



Institute Of Educational Studies
Department of Curriculum & Instruction

The Effectiveness of a Suggested Strategy Based on Mastery Learning Model in Developing English Functional Writing Skills for Preparatory Stage Students

A Thesis Submitted in Fulfillment of the Requirement
Of the MA Degree in Curriculum & Methods
Of Teaching English as a Foreign Language

By

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معهد الدراسات التربوية
قسم المناهج وطرق التدريس

فاعلية استراتيجيات مقترحة قائمة على مدخل التعلم للإتقان
في تنمية مهارات الكتابة الوظيفية باللغة الإنجليزية
لدى تلاميذ المرحلة الإعدادية

بحث مقدم للحصول على درجة الماجستير في التربية
(تخصص المناهج وطرق تدريس اللغة الإنجليزية)

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Egypt, 2011

Abstract

Title: The Effectiveness of a Suggested Strategy Based on Mastery Learning Model in Developing English Functional Writing Skills for Preparatory Stage Students.

The researcher's name: Rania Mohamed Bahig Farid Bahgat.

The present study aimed at investigating the effectiveness of Mastery Learning Model in developing EFL functional writing skills among 3rd year preparatory stage students. The study followed a pre-post test experimental-control group design. For identifying the most important EFL functional writing skills required for 3rd year preparatory stage students, a functional writing skills checklist was developed by the researcher. Then, a pre-post functional writing test was developed as well. Students in both the experimental and control group were pre-tested using the functional writing test. Then, Students of the experimental group were taught through using the suggested strategy which was based on using mastery learning model and students of the control group were taught in the traditional method. Finally, students in both groups were post-tested using the same functional writing test. The study showed that: First, the experimental group outperformed the control group in the post-test of the overall functional writing skills as well as its sub-skills. Second, there were statistically significant differences at 0.01 level between the mean scores of the pre-test and post-test of the experimental group in overall functional writing skills as well as its sub-skills in favor of the post-test. These differences can be attributed to using the suggested strategy based on Mastery Learning Model. Hence, it was concluded that the suggested strategy proved to be effective in developing 3rd year preparatory stage students' EFL functional writing skills. A set of recommendations and suggestions for further research were provided.

Key Words:

Mastery Learning Model, EFL functional writing skills.

صورة



معهد الدراسات التربوية

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ملخص الرسالة :

اقتصر البحث الحالي على مجموعة من تلاميذ الصف الثالث الإعدادي في مدرسة الحسينية الإعدادية المشتركة التابعة لإدارة شبين الكوم التعليمية – محافظة المنوفية. وقامت الباحثة باستخدام قائمة لتحديد مهارات الكتابة الوظيفية ، وكذلك اختبار قبلي-بعدي لقياس مستوى تلاميذ الصف الثالث الإعدادي في مهارات الكتابة الوظيفية. استخدم البحث الحالي منهجين: المنهج الوصفي في الدراسة النظرية، المنهج التجريبي لقياس فاعلية الاستراتيجية المقترحة القائمة على مدخل التعلم للإتقان في تنمية مهارات الكتابة الوظيفية لدى تلاميذ الصف الثالث الإعدادي.
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Table of contents

Contents	page
Chapter One: Background and problem	1-12
a) Context of the problem.	7
b) Statement of the problem.	9
c) Aims of the study.	9
d) Significance of the study.	9
e) Tools of the study.	10
f) Hypotheses of the study.	10
g) Definition of terms.	11
Chapter Two: Review Of Literature & Related Studies	13-71
Part One: The Writing Process	14
a) Definitions of writing skills.	14
b) Importance of writing.	16
c) Characteristics of writing.	17
d) Approaches to teaching writing skills.	19
Functional Writing Skills	24
a) Definitions of Functional Writing Skills.	24
b) The functional writing process.	28
c) Elements of good functional writing.	38
Part Two: Mastery Learning Model	40
▪ The Essential Elements of Mastery Learning.	47
Part Three :Previous Related Studies	53
Section One: Previous Studies Concerned with developing writing skills.	53
Section Two: Previous studies on the Mastery Learning Model.	60
Conclusion.	69
Chapter Three: Methods & Procedures	72-85
a) Design of the study.	73
b) Subjects of the study.	73
c) Tools of the study.	73
d) The suggested Strategy.	79
e) Results of the implementation of the pre-test.	81

Contents	page
Chapter Four: Statistical Analysis & Interpretations of the results	86-106
a) Results related to the study hypotheses.	87
b) Discussion of the results.	87
c) Conclusion.	104
Chapter Five: Results, Conclusion, Recommendations and Suggestions	107-112
a) Results of the study.	108
b) Conclusion.	109
c) Recommendations of the study.	110
d) Suggestions of the study.	112
References	113-123
Appendices:	124
• Appendix "A": The English Functional Writing Checklist.	125
• Appendix "B": The Functional Writing Pre-Post Test.	131
• Appendix "C": A rubric for correcting the functional writing skills pre-post test	136
• Appendix "D": The Suggested Strategy based on Master Learning Model.	144
a) Remedial Activities.	145
b) Enrichment Activities.	266
• Appendix "E": Activities and procedures of the suggested strategy.	313
• Appendix "F": Names of the juries & experts.	319
• ملخص الدراسة باللغة العربية	1-11

List of Tables	Page
Table (1): Summary of the correlation coefficients in Friendly letter skills.	76
Table (2): Summary of the correlation coefficients in paragraph skills.	76
Table (3): Summary of the correlation coefficients in E-mail skills.	77
Table (4): Summary of the correlation coefficients in Friendly letter, paragraph and e-mail skills.	77
Table (5): Reliability of the functional writing pre-post test.	78
Table (6): T-test results of the Functional Writing pre-test comparing the control and experimental groups in overall functional writing.	81
Table (7): T-test results of the Functional Writing pre-test comparing the control and experimental groups in letter writing skills categories.	83
Table (8): T-test results of the Functional Writing pre-test comparing the control and experimental groups in paragraph writing skills categories.	84
Table (9): T-test results of the Functional Writing pre-test comparing the control and experimental groups in e-mail writing skills categories.	85
Table (10): T-test results of the post-test comparing the control and the experimental groups in overall functional writing skills.	87
Table (11): T-test results of the post-test comparing the control and the experimental groups in paragraph writing its sub-skills.	90
Table (12): T-test results of the post-test comparing the control and the experimental groups in letter writing its sub-skills.	92
Table (13): T-test results of the post-test comparing the control and the experimental groups in e-mail writing its sub-skills.	94
Table (14): T-test results comparing the pre-post test means for the experimental group in overall functional writing.	95
Table (15): T-test results comparing the pre-post test means for the experimental group in paragraph writing and its sub-skills.	96

List of Tables	Pages
Table (16): T-test results comparing the pre-post test means for the experimental group in letter writing and its sub-skills.	98
Table (17): T-test results comparing the pre-post test means for the experimental group in e-mail writing and its sub-skills.	100

List of Figures	Page
Figure (1): The feedback, corrective and enrichment activities process in mastery learning.	41
Figure (2): Major instructional component among which mastery learning require congruence.	42
Figure (3): Variables of mastery learning.	44

Chapter One

Background & Problem