims to investigate the impact of guided writing strategies on EFL students' narrative skills.

1.2 Statement of the Research Problem

English Language teachers often discuss and search for different strategies to support their students in their writing sessions. In schools, teachers are expected to cater to the needs of all students that have different abilities and different interests (Kusmiana, 2013). This could be a challenge especially to EFL teachers who are not only teaching English but also aiming at helping second language students who have unique characteristics. The main challenges are finding strategies that fit the needs of all of these students and also work effectively.

Narrative Writing is the process of writing through storytelling. Students organize their ideas imaginatively and tell a story through the output of writing (Gutiérrez, Puello, & Galvis, 2015). The researcher aims to study this skill specifically because of its versatility in using different topics, real or imagined. Additionally, the researcher uses the common core state standards which include students mastering writing narrative texts (English Language Arts Standards, 2019).

According to Camacho, Alves, and Boscolo (2020), Writing motivation could be considered a catalyst to promote writing in students. Their review of the motivation techniques that are specific to writing was published in 2020 and included studies that covered a span of over 10 years (2008 - 2018). Most studies indicated moderate positive associations between motivation and writing performance measures. The study also revealed that motivational constructs were understudied and to identify

evidence-based practices that could further support teachers in teaching writing to students (Camacho, Alves, & Boscolo, 2020).

Although many studies have been conducted internationally on the impact of guided writing strategies and motivation strategies to enhance writing skills; teachers still need more action research linking these topics. Additionally, many studies that were found have focused on either early childhood years, primary or secondary levels. Hence, it is also essential that studies surrounding middle years are also conducted to assist the teachers at middle school grades in supporting all learners.

1.3 Research Objectives

Given the scarcity of research about guided writing strategies in the UAE, this study is intended to investigate the impact of guided writing strategies on students' narrative skills and their perceptions regarding the use of such strategies. The study examined whether implementing guided writing sessions would cause students to become more motivated to write. In specific, the primary objectives of the study are to explore:

- i) The impact of guided writing teaching strategies on narrative writing skills.
- ii) The perceptions of students regarding the use of guided writing strategies on the motivation of students in writing.

1.4 Research Questions

The study aims to answer the following research questions:

- i) *Does the use of guided writing strategies have an impact on fifth-grade EFL students' narrative writing skills?*
- ii) *What are students' perceptions regarding the use of guided writing strategies?*

1.5 Significance of the Study

Exploring the impact of the guided writing strategies on narrative skills in an EFL middle school setting is crucial. Teachers and students' alike need to explore different techniques and strategies to ensure that each and every student is catered for regardless of his / her level. Teachers will be able to employ these strategies in the classroom to ensure students are progressing. Consequently, if the impact is positive, students will also learn to write in a more effective way with less support and to enhance their writing skills. As for motivation, educators are constantly looking for motivational strategies to engage students in their learning process and thus further enhances the learning process in English Language acquisition.

This study attempted to explore the impact of guided writing strategies on the narrative writing skills and the perceptions that students' have regarding their use of such strategies. This study can be a baseline for further studies in the UAE and the region, specifically educators who teach English as a foreign language. It will be beneficial to see the impact on students especially within professional learning communities of language teachers. In a broad sense, educational councils may also be interested in sharing this practice across schools.

1.6 Limitations and Delimitations of the Study

This study was designed to be quasi-experimental in nature, hence, it relies on measuring the dependent variable before and after the implementation of the program. To provide an unbiased measure of impact, a larger and variant sample was needed. However, due to convenience sampling, the researcher could only conduct the research in a specific school across two classes of sixty students.

Additionally, the time frame of ten weeks may also limit the understanding of some of the issues that may not be revealed by quantitative data collected over the month span. These factors may limit the generalization of the findings. As for the delimitations, the researcher used the data collection methods including pre-test and post-test. Furthermore, the researcher conducted this research on only EFL students within a private American curriculum school in Al Ain City to narrow the factors and findings to this region. The researcher was not part of the implementation process.

1.7 Glossary and Terminology

Guided Writing: is a strategy used by teachers to guide a group of students that have similar abilities in writing via explicit instruction, modeling, and scaffolding (Hartanti, 2011; Dyan, 2010; Juriah, 2015)

Narrative Writing: is the process of writing through storytelling. Students organize their ideas imaginatively and tell a story through the output of writing (Gutiérrez, Puello, & Galvis, 2015).

Motivation: is defined as the enjoyment of the engaged task or a sense of fulfillment an individual acquires from engaging something (Deci & Ryan, 2000).

EFL / ESL: English Foreign or Second Language students: Students who are learning English in addition to other languages, including their mother tongue.

1.8 Summary

Writing skills are a crucial set of skills needed all through the education years to be used in the professional life afterwards. It is a communicative skill that is needed nowadays to express oneself using different media platforms. Guided writing strategies is a strategy that has not been studied extensively in the United Arab

Emirates. Internationally, many countries have explored the use of this important strategy and have found it to be effective in developing numerous skills including narrative writing skills specifically. All in all, this study aimed to investigate the impact of guided writing strategies on narrative skills. This is done by studying the impact through various methods of data collection over a month span on fifth-grade EFL students in the UAE.

This investigation would serve as a baseline to build upon with a larger sample later and in different settings within the UAE education system. It also serves to fill the gap in literature of incorporating this strategy specifically to enhance narrative writing skills. Although the limitations encompass generalizability issues due to sample size and time of the study, it can be an important step to provide insight to English Language teachers in the UAE to adapt in their classroom.

The subsequent chapters include the literature review where previous findings related to guided writing and motivation related to the study are explored. The Chapter of literature review highlights the theoretical framework of guided writing. Subsequently, Chapter 3 discusses method and methodology of the study including the employment of the pre/post-test results, the survey, and the open-ended questions. It also explores how data will be collected and analyzed. Chapter 4 presents the results after the implementation of the study. Chapter 5 compares the results with the literature review and the complete analysis of the results, their implication and how it can be used in further studies.

Chapter 2: Literature Review

This Chapter reviews and discusses previous research findings related to guided writing and its impact on students' performance and motivation. In addition, this chapter presents that theoretical framework of the study that includes Vygotsky's sociocultural theory, writing motivation, and self-efficacy. Furthermore, the researcher presents previous studies that show the impact of guided writing and similar strategies on writing skills and behavior.

2.1 Theoretical Framework

Writing is an essential skill that students need during their academic and professional life. Through writing, students can communicate the way they think, as well as set ideas. Writing is also linked to reading skills in many aspects. Andersen et al. (2018) have linked the skills of writing to reading in their research. They have concluded that word-level reading skills of decoding predicted writing skills across levels. Similarly, word-level writing skills of spelling were found to contribute to predicting reading skills. Furthermore, in a study that was conducted on primary level teachers, it was found that the teachers of third and fourth grades reported spending approximately fifteen minutes a day, which is considered insufficient amount of time on writing (Brindle, Graham, Harris, & Hebert, 2016). They also reported that although they used a variety of evidence-based writing practices in their classroom, a majority of these were applied infrequently.

Small- group writing instruction or guided writing techniques are a form of instructional strategy that could support the development of writing skills. Maharaj and Alsolami (2018) reported that teachers tested new techniques and strategies including guided questioning techniques to ESL learners. The researcher used a control

/ experimental design and found that the experimental group had less number of errors in their writing. Hence, to further understand the semantics of this writing technique, it is important that the theoretical aspects of it is explained.

2.1.1 Sociocultural theory (Vygotsky)

The sociocultural perspective that denotes those activities, including writing, are situated in concrete interactions that are tandemly improvised locally and mediated by specific pedagogies or techniques. Hence, the writing process of guided writing enunciates the use of explicit instruction, modeling and scaffolding through interactions with the teachers and within a group (Prior, 2006). Lantolf (2000) further explains that the activity itself unfolds differently and hence, the need of the mediator within this activity is essential. When a student is writing he/she is guided into developing their skills through sociocultural interactions.

The sociocultural writing approach rules out writing as a process of short or long-term productions instead it describes it as a dialogical process of invention. It is an activity of mediated and distributed activity that extends upon the writer's sociocultural perspectives and within a collaborative means. Prior (2006) explores Vygotsky's sociocultural theory and extends it upon writing, describing it as not only a form of communication but also a mode of social action.

Vygotsky highlights the role of the teacher in promoting and developing writing skills. He describes that an effective teacher implicitly provides students with the knowledge of how to write through thoughts and actions when students are struggling or making decisions in their writing. His discussion on the Zone of Proximal Development (ZPD) features the impact of teachers on raising students' levels in writing while supporting their potential (Englert, Mariage, & Dunsmore, 2006). This allows the students to

experience how ‘experts’ write through viewing models and instructional support from the teacher.

Boettger (2014) studied the effect of teaching writing explicitly using a control-group quasi-experimental design. It was found that the genre participants constructed texts demonstrated a significantly greater awareness of the audience, purpose, structure, design, style, and editing than participants taught through more traditional approaches. Usman and Rizki (2016) also studied the guided writing technique in an experimental and control setting, where the results from the study showed that there was a significant improvement in skills for writing analytical exposition texts from the experimental group students taught using the Guided Writing Technique whilst the control group taught by a standard teaching technique for writing did not show such improvement.

The development of writing via the sociocultural theory model entails the use of a ‘correct’ methodology to make it effective. Hence, teachers or facilitators do not only help students develop their writers rather they scaffold the writing process. Sociocultural theorists believe that guided practice is an effective practice (Englert, Mariage & Dunsmore (2006)). They also believe that expertise within the practice should be practiced, distributed, and shaped to produce the needed outcome. Although guided writing does begin as a teacher-led strategy, it should evolve into a collaborative activity between teacher and student.

As the student progresses, he/she must take an increased responsibility for the writing activity. The teacher continues to assist and coach in the process to further develop the students’ writing skills. Eventually, what started as a social activity, evolved into the internalization of the skills and hence, the development of writing skills as collaborative actions are turned inward to direct the students’ own performance.

Englert and Dunsmore (2002) studied the strategies of an effective teacher who used guided practice.

The teacher used a 'step-in' and 'step-out' technique, where she stepped into model, prompt and instruct and then stepped out to transfer control to the students to take autonomy of their writing and use their acquired skills. Hence, the role of expert and novice was used fluidly between the teacher and student. Where students would take the role of the expert when they were making decisions or problem solving in their writing. Dalton and Tharp (2002) explained that these instructional strategies allowed for teachers to transfer control of self-regulation, assess students' knowledge through their writing practice and provide explanations through coaching and modelling.

The interactive dialogue and learning do not only happen between teacher and student, but it also entails the interaction among students. Bikowski and Vinthanage (2015) explored the effects of collaborative writing using a digital medium on writing development. The researcher used 59 participants (second language learners) and analyzed their pre and post-test writing scores. Additionally, they used surveys, classroom observations and teacher interviews. It was found that the participants in the collaborative web-based writing group experienced statistically significant writing gains in their individual writing over the participants in the individual web-based writing group. The survey results showed that the second language writers valued the collaborative in-class writing tasks overall and that many participants in the individual group wished they had done in-class collaborative web-based writing.

Sociocultural theory also enunciates the building of a community that promotes practice when using guided writing. When working with peers and teachers, knowledge is exchanged and hence, a literacy community is started. With time,

students start to share the values of this community and the roles within it. Students start to participate, receive feedback, and give feedback within the group. Especially in guided writing, students are of similar 'ability' or share similar needs to develop their writing. Hence, they may feel confident to express their concerns and confusions and request support from their peers or teachers.

2.1.2 Writing motivation and self-efficacy

Students assign different meanings and attitudes to their learning activities. These meanings and attitudes direct their energies in different ways, albeit negative or positive. If they have directed a positive energy towards their learning, they are then motivated to learn (Seifert & Sutton, 2009). The students' motivation towards learning is critical and as important as prior knowledge, and the students' abilities. Specifically, studies have shown that students' reading literacy learning is highly impacted by motivation and attitudes (Froiland, & Oros, 2014). Hall and Axelrod (2014) also found that writing attitude can affect their writing achievement because they impact the students' beliefs about their writing competence. Hence, it is essential to explore different techniques and strategies that may affect students' motivation and perception.

To further enhance motivation, Noels (2001) identified 3 psychological needs have to be met to enhance students' motivation in learning. The students must have a sense of competency and ability (self-efficacy) towards overcoming challenges, they must also have autonomy and self-regulation towards their learning, and they must feel 'connected' and relatedness to the social whole that they belong to. Hence, to increase students' motivation towards their learning, educators must facilitate strategies that allow students to feel that they have the ability to develop as writers. This can be done

in guided writing by directing the students on the 'right' way to write and then allowing them the autonomy to try.

Students' will equally benefit from immediate feedback within their group from both their teacher and peers. This can also increase their sense of self-efficacy by allowing them to overcome the challenges they face when they are writing. A 'snowball' effect can then develop where students' level of confidence increases, the more they feel that they are competent. Hence, they are constantly expending more effort and persistence in their writing activities which directly impacts their level of enjoyment and motivation (Hall & Axelrod, 2014).

In guided writing, students are given feedback and guidance that particularly provide instructional scaffolding (Conard, 2018). Teachers also have the opportunity to shape students' attitudes and promote motivation in their writing experience (Hall & Axelrod, 2014). This raises their self-efficacy which relates to students' intrinsic motivation to persist in overcoming their challenges and completing their writing task. Froiland and Oros (2014) found that intrinsic motivation, perceived competence, and classroom engagement as longitudinal predictors of adolescent reading achievement. Additionally, guided writing can promote collaborative discussions within the group setting by allowing them to verbalize what they are doing and the challenges they are facing during the session. Students can be motivated by sharing ideas with their peers or even coming up with an idea of their own.

Laman (2011), reiterates the need for teachers to gain insightful information about students' ability to write and read during these activities. As teachers gain these insights, they can then make meaningful and effective changes to their techniques to cater to every student within the group. Laman (2011) explored fourth-graders' first-

time engagement with a writing workshop (group setting) and the functions of student talk within the group. It was found that the students' engagement was positively impacted, and the workshop allowed for author celebrations and sharing. Moreover, the talk function within the writing conference created a positive learning space for the students and developed their meta-awareness of processes and practices and building their writing identities. The study only tested across a specific cohort and further expansion of the study would be beneficial however, it did show insights that could be used in different settings.

2.2 Guided Writing Studies

Guided Writing practices and strategies have been recently explored in multiple countries across the world. Different researchers focus on different impacts the pedagogical practice may have on students including specifying the type of writing skills that have been impacted. Some researchers have studied the impact of guided reading on student motivation and participation. Hence, in this section a thorough literature review of the previous studies will be presented.

2.2.1 Impact of guided writing on narrative writing skills

The impact of guided writing has been studied across different countries. Researchers have analyzed various skills within writing to evaluate the impact of the strategy. Hartanti (2011) specifically studied the impact of guided writing on narrative writing skills. Thirty-four students were part of the study and the researcher taught writing by using guided writing techniques. The researcher collected both quantitative and qualitative data by collecting observations, interviews, test-analysis and photographs and mean scores of students pre and post-test results. It was found that students' writing skills were positively impacted, specifically students' sentence structure and

vocabulary. In addition, both teachers and students also enjoyed the guided writing activity.

Similarly, Reyhan (2012) used a three-cycle action research in Indonesia to investigate the use of guided writing to enhance students writing ability in narrative writing skills. The three cycles that were conducted included pre-test, and two post-tests after conducting the guided writing program. The researcher employed the ESL Comprehension Profile used by Jacobs (1981) by analyzing the pre and post-test scores. The results showed that the students' organization and language use were improved. Ridho (2013) explored the impact of guided writing on second-grade students. The students' ability to write a recount paragraph increased. These results were similar in a study by Kusmiana (2013) where students' achievement in writing increased after applying a guided writing program. The students were of the seventh grade and the researcher used an experimental design.

Khatri (2014) studied the effectiveness of using guided writing in teaching composition on 52 students in grade-9. The researcher used an experimental approach where students in the control group did not receive the guided writing activities. The study showed that students in the experimental group's writing skills were impacted positively. Aryningtyas, Susilohadi, and Sarosa (2013) conducted a study on the impact guided writing had on writing skills. The researcher used interviewing, observation, and tests to study the impact of the program. It was found that the students writing skills had improved specifically in content, organization, vocabulary, language use and mechanics.

In Indonesia, Nugroho (2016) implemented a guided writing program that targeted 32 students writing skills. The researcher studied parts of guided writing including model

paragraph, comprehension questions, language-based exercises, outline, oral composition, and writing composition and their impact on writing skills. The researcher analyzed both quantitative and qualitative data through interviews and test analysis. It was found that the outline in pre-writing improved the students' writing skills. Additionally, the model paragraph was also essential to be given to the students, so they have guidelines in composing their writing. Students also had a better understanding of producing the written product through using the oral composition and writing composition techniques of guided writing. Also, in Indonesia, Adiliani (2018) studied the impact of guided writing technique on students' recount of text by using a quantitative methodology to measure the impact on the post-test results. It was found that there was a significant difference in the students' results after using the guided writing technique on forty students.

Silaban (2016) used an experimental design to measure the effect of guided writing on students' achievement in writing narrative texts. The researcher used 2 classes, one as a control class and the other as an experimental class of the tenth grade. It was found that using the guided writing strategy impacted the students positively. When comparing between test results, the experimental group achieved higher than the control group. Imanisa, Huzairin, and Sudirman (2017) studied the impact of the guided questions technique on students' writing ability in descriptive texts. It was found that there was a statistically significant difference of students' writing ability between the pre - test and the post - test. In conclusion, numerous studies from 2011 to current times have shown an increase in achievement in different writing skills based on guided writing. Studies regarding the impact of guided writing on numerous behaviors are also presented in the next section of the literature review.

2.2.2 Impact of guided writing on motivation

Many studies have also studied the impact of guided writing on different behaviors including motivation, writing behaviors, independent skills, and self-efficacy. The studies mostly showed a positive impact on these behaviors in different settings across different cohorts. In Rwanda, 34 EFL students in an undergraduate program at university were part of a guided writing group (Mutwarasibo, 2013). The researcher collected data using open - ended interviews with the students to study the impact of the guided writing groups on the student's engagement. The students identified that their collaborative and interpersonal skills had improved after the strategy was used. Additionally, their vocabulary, and text coherence had been impacted positively. They also identified that they discussed and interacted with their peers and gained new perspectives and ideas which led to their writing improvement.

Fathali and Sotoudehnama (2015) studied the impact of guided writing practice on the speaking proficiency and attitude of EFL elementary learners. It was found that the writing proficiency and the speaking proficiency of the experimental group had significantly improved. Furthermore, through the semi-structured interviews, the learners' attitudes had been positively impacted. It was also presented by Aryningtyas, Susilohadi, and Sarosa (2013) that using guided writing has a favorable impact on learners' writing skills and their behavior. It was found that the students actively participated, and had an increase in attention, interactions, and suggestions during the writing classes.

In a study by Conard (2018), seven 'at-risk' third grade students used student choice techniques and guided writing to increase the students' motivation. The researcher analyzed students' work, conferencing, observations, reflections, interviews, and

surveys to explore the impact of using these techniques on the students' writing. The researcher found that they were more confident in their participation during the guided writing groups. Also, they were able to generate authentic ideas to further support their writing.

In a more innovative study that used both digital resources and guided writing, Aquariza (2018) studied the impact the application StoryBird combined with guided writing had on students' creativity in writing. The researcher collected data using documentation, observations, and interviews. As for analysis, qualitative description analysis was conducted. The researcher found that students' creativity and motivation increased when using a combination of both the application and the strategy of guided writing. Additionally, the guided writing process showed how the students associated their ideas and were given the suggestions needed to develop their writing skills.

In a study by Yu-Feng, Chun-Ling and Hung-Ju (2011), researchers explored the EFL students' perceptions of the learning activity and their perceptions toward the usage of guided writing environments. The researchers used the questionnaire analysis and an interview to gain a qualitative view of the students' experiences. The learners indicated they felt that writing is a difficult skill and usually they don't know how to organize and reorder their main ideas. Fortunately, students expressed an increase in interest, authority and being able to express their ideas via guided writing strategy. Students were highly engaged when they express their ideas and opinions together and they have more opportunities to interact. The students also felt that they were improving in vocabulary and were writing more complex structures.

the above-mentioned studies presented the impact of guided writing on both writing skills and the behaviors of students including motivation and self-efficacy. Some

studies proved the positive implications on students' achievement in writing in general (Aryningtyas, Susilohadi, & Sarosa, 2013; Kusmiana, 2013; Nugroho, 2016; Ridho, 2013). The narrative writing skills were the emphasis of several studies (Hartanti, 2011; Reyhan, 2012; Silaban, 2016), whereas Imanisa, Huzairin, and Sudirman (2017) focused on descriptive writing. Specific settings of writing instruction (Laman, 2011) and skills of writing such as composition (Khatri, 2014) and recount of text (Adiliani, 2018) were also reported to have improved as a result of applying the guided writing teaching strategies.

Students' behavior, on the other hand, were found to be impacted positively in the classrooms where guided writing was the adopted teaching method. Consequently, this study will add to the literature on the impact of guided writing instruction strategies with a significant expected addition to the knowledge base on how learners can perform better and feel motivated at writing.

Chapter 3: Method and Data Collection

This Chapter explains the method used in this study for data collection and analysis. Specifically, a description of the participants and how they are selected, the instrument used and its validation procedures, the analysis of the data and the design of the study and the procedures that were used to collect data and the statistical analyses to be employed.

3.1 Survey Participants

The participants of this study were recruiting from a school in Al Ain City. All students involved in this study were fifth-grade EFL students enrolled in an American Curriculum School. Sixty students from two classes have been surveyed, where 30 students constituting one of the classes was a control group and the other class of 30 students was an experimental group. At the beginning of Term 1, a diagnostic test will be administered to all students to divide them into levels.

In both groups, students are of various nationalities but are all learners of English as a foreign language (EFL) and are placed in mixed-ability classrooms. Furthermore, some students have been in this school since kindergarten while others come from other schools with different curricula. As for the age group of participants, it is a range between 10- and 11-year-old students. The sampling procedure used is the convenience sampling procedure because the researcher teaches both classes. Table 1 specifies details of the participants' demographics.

Table 1: Demographics of the participants

Group	Variable (Gender)	Frequency (<i>n</i> = 60)	Percentage (%)
Control	Male	15	50
	Female	15	50
Experimental	Male	16	53.33
	Female	14	46.67

3.2 Instrumentation

The method of data collection that is used is a writing assessment that includes a set of criteria for narrative writing skills based on the common core state standards. This writing assessment was conducted before and after implementing the guided writing strategy and included a rubric based on the Common Core State Standards. Furthermore, a survey was conducted to measure the impact of guided writing on the students' writing independent skills and their motivation. The survey consists of 10 survey questions that attempts to ask students about their perceptions of guided writing and specifically in independent skills and motivation, and it was constructed based on the targeted audience and types of questions and variables being surveyed.

Prior to starting the survey items, an opening paragraph explains the purpose of the study and states that the identity of the participant shall remain anonymous. The first section of the survey includes ten questions of which their answers are measured using a Likert-type scale from "Strongly Agree" to "Strongly Disagree". The second section includes two open ended questions that allows them to explain in their own words their perceptions and views regarding the use of guided writing strategies.

3.3 Validation Procedures

3.3.1 Validity test

Validity is known as the extent to which the instrument measures what is supposed to measure. Gay, Mills and Airasian (2011) described construct and content validity as the most important aspects of any instrument. Hence, the construct and content validity must be checked that they clearly address the purpose of the study. To establish the content and construct validity of the instruments used, the rubric and the survey instruments were assessed for construct and content validity aspects by obtaining expert opinions from a panel of professionals in the education sector that include education professor, senior leader at an international school and 3 English Language teachers. Reviewers were asked to provide comprehensive feedback of the items in relation to the factors and how the content and construct are suitable and appropriate to the study.

3.3.2 Reliability

Reliability is defined as the extent of accuracy of the instruments used. Gay, Mills and Airasian (2011) describe reliability as the degree to which instrument consistently measures what is supposed to be measured. In this study, the Cronbach Alpha was calculated to indicate adequate internal consistency using 20 students from grade 5 that are not participating in the study as a pilot study. The value generated was 0.0949, which is considered high and adequate. To provide further triangulation to the perception data to be collected by the survey instrument, a further two open-ended questions were added. This is to further collect data with regards to the perception of students about their motivation and independent skills.

3.3.3 Research design

The study utilized a quasi-experimental design that consisted of a control group and an experimental group in order to get data about the impact of guided writing strategies on grade 5 EFL students' narrative writing skills. By utilizing a control group, the researcher expected to find the fundamental impacts of the factors that influenced the experimental group. Additionally, a pre/post-test was conducted to measure the impact of guided writing strategies on the students to answer the first research question:

- (i) RQ1: *Does the use of guided writing strategies have an impact on 5th grade EFL students' narrative writing skills?*

Furthermore, the study examined the students' perceptions of the guided writing strategy with regards to independent skills and motivation using a mixed-method descriptive design of both quantitative (survey) and qualitative (open-ended questions) design to answer the second research question:

- (ii) RQ2: *What are students' perceptions regarding the use of guided writing strategies?*

3.4 Data Collection Procedures

The study was conducted by the beginning of the third term of the academic year 2019-2020 in a private school in Al Ain. The researcher met the School Principal to give her an overview about the research study, its purposes and interest in conducting it in the school as well as to obtain the education authority approval. After securing the principal's approval, the researcher requested to be assigned two classrooms; experimental and control. Next, she met with teachers of these classes in order to brief them about the study. There were four noteworthy stages for this study afterwards, a pre-test stage and a post-test stage. Amid pre-testing, students in the two groups

undergone a ‘cold task’ where students wrote a narrative text and the teachers corrected them using the assessment criteria via a rubric.

The second stage consisted of implementing the guided writing strategy. The researcher used the “Effective Framework for Primary Guided-Writing Instruction” (Gibson, 2008). Students in the experimental group were taught via the guided writing strategy for 4 weeks in 45-minute sessions twice weekly. In addition to the ‘normally’ used strategies which consist of instruction for 5 minutes, application via differentiated tasks and then plenaries were parts of the lessons. The control group were taught narrative skills using the ‘normally’ used strategies.

The third stage consisted of post-testing through a ‘Hot task’ with different narrative text type but using the assessment criteria of the same rubric presented in the pre-test. This was administered similarly after 4 weeks of conducting the pre-test. The post-test was additionally administered to all participants (in the two groups) by the classroom instructors.

The fourth stage consisted of presenting the experimental group with the survey and open-ended questions to record the perceptions of the students after the use of the guided writing method. The students were asked to give their consent before starting their survey, while explaining why the survey is being conducted.

3.5 Data Analysis

The first stage of analyzing data is data screening where the data that was collected was screened to ensure that it is meaningful and readable. First, the researcher validated data to find out, as far as possible, whether the data collection was done as per the preset standards and without any bias. Typically, large data sets include errors, hence, to make sure that there are no such errors, the researcher conducted basic data

checks, check for outliers, and editing of the raw research data to identify and clear out any data points that may hamper the accuracy of the results. After these steps, the data was ready for analysis. The researcher used descriptive analysis to summarize the data and find patterns.

Descriptive statistics is the term given to the analysis of data that helps describe, show, or summarize data in a meaningful way such that, for example, patterns might emerge from the data (Treiman, 2014). Descriptive statistics are very important because if raw data is simply presented, it would be hard to visualize what the data was showing, and therefore enables us to present the data in a more meaningful way with simpler interpretation of the data. After analyzing data using descriptive statistics, the researcher conducted a t-test, which is a type of inferential statistics. It is used to determine whether there is a significant difference between the means of two groups. The level of probability was specified (alpha level, level of significance, p), and a hypothesis is set where it is accepted if ($p < .05$).

The comparison of the t-test statistics with a critical value found on a table to see if the results fall within the acceptable level of probability. Through this test, the researcher was able to find out the degree of impact of guided writing approaches in teaching grade 5 students as it compares the results of the experimental group to those of the control group, and the pre and post-test within the experimental group. This data set aimed to answer the first research question (RQ1).

The next data analysis was done by descriptive statistics analysis to interpret Likert-type responses in the survey. For the second and third questions, a t-test was performed to compare the mean values and the highest and lowest values recorded for the perceptions. Additionally, the answers to the open-ended questions undergone a

thematic analysis and were presented into themes to further triangulate the data. All the statistical analysis of the survey data was conducted with the help of the Statistical Package for Social Sciences (SPSS) software, and the results were interpreted based on the established values for statistical significance of the factors.

3.6 Limitations and Ethical Considerations

The potential restrictions to this study might be the sample selection and the length of implementation. The researcher could not make general assumptions about middle school students since the sample was limited to one area. The study was constrained both by its area and by the English educational modules utilized. Furthermore, there were constraints due to the measure of time spent on treatment. Thus, the generalizability of results might be limited. In addition, some logistical constraints caused by the consequences of COVID 19 pandemic affected the implementation of the study in terms of the limited access and restrictions of contact.

Ethical considerations in research with students were at all phases of the research procedure. Access to students was ought to be consulted with guardians and families. Completing any research with them required obtaining students' an informed consent from their guardians as well. The explanations behind anonymizing research members in productions had to be disclosed to the students who may regularly wish to have their very own names utilized. For the purpose of satisfying moral prerequisites of the examination, a few procedures were considered. To start with the procedures, approval letters were acquired from the Al Ain educational authority in addition to the School Principal, to facilitate the way toward actualizing the study.

Additionally, the English language teachers and student guardian consents were obtained to allow them to take part in the study. Reasons for the investigation were

disclosed to the members, so they have an unmistakable view about the fundamental purposes of the study. It was explained to the members that the information collected will be confidential, their identities will be unknown, and information will be utilized for research purposes only. All the members of the study were told that their desires will be highly valued, and they have the decision of stopping their participation in study whenever they request.

3.7 Summary

This Chapter provides information related to the methodology that was used in this study including the participants and how they were selected, the instruments that was used and how they were checked for validity and reliability, the data analysis and the procedure of the study. It also explains the design of the study and its justification, and the limitations and ethical considerations of the study.

Chapter 4: Results Interpretation

4.1 An Overview

This chapter presents the results pertaining to the data that was collected to answer the research questions that explore the impact of guided writing strategies on grade 5 EFL students' narrative writing skills. Quantitative data was collected by both assessing the students using a rubric and a survey, which was purposely developed for the present study. The pre and post results were analyzed using SPSS. The survey consisted of items that related to the perception of the students about guided writing strategies.

The purpose of this Chapter is therefore to present findings that answers the research questions:

- (i) RQ1: *Does the use of guided writing strategies have an impact on 5th grade EFL students' narrative writing skills?*
- (ii) RQ2: *What are students' perceptions regarding the use of guided writing strategies?*

4.2 Impact of Guided Writing Strategies on Narrative Writing Skills

Table 2 shows the control group pre and post test results. A descriptive analysis shows the mean and standard deviation of the control group.

Table 2: Descriptive statistics of the control group

Test	Mean	Standard Deviation
Pre-test	3.40	1.75
Post-test	6.40	1.04
T- Test Analysis (paired sample t-test)	0.0000000019	

Table 2 shows that in the control group the mean of the students results after the pre-test was conducted was ($M = 3.40$, $SD = 1.75$). The mean of the students' results after the post-test was conducted was ($M = 6.40$, $SD = 1.04$).

On the other hand, Table 3 shows the experimental group pre and post test results. A descriptive analysis shows the mean and standard deviation of the experimental group. A t-test analysis was conducted to show if there is any significant difference between the pre and post mean scores. The results show that the mean of the experimental group students' results after the pre-test was conducted was ($M = 3.23$, $SD = 1.88$). The mean of the students' results after the post-test was conducted was ($M = 6.43$, $SD = 1.27$). The t-test analysis conducted was a paired sample t-test to compare the means in the experimental group between pre and post - test results. This showed that there is a significant difference between both means within the same group as ($p \leq 0.05$). We have sufficient evidence to say that there is a statistically significant difference between the mean pre-test and post-test score in the experimental group.

Table 3: Descriptive and comparative statistics of the experimental group

Test	Mean	Standard Deviation
Pre-test	3.23	1.88
Post-test	6.43	1.27
T- Test Analysis (paired sample t-test)	0.0000000003	

Table 4 shows the control and the experimental group post test results. A comparative analysis was conducted through a t-test analysis to show if there is any significant difference between the post mean scores. The t-test analysis conducted was a paired sample t-test to compare the means between the control group and experimental group between post - test results. This showed that there is no significant difference between

both means within the same group as ($p \leq 0.05$) is not applied. We do not have sufficient evidence to say that there is a statistically significant difference between the mean post-test scores in the control and experimental groups.

Table 4: Descriptive and comparative statistics of the control and the experimental group

Test		Mean	Standard Deviation
Post-test (Control)		6.05	1.04
Post-test (Experimental)		6.43	1.27
T- Test Analysis (paired sample t-test)		0.0695	

4.3 Students' Perceptions Regarding the Use of Guided Writing Strategies

The generated results show that the highest item recorded a percentage of 90% and hence the highest perceived items are the students' view of using guided writing as fun ($M = 4.38$, $SD = 0.89$). The next highest mean reported was the item perceived that students' view about putting a lot of effort into writing after using the guided writing technique ($M = 4.37$, $SD = 1.00$). The next highest mean was for the perceived item that students were able to express their ideas in writing after learning the guided writing method ($M = 4.27$, $SD = 0.74$).

The lowest perceived item was that students' view that guided writing helped them with their writing ($M = 3.10$, $SD = 1.21$). All in all, 82.33% of the students agreed or strongly agreed the guided writing technique positively with an average mean ($M = 4.10$, $SD = 0.98$). Table 5 shows the survey results after conducting a descriptive analysis (mean and standard deviation) in each of the items based on the Likert type scale. The items were placed in order from highest to lowest perceived.

Table 5: Students' views about the guided writing strategy

Rank (Hi to Low)	Item	Strongly Agree (%)	Mean	Standard Deviation
3	10. I am able to clearly express my ideas in writing after learning the Guided Writing method.	90.00	4.27	0.74
1	2. I think that writing using Guided Writing procedure is fun.	87.00	4.38	0.89
2	4. I put a lot of effort into my writing after learning the technique of Guided Writing.	86.67	4.37	1.00
4	8. I feel that I can complete my work thoroughly after being supported by my teacher using guided writing.	83.33	4.23	0.82
4	9. I now can write using the Guided Writing in a consistently good way.	83.33	4.23	1.07
5	1. I enjoyed the guided writing strategy.	80.00	4.20	0.92
7	6. I would ask my teacher to use guided writing again during our English Language Class.	80.00	4.07	0.98
7	7. The support given to me by Guided Writing helped me progress in my skills.	80.00	4.07	1.05
8	5. I felt that guided writing did not help me with my narrative writing skills*	80.00	3.10	1.21
6	3. I was motivated to write more after using guided writing.	73.33	4.10	1.12
Average		82.33	4.10	0.98

4.4 Results of the Open-Ended Survey Questions

To further analyze the impact on students' views, open-ended questions were asked to the students (n = 30). The survey questions (SQ) and answers are reported after conducting a theme-based analysis of the transcript answers, as shown in in Figure 1.

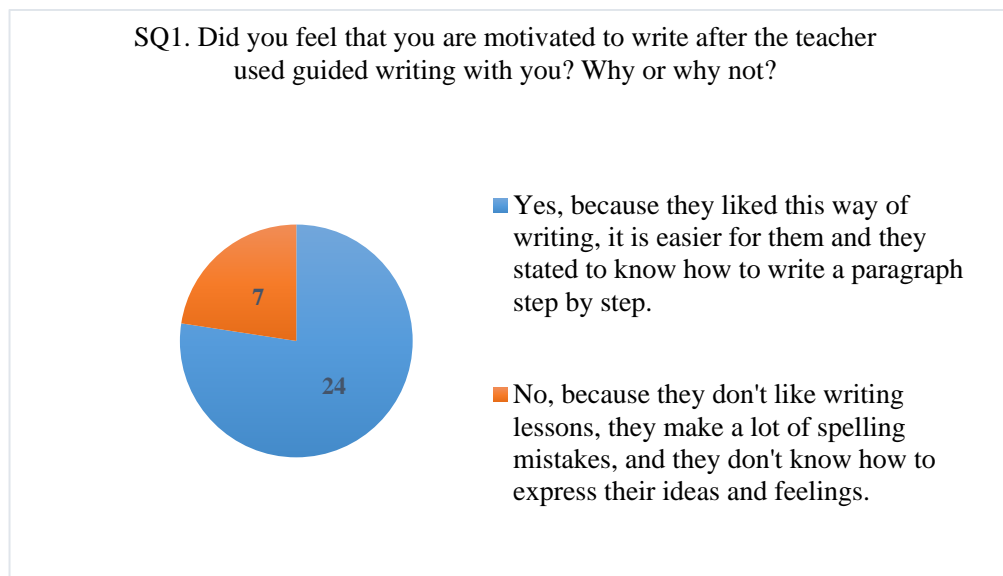


Figure 1: Theme analysis of the open-ended survey question 1 (SQ1)

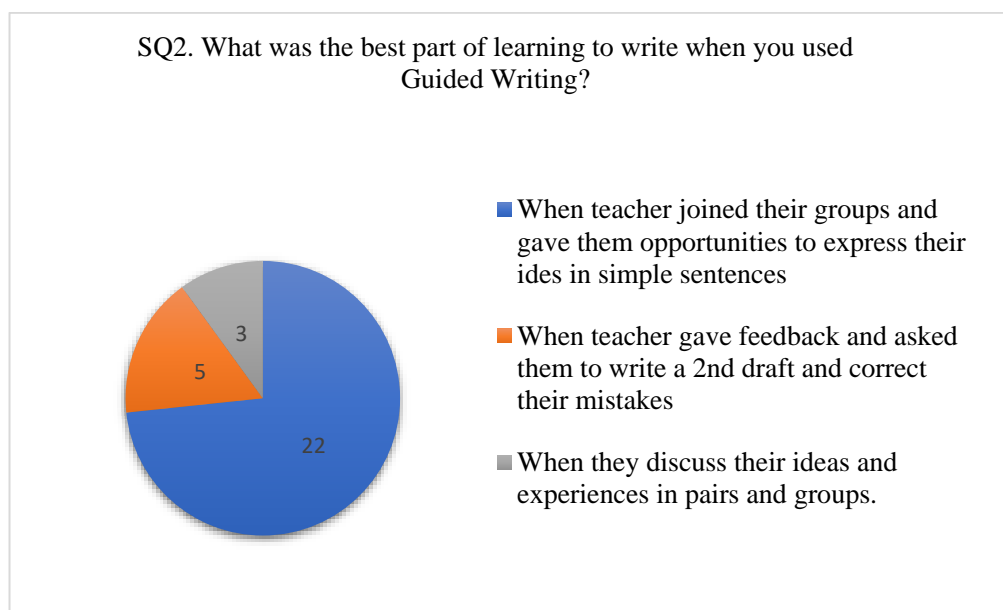


Figure 2: Theme analysis of the open-ended survey question 2 (SQ2)

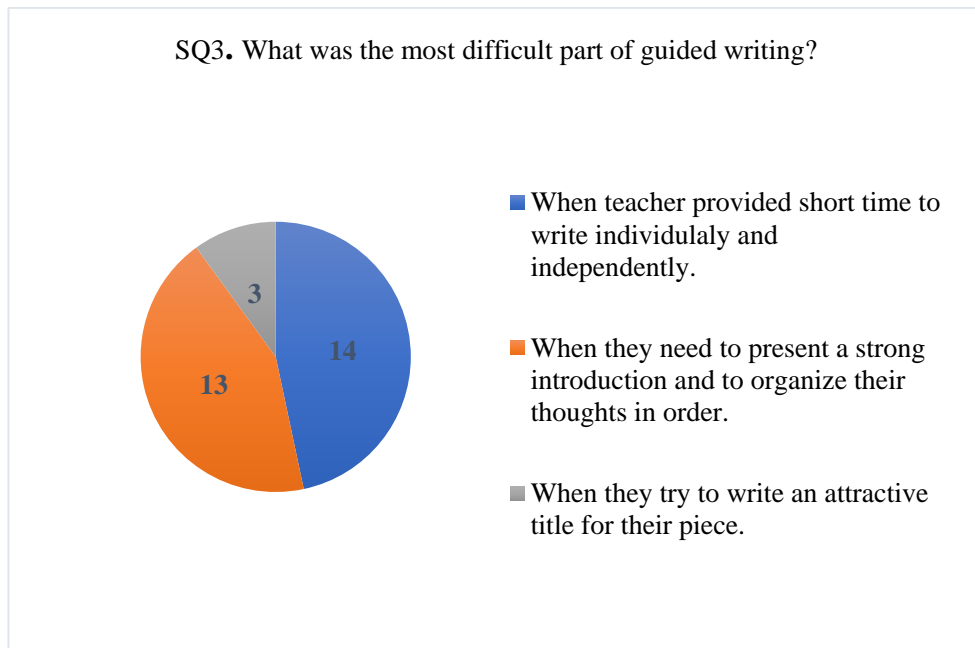


Figure 3: Theme analysis of the open-ended survey question 3 (SQ3)

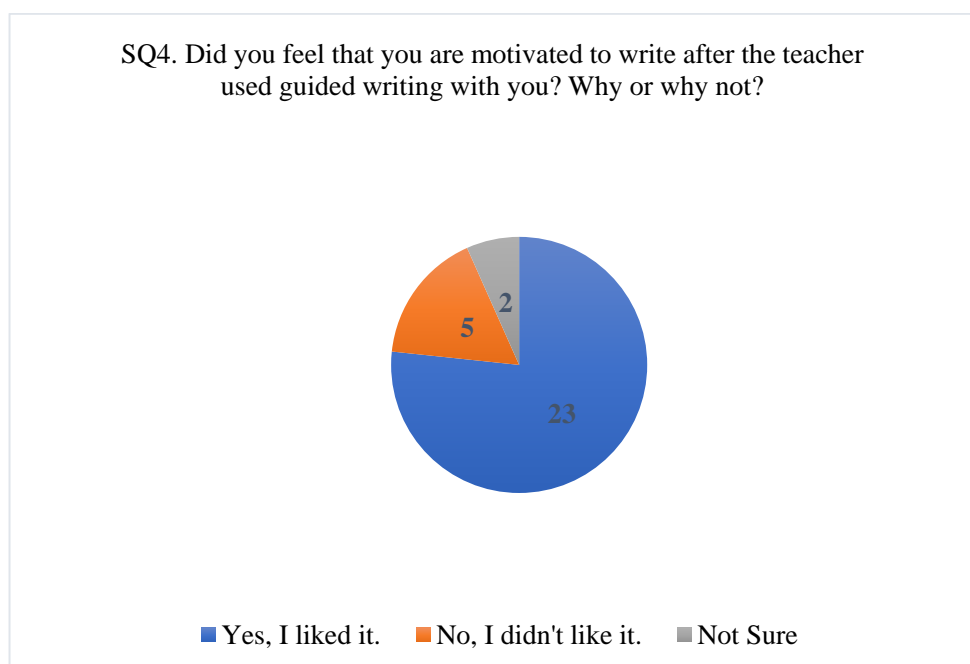


Figure 4: Theme analysis of the open-ended survey question 4 (SQ4)

4.5 Summary

This chapter focused on reporting the findings of the study. Results of the experimental group showed an impact of guided writing technique on students' narrative writing when comparing the pre-test and post-test results. The students also showed a positive perception of the guided writing techniques specifically perceiving that using the guided writing technique was fun ($M = 4.38$, $SD = 0.89$), they put a lot of effort into writing after using the guided writing technique ($M = 4.37$, $SD = 1.00$) and students were able to express their ideas in writing after learning the guided writing method ($M = 4.27$, $SD = 0.74$). The lowest perceived item was that students' view that guided writing helped them with their writing ($M = 3.10$, $SD = 1.21$).

As for the open-ended questions, most of the students reported that they were motivated when they used the guided writing as a methodology in their narrative writing learning unit (80%). They favored this method because they knew how to write a paragraph step by step. They also found that within their guided writing method sessions, the best part was when the teacher sat with them in groups and gave them a chance to express their ideas about the topic in simple sentences. As for the most difficult part of the strategy, it was reported that it was when they were asked to write independently. When asked if they would like to pursue the guided writing strategy 77% of the students answered favorably.

Chapter 5: Discussion and Conclusion

The purpose of this study is to explore the impact of guided writing strategies on fifth-grade EFL students' narrative writing skills and perceptions of using such strategies in writing. The aim of this chapter is to discuss the findings presented in chapter 4. It also presents comparisons of the results obtained from the current study with the ones presented in previous research as reported in literature. The findings of the study are then discussed in relation to the research questions and the context of this study. Finally, the chapter concludes with recommendations for future research.

5.1 Impact of Guided Writing Strategies on Narrative Writing Skills

This study aims to explore the impact of guided writing strategies on 5th grade EFL students' narrative writing skills. The results of this study showed that the students in the experimental group were positively impacted by the implementation of the guided writing strategies. This goes in line with the previous findings in the study of Hartanti's (2011), where there was a significant difference between the mean scores of the students' pre and post-test results. Hence, it was found that students' writing skills were positively impacted. Also, Reyhan (2012) reported that the students were impacted positively after the researcher implemented narrative writing strategies in the classroom. Similar to the current study, the students' scores increased significantly in an Indonesian setting.

In the current study, the comparison between the control group and the experimental group did not show any significant difference when comparing the mean scores of the post-test data. This does not agree with the research conducted by Silaban (2016) using an experimental design to measure the effect of guided writing on students'

achievement in writing narrative texts. Saliban (2016) found that the guided writing strategy impacted the students positively when comparing between test results as the experimental group achieved higher than the control group.

The lack of significant results in this study could be due to the small number of the experimental group and control group. Additionally, in the school where the study was conducted, there was a focus on students' writing skills because of the progress and attainment of the students as EFL learners. Both groups were receiving support intervention classes to ensure that the gaps were filled. Hence, for further research, a larger number of both groups should be sought.

5.2 Students' Perceptions Regarding the Use of Guided Writing Strategies

The students' views were explored using a survey that probed their perceptions regarding guided writing skills. The results showed that the students' favored the guided writing strategy. 87% of the students found that the strategies were fun. They also found that they put a lot of effort into their writing after learning the guided writing strategy (86.67%). These results supported the findings reported by Risqi, Rais, and Sarosa (2016) where students actively participated, and had an increase in attention, interactions and suggestions during the writing classes when using the guided writing strategies which is an indication of the importance of increasing the students' motivation when writing. Furthermore, Conard (2017) also found that the students' motivation in his study increased with 'at-risk' students when conducting guided writing strategies. Conard (2017) found that they were more confident in their participation during the guided writing groups and were able to generate authentic ideas to further support their writing.

The lowest perceived item in students' views was the one regarding guided writing strategy help with their writing. This could be due to the number of weeks that the strategy was conducted. Additionally, in the time of conducting this study, COVID-19 pandemic had impacted the students. Due to the pandemic, the students in both the groups were in a bubble system where there were 2 bubbles (A and B). During that time, bubble A and B were alternating face to face and distance learning modes which resulted in a challenging environment for the students. The students may have not mastered the strategy and could still need further practice to use it consistently. This is also indicated in the item "I now can write using the guided writing in a consistently good way" where 16.67% of the students did not strongly agree or agree with that statement.

A further exploration of students' motivation was conducted using open-ended questions. A themes analysis of the students' responses (n = 30) indicated that they viewed the guided writing strategy favorably. When the students were specifically asked about their motivation to write after using guided writing, 24 students agreed that they were motivated to write because they found it was easier for them to write and specifically to write paragraphs step by step. This agrees with the study by Handayani, Dantes and Ratminingsih (2013), where the guided writing instruction increased students' motivation specifically where there was a significant difference on the students' writing competency between the students who had high achievement motivation when they were taught by using guided writing strategy and conventional strategy.

This could also explain the views of the students in this study who did not favorably view the guided writing strategy. Seven of the students in this study did not like the

writing lessons because of the spelling mistakes and their inability to express their own ideas. This is also in agreement with the study by Handayani, Dantes and Ratminingsih (2013) where there was a significant difference between the students' writing competency of the students who had low achievement motivation when they were taught by using guided writing strategy and conventional strategy.

The theme analysis further explored the 'best part' of learning to write using the guided writing method. The majority of students' views were positive and indicated that the students' felt that sitting in groups and having the teacher guiding them allowed them to express their ideas about the topic. This is also in agreement with the survey results where 80% of the students indicated that guided writing helped them progress their skills. Students also indicated that giving feedback by the teacher and discussing their ideas with their group allowed them to express their ideas. This seems to be a consistent theme amongst the students and indicates that the expression of ideas is imperative when writing. Such results are in line with the findings in Bikowski and Vinthanage's (2015) study on the impact of collaborative writing on students' development and Laman's (2011) study on students' engagement when exposed to a group setting. In both cases, students were positively affected in terms of both writing skills and attitudes.

When asked about the most 'difficult' part of guided writing, 14 students indicated that it was when they were directed to work individually and independently. This could indicate that further training on moving from the guided aspect of writing to independent writing should be highlighted in the process. This could indicate a problem that students' face when writing and that is autonomy in writing. Hence, it is important to explore this further to develop writing teaching practices. According to

Noels (2001), guided writing has to be followed with steps to mediate learners' autonomy and follow the rise in their self-confidence with independent attempts to write.

Students favored the support that they were being given and moving to independent and individual writing seemed to be a challenge. Hence, further support and resources should be explored in the next research to be conducted. Thirteen of the students indicated that the most difficult part of the strategy included writing strong and supportive introductions and ordering their ideas. This also indicates that further support should be given to the students to develop their writing. The students' have highlighted the needed aspects of writing correctly, which shows a clear understanding of the writing structure. However, they still show that they are challenged in regard to how to implement these strategies.

The majority of the students indicated that they would like to further use the guided writing tasks in the future. This also agrees with the survey results where 80% of the students indicated that they would want their teacher to use guided writing in their English Language class again. Fathali and Sotoudehnama (2015) explored the attitude of EFL elementary learners, it was found that the learners' attitudes had been positively impacted when using guided writing strategies. This again shows an agreement between the current study and the previous literature.

The students in the study by Fathali and Sotoudehnama (2015) also wanted to use the guided writing strategy again. This clearly indicates the positive motivation factor of using this strategy. Although 7 students did not want to have the strategy repeated or were not sure, this could be due to the challenges of writing and their competency

when writing. Further studies highlighting the need to move the students from finding the strategy 'difficult' to a more confident use of it is imperative.

5.3 Recommendations

The findings reported in this study showed the importance of developing the students' ability to express their ideas in writing using a strategy that both impacts their skills and increases their motivation to write. The findings reported here may also contribute to further exploring the impact of the guided writing strategy and the motivation of the students specifically in what limits their ability to write and what challenges them in writing. This study was conducted on a small sample and was limited in a city in the UAE and hence, the findings reported here may be interpreted with caution, however it can act as a precursor to larger studies that may be done in the region to better understand the impact of the guided writing strategy on EFL students' writing skills in general, narrative writing skills specifically and their motivation to write.

- (i) To better expand upon this study, the following recommendations may be suggested: Teachers need to explore the challenges students face when moving from guided to independent strategies in writing. Teachers can utilize guided writing strategies to teach students skills they need to overcome such challenge and scaffold them to move from guided to independent writing.
- (ii) Professional development activities should emphasize how to support EFL students using writing effective strategies. This allows teachers to have an impact on students' writing skills by using techniques in their classrooms that impact their students' favourably.

(iii) Further studies are deemed to use a larger sample size and exploring the impact of guided writing skills on the EFL students' writing skills in the region are needed. Large-scale research can delve into the impact on both the skills of students and their perceptions about using the guided writing strategy. Such studies must be conducted on different age groups and the demographics of this study must be compared to further explore if the age, area, and language abilities are impacted by the guided writing method.

5.4 Summary

5.4.1 What is the impact of guided writing strategies on fifth-grade EFL students' narrative writing skills?

Results of this study indicate that there is a significant difference between the pre and post-test results of the experimental group. This shows that the students' narrative writing skills were impacted positively, and the students' mean scores increased significantly after implementing the guided writing strategy. This is also in agreement with previous literature. However, there was no significant difference between the control group and experimental group which could indicate a further need for a larger sample size to explore the impact of guided writing instruction more effectively.

5.4.2 What are students' perceptions regarding the use of guided writing strategies?

The students generally reported that they were motivated to use the guided writing strategy as indicated in both the survey and the open-ended interviews. This was based on being supported by the teacher, group discussions to express their views and ideas and the ability to write effectively using step by step instructions. The students, however, did indicate that the challenging part was moving to independent and

individual writing. This could indicate a need to further explore this specific part of the guided writing strategy and how the teachers can build the students' ability to move to this learning curve. A few students expressed that they did not feel that the guided writing strategy supported their writing. This could indicate that these specific students did not master the strategy and further support to their writing needs was needed.

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Appendices

A: Narrative Writing Skills Rubric

English Language Writing Arts Standards for Fifth-Grade

Source: CCSS.ELA-LITERACY.W.5.3.A				
Sub-Standard	Starting	Approaching	Meeting	Exceeding
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally	Student can establish a context and introduce the narrator / character with support.	Student can engage the reader by introducing a narrator / character and organize an event sequence with support	Student can engage and orient the reader by introducing a narrator / character and organize an event sequence that is logical and natural	Student can engage and orient the reader by introducing a narrator/character and organize an event sequence that is logical, natural and has an emotional impact on reader independently.
Source: CCSS.ELA-LITERACY.W.5.3.B				
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Student can use <i>one</i> of the narrative techniques as dialogue, pacing, and description with support.	Student can use <i>some</i> narrative techniques, as dialogue, pacing, and description, to developing experiences, events, and/or characters with support.	Student can use narrative techniques, such as dialogue, pacing, and description, to developing experiences, events, and/or characters.	Student can use narrative techniques, as dialogue, pacing, and description, to developing experiences, events, and/or characters in an independent and logical way.

Continues: English Language Writing Arts Standards for Fifth-Grade

Sources: CCSS.ELA-LITERACY.W.5.3.C				
Sub-Standard	Starting	Approaching	Meeting	Exceeding
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Student can use <i>one or few</i> of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another with support.	Student can use <i>some</i> of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another with support.	Student can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.	Student can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another in a logical and natural way.
Source: CCSS.ELA-LITERACY.W.5.3.D				
Use concrete words and phrases and sensory details to convey experiences and events precisely.	Student can use <i>few</i> words and phrases, relevant descriptive details, and sensory language to convey experiences and events with support.	Student can use <i>some</i> precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events with support.	Student can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Student can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in a logical and natural way.

Continues: English Language Writing Arts Standards for Fifth-Grade

Source: CCSS.ELA-LITERACY.W.5.3.E				
Sub-Standard	Starting	Approaching	Meeting	Exceeding
Provide a conclusion that follows from the narrated experiences or events.	Student provides a simple conclusion of the narrative text with support.	Student provides a simple conclusion from the narrated experiences or events with support.	Student provides a conclusion that follows from the narrated experiences or events.	Student provides a conclusion that follows from the narrated experiences or events in a logical and natural way.

B: Pre-Test for the Control Group and Experimental Group**Narrative Paragraph**

Write a short paragraph (7 lines) about your life before and after the pandemic

C: Motivation and Independent Skills Survey

The purpose of this survey is to collect information on students' perceptions regarding using Guided Writing in the Classroom. The information to be collected will be used to provide recommendations on the use of guided writing as a strategy in the classroom, with the prospect of improving student learning. For this purpose, you are not required to write your name or reveal your identity, all responses will be treated confidentially and for the research purpose only. Please note that your participation in this study is on a *voluntary* basis.

PART 1: The survey includes statements that are related to narrative writing and the use of guided writing as a strategy in your classroom. Please place a (✓) on the column that reflects your perception.

Statements	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Enjoyment Domain					
1- I enjoyed the Guided Writing strategy.					
2- I think that writing using Guided Writing procedures is fun.					
Effort Domain					
3- I was motivated to write more after using Guided Writing.					
4- I put much effort on my writing after learning the technique of Guided Writing					
5- I felt that guided writing did not help me with my narrative writing skills*					

Continues: Part 1 of the Survey

Statements	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Support and Consistency Domain					
6- I would ask my teacher to use guided writing again during our English Language Class.					
7- The support given to me by Guided Writing helped me progress in my skills.					
8- I feel that I can complete my work thoroughly after being supported by my teacher using guided writing.					
9- I now can write using the Guided Writing in a consistently good way.					
10- I am able to clearly express my ideas in writing after learning the Guided Writing method.					

PART 2: Please Answer the Following Open-Ended Questions about Guided Writing.

- 1) Did you feel that you are motivated to write after the teacher used guided writing with you? Why or why not?

- 2) What was the best part of learning to write when you used Guided Writing?

- 3) What was the most difficult part of guided writing?

- 4) Would you like to do more guided writing tasks/activities in the future?
