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The Effectiveness of Using the Guided Discovery Method Using Pictures in Developing the Writing Skills of the Primary School Students

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Abstract

The present study entitled as the effectiveness of using guided discovery method using pictures in developing the writing skills of the fifth year primary students. It aimed at investigating the effectiveness of the guided discovery method in developing the EFL writing skills among the fifth year primary school students.

The study followed a pretest-posttest experimental-control group design. The study sample consisted of (60) students from *Omar Makram primary school* in Shobra, at Al-Sahel Educational Zone. The children were divided into two groups: (30) students for the experimental group and (30) students for the control group. For identifying the most important EFL writing skills required for the fifth year primary school students, a writing skills checklist was developed and approved by a jury of EFL curriculum and teaching methods professors and primary stage English language supervisors. Then, a pre-post writing test and a rubric for scoring the writing test were developed. The students in both the experimental and the control group were pre-tested. Then the students of the experimental group were taught through the *guided discovery method*, while the students of the control group were taught in the *traditional method.* Finally, the students in both groups were post-tested using the same writing test.

The study showed that: first, the experimental group outperformed the control group in the post-test of overall writing as well as writing sub-skills. Second, there were statistically significant differences between the mean scores of the pre-test and post-test of the experimental group at (0.01) in overall writing and writing sub-skills in favor of the post-test, and these differences can be attributed to the use of the *guided discovery method with pictures*. Hence, it was concluded that the *guided discovery* method proved to be highly effective in developing the fifth year primary school students' EFL writing skills in the English language.

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Chapter One

The research problem

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The research problem

1.1 Introduction:

One of the most living languages in the world is the English language. It has become the premier language whether on the social, political or the educational side. Language is a communication tool. It has four different aspects (Ballard, 2001: 4) namely: Lexis (the words of the language), grammar (the way words are combined into sentences), discourse (the way sentences are combined into texts), and phonology (the sounds and sound patterns of the language). Because of the importance of the English language, many educators paid much effort to raise the student's achievement. This is by developing its curriculum, as El-Okda(1995:5-19) mentioned in his study by bridging the gap between theory and practice. Also by presenting the structures and grammar in sequence, so as to be easy for students to acquire, as in the study of Al-Ghamid (2002:3-18).

English at the primary level helps young learners to learn how to do something efficiently in real situations. It involves acquiring skills such as: reading, writing, listening, and speaking. The goals are related to the kind of learning experience teachers set up and the atmosphere of the language classroom. These goals involve pleasure and confidence in exploring the language. Once these goals are achieved at the primary level, it is important to maintain the content goals which are the main aim of teaching at the preparatory and secondary stages (Mohamed, 1999: 42-43).

There are some general objectives of teaching English at the primary level (Mohamed, 1999: 43) that should be adopted in Egypt as well as some specific ones set by the Ministry of Education in the conference for developing *primary Education curriculum in Egypt in 1993*. The general objectives include:

1. Establishing a favorable attitude and high intrinsic motivation towards language learning in general.
2. Establishing a barrier against negative transfer from the mother tongue to the foreign language.

The specific objectives are:

1. Figure out the spoken and written English language from other languages.
2. Use the appropriate number of the most commonly used vocabulary and basic structures of the English language.

Writing is an important basic skill for our children to acquire. It is a primary medium by which we communicate information and learning (Neil-Hall, 2003: 10). It is a holistic process. It is the output of successive reaction among other skills like: reading, speaking, listening, and thinking. Writing is at the root of every skill (Ibrahim, 2003: 24).

Raimes (1983: 3) mentioned that writing helps our students learn. First, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students. Second when our students write, they also have the chance to be adventurous with the language. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is the unique way to reinforce learning. As writers struggle with what to put down next and how to put it down on paper, they often *discover* something new to write or a new way of expressing their idea. The close relationship between writing and thinking makes writing a valuable part of any language course. This is also proved by Brookes and Grundy (1998: 7) that writing is an activity made up of several processes, such as: thinking what to write and the order to put them in. Then they add that we write so as to get information to someone we can not presently talk to.