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# **The Effect of Using an Interdisciplinary Integration Program in Developing Preparatory Students English Language Writing Skills**

**A Thesis**

**Submitted in Fulfillment of the Requirements  
For the MA Degree in Education  
[Curriculum and Instruction, (TEFL)]**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ وَقُلْ أَعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ <sup>ط</sup>

وَسُتُرَدُّونَ إِلَىٰ عِلْمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ

بِمَا كُنْتُمْ تَعْمَلُونَ ﴿١٠٥﴾ ﴿

صدق الله العظيم

[سورة التوبة: الآية رقم ١٠٥]

*In the Name of Allah, the Compassionate, the Merciful and Say: Act! Allah will behold your actions, and (so will) His messenger and the believers, and ye will be brought back to the knower of the Invisible and the Visible, and He will tell you what ye used to do.*

**Ratified by Almighty God**

*(The Holy Quran: Surah Al-Tawbah,*

*Verse No. 105)\**

\* **Source of translation:**

*Pickthall Muhammad (1981).  
The Meaning of the Glorious Quran.  
Dar Al-Kitab Al-Masri, Cairo.*

# **Abstract**

**Title: The Effect of Using an Interdisciplinary Integration Program in Developing Preparatory Students English Language Writing Skills**

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The aim of the present study is to investigate the effect of using an Interdisciplinary Integration Program in developing Preparatory Students English Language Writing Skills. The problem of this study was identified in second year preparatory stage students' poor level in writing. The study adopted the quasi-experimental one group pre-post test design. The subjects of this study were (25) participants who were selected from B-Karnak Language School; second year preparatory. The researcher designed a writing pre-post test and a holistic scoring rubric as instruments for the study. The results of administering the pre-post test showed that there is a statistically significant difference between the mean of the students' scores on the pre-post test of students' writing skills favoring the post application. The findings of the present study revealed that the use of the proposed program has a positive effect on developing preparatory stage students' writing skills. Therefore, it is recommended that the proposed program can be adopted by teachers for developing EFL writing skills at the preparatory stage and also at other stages.

**Key Words: Interdisciplinary program – integration – writing skills – problem-based learning – the process writing approach.**

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# Table of Contents

	<i>Page</i>
<b>Abstract</b> .....	i
<b>Acknowledgements</b> .....	ii
<b>Table of Contents</b> .....	iii
<b>List of Tables</b> .....	vi
<b>List of Figures</b> .....	vii
 <b>Chapter One: The Problem and its Significance</b> .....	 1
- Introduction.....	2
- Context of the Problem .....	5
- Pilot Study.....	7
- Statement of the Problem.....	7
- Research Questions .....	8
- Hypotheses .....	8
- Delimitations of the Study .....	9
- Purpose of the Study .....	9
- Significance of the Study .....	9
- Definition of Terms.....	10
- Organization of Remainder of Thesis .....	11
 <b>Chapter Two: Review of Literature and Related Studies</b> .....	 12
<b>Interdisciplinary Approach</b> .....	13
- Other terms for integrated curriculum .....	14
- Studies related to integration in language learning .....	17
- Adopted strategy to develop writing.....	21
- Problem-Based Learning (PBL) .....	21
<b>Writing Skills</b> .....	29
- Importance of writing .....	30
- Difficulties and problems of writing.....	32
- Writing skills and subskills.....	37
- The process writing approach .....	53

<b>Chapter Three: Method</b> .....	58
- Design of the Study .....	59
- Participants of the Study .....	59
- Setting of the Study .....	60
- Instruments of the Study .....	60
• The Writing Test .....	60
• A Holistic Scoring Rubric (HSR) .....	63
• The program .....	69
• The Framework of the Program .....	69
• Aims of the Program .....	69
• The Content of the Program .....	70
• The Teaching Approach .....	75
• Evaluation Techniques of the Program .....	75
• Implementing the Experiment of the Study .....	76
 <b>Chapter Four: Results and Discussion</b> .....	80
- Results of the Study .....	81
- Testing Hypothesis One .....	81
- Testing Hypothesis Two .....	84
- Discussion of Results .....	86
 <b>Chapter Five: Summary, Conclusions and Recommendations</b> .....	94
- Summary .....	95
- Statement of the Problem .....	95
- Research Questions .....	96
- Hypotheses of the Study .....	97
- Instruments of the Study .....	97
- Research Procedures .....	97
- Research Results .....	98
- Findings of the Study .....	98

- Conclusions .....	99
- Recommendations .....	100
- Suggestions for Further Research .....	102
<b>References .....</b>	<b>104</b>
<b>Appendices .....</b>	<b>111</b>
<i>Appendix (1):</i> Jurors of the Study Instruments .....	112
<i>Appendix (2):</i> The Program .....	114
<i>Appendix (3):</i> Learners' Activity Book.....	160
<i>Appendix (4):</i> The Pre-Post Writing Test .....	205
<i>Appendix (5):</i> Student Writing Attitude Scale.....	208
<i>Appendix (6):</i> Holistic Scoring Rubric .....	211

## List of Tables

<i>Table</i>	<i>Page</i>
<b>Table (1):</b> Writing skills and sub-skills .....	37
<b>Table (2):</b> Correlation coefficient between each question and total score for the test .....	62
<b>Table (3):</b> Cronbach's alpha coefficient for each question and total score for the test .....	63
<b>Table (4):</b> Scoring the Grades of the holistic rubric .....	66
<b>Table (5):</b> The value of the correlation coefficient between each question and total score for the test and its statistical significance .....	68
<b>Table (6):</b> Cronbach's alpha coefficient for each point and total score for the scale .....	69
<b>Table (7):</b> "Z" test and the level of significance of the differences between the pre and post writing test of group as well as the effect size .....	82
<b>Table (8):</b> "Z" test and the level of significance of the differences between the pre and post application of the group in the student writing attitude scale as well as the effect size .....	85

## **List of Figures**

<i>Figure</i>	<i>Page</i>
<b>Figure (1):</b> The Multidisciplinary Approach .....	15
<b>Figure (2):</b> The Interdisciplinary Approach .....	16
<b>Figure (3):</b> The Transdisciplinary Approach .....	17
<b>Figure (4):</b> White and Arndt's Process Writing Model.....	54
<b>Figure (5):</b> The distribution of students' scores in the pre and post writing test .....	82
<b>Figure (6):</b> Difference in the students' mean scores on the pre- post writing test .....	84
<b>Figure (7):</b> The distribution of students' scores in the pre and post application.....	84
<b>Figure (8):</b> Difference in the students' mean scores on the pre- post writing attitude scale .....	86

# **CHAPTER ONE**

## **The Problem and its Significance**

## **CHAPTER ONE**

### ***The Problem and its Significance***

#### **Introduction**

In numerous classrooms of today, students learn bits and pieces of knowledge, and too many leave formal schools with little idea of how to apply to real life what they have learned for 12 or 13 years in their school life (*Brady, 1996*). Students also tend to be passive recipients of the knowledge handed down by the teachers, rather than being active seekers of problems to be solved. This state of affairs is often blamed on the division of the curriculum into separate subject – matter areas and the lack of real – life problems and issues that are dealt with in the classroom.

After teaching English for almost fifteen years, it is disheartening to see many of the learners detached from the teaching and learning process, not knowing what they are learning and what they have learnt. Since the affection for learning is diminishing, innovative educators need to take a closer look at an alternative instructional method. It is because success in language learning will be achieved only if learners are required to use the target language in a meaningful way and are empowered some of autonomy (*Little, 2005*).

Effectiveness is assured when language learning and content of subject matter are brought together within the Concept of Interdisciplinary Studies. According to *Davies (2003)*, Interdisciplinary Integration focuses on how information and meaning from meaningful content are utilized in texts, on the integration of skills of the target language and on their involvement in all activities.

It is through Interdisciplinary Integration that learners will develop the mastery of vocabulary, grammar, paragraph structure, communication skills and types and styles of writing (*Shang, 2006*) and also writing skills (*Kavaliaus Kiene, 2004*). *Shih (1986)* shows that Interdisciplinary Integration can be effectively used to teach writing as learners are supposed to write something related to the topic they have taken in class and the writing should focus on 'synthesising and interpreting' the input.

Several studies show that one of the main four language skills is writing, as it is considered a way to strengthen and boost other main language skills (*i.e. reading, listening and speaking*), and subsidiary skill (*i.e. the correct use of punctuation marks, grammatical rules and vocabulary*). Additionally, writing is one of the learners' channels to express themselves, to communicate, and to convey their ideas, so their writing outcome should be precise.

Observations of the writing of preparatory school students, suggest that writing problems are particularly obvious in students' abilities to produce writing that is linguistically accurate. Writers often struggle to transform their thought into words and put them on paper. *Kim and Kim (2005)* point out that EFL writers struggle with many structural and functional issues. Structural issues include: selecting appropriate words, using correct grammar, generating and developing ideas. Functional language deals with natural language use in different social contexts and using language in creative ways. Similarly, *Xiao (2007)* notes that EFL writers are often frustrated by such problems as lack of suitable English lexical expressions, incorrect use of sentence structures, mechanics, grammar, paragraph coherence, rhetorical patterns, spelling, cultural knowledge, and inability to generate and develop ideas about specific topics.

The frequent lack of a clear purpose or audience for writing resulting from the artificial nature of many EFL writing assignments, makes writing difficult for students. Consequently, students lose interest in writing (*BerkenKotter, 2000*). It is clear from the style and standard of writing in schools that there is a major problem which reflects the need to overcome fragmentation, relevance, and the growth of knowledge.

In addition, writing problems can occur due to heavy emphasis on grammatical form, lack of genre – specific writing across the curriculum, overemphasis on the final product, and the need for more diverse types of feedback.

To overcome these difficulties, the program focuses on integrated curriculum as a potent tool for reform.

### **Context of the Problem**

According to what has been mentioned above, there is a need to develop writing skills for preparatory school students. Based on the researcher's observation as an English language teacher for second preparatory students and by observing the scores of the test of the students in B-Karnak Language School, the researcher found that several students are poor in writing skills. The writing papers were assessed against several writing components: writing relevant supporting sentences, using correct grammatical structures, selecting the appropriate words, and solving problems faced in real life. Findings of the researcher's observation and the placement test indicated that students suffer from the following problems:

- 1- Incapability of students to express their ideas in the English language writing.

- 2- Improper use of mechanics: punctuation, spelling, and capitalization.
- 3- Lack of solving real-life problems.

This may be due to the lack of clarity on the total and linked image of the curriculum.

Moreover, the researcher interviewed some students of second preparatory stage in B-Karnak school and asked them about the reason of their poor writing; most of them stated that they focus on the writing task as a final draft that they submit to their teachers rather than the steps they should follow. In addition, there is no integration between the other skills in the curriculum. Besides, most students complained about getting no feedback about their writing performance. Therefore, the problem of the study lies in developing preparatory students English language writing skills by implementing a proposed program that is based on Interdisciplinary Integration.

All the previous considerations necessitated conducting the current study that attempted to address the problems of the students' weakness in writing through applying a program based on Interdisciplinary Integration to develop Students' Writing Skills.