Research title: *A Program based on Writer's Workshop to Develop Secondary Stage Students' Argumentative Writing and Reduce their Writing Apprehension.*

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ABSTRACT

The current study investigated the effect of a program based on writer's workshop (WWS) on developing secondary stage students' argumentative writing and reduces their writing apprehension. Study participants included 68 college students. The intact classes were randomized from first-year secondary students at Om Khnan secondary school, Quesna, Menoufia governorate during the first semester of the 2021-2022 scholastic year. They were divided into two groups; experimental (34) and control (34).The study adopted the quasi-experimental preposttest design. The instruments of the research included an EFL argumentative writing skills test, and the Daly-Miller Writing Apprehension Test (WAT). The findings revealed that using writer's workshop had a positive effect on developing EFL secondary stage students' argumentative writing skills and reducing their writing apprehension. Hence, the results seemed to provide adequate evidence to support the hypotheses.

The progress that occurred in the students' argumentative writing skills was due to WWS. Also, students' writing apprehension was decreased. It is recommended that teachers and curriculum designers pay attention to the importance of writer's workshop in EFL teaching and learning.

 Keywords: Writer's Workshop, Argumentative Writing Skills, Writing Apprehension, EFL Secondary students.

العنـــــوان   : برنامج قائم على ورش الكتابة لتنمية الكتابة الجدلية وتقليل رهبة الكتابة لدى طلاب المرحلة الثانوية.

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الكليــــــة   : معهد البحوث و الدراسات العربية ، فرع القاهرة

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مستخلص الرسالة

هدفت الدراسة الحالية إلى التحقق من أثر البرنامج القائم ورش الكتابة فى تنمية بعض مهارات الكتابة الجدلية باللغة الإنجليزية لدى طلاب المرحلة الثانوية وتقليل رهبة الكتابة لديهم. واشتملت عينة الدراسة على ٦٨ طالبا من طلاب مدرسة ام خنان الثانوية . احدى مدارس إدارة قويسنا التعليمية بالمنوفية، تم تقسيمهم إلى مجموعتين : تجريبية (٣٤) تلميذا وضابطة (٣٤) تلميذا . واشتملت أدوات الدراسة على إختبار لقياس مهارات الكتابة الجدلية ، مقياس ديلى وميلر فى التخوف الكتابى ،تم التطبيق كليا على مجموعتى الدراسة . وبعد التدريس للمجموعة التجريبية باستخدام البرنامج القائم على ورش الكتابة ،المجموعة الضابطة باستخدام الطريقة المعتادة فى تدريس مهارات الكتابة الجدلية .تم تطبيق الاختبار والمقياس بعديا على مجموعتى الدراسة ولقد أظهرت النتائج وجود فرق دال احصائيا عند مستوى دلالة (٠.٠٥) بين متوسطى درجات المجموعة التجريبية والمجموعة الضابطة فى الاختبار البعدى لمهارات الكتابة الجدلية ككل وفى كل مهارة فرعية على حده لصالح المجموعة التجريبية . كما أظهرت النتائج أيضا وجود فرق دال إحصائيا عند مستوى دلالة (٠.٠٥) بين متوسطى درجات طلاب المجموعة التجريبية فى الإختبار القبلى – البعدى فى مجموع مهارات الكتابة الجدلية لصالح الإختبار البعدى. وأشارت النتائج أيضا إلى قلة رهبة الكتابة لديهم لصالح المجموعة التجريبية وهذا يعكس اثر البرنامج الإيجابى على تنمية مهارات الكتابة الجدلية لدى افراد العينة وتقليل رهبة الكتابة لديهم.

الكلمات المفتاحية : ورش الكتابة – مهارات الكتابة الجدلية– التخوف الكتابى – المرحلة الثانوية.

Introduction

Writing is one of the most authentic ways to transfer thoughts and ideas to others. Learning to write text effectively can be a process that requires a lot of practice and is sometimes explicit and formal. Thus, it involves self-control, planning, the construction of and therefore the revision of knowledge processes, which is the construction of cognitive content.

Writers need to have some form of consistency in presenting their ideas. At the discourse level, cohesion analysis provides a useful measure of the effectiveness and quality of writing. The notion of gender is defined as socially recognized ways of using language, which are intentional means of communication employed by members of a particular discourse community. Argumentative writing is a fundamental writing style which is in higher education to compose various writing tasks. Writing a formal argument places heavy cognitive demands on the writer (Dastjerdi and Samian, 2011).

Argumentative writing could be a sort of writing during which one expresses one's position on a contentious issue and supports it

with arguments in the hope of persuading the audience of one's opinion on the question and to just accept his point of this needs the author to clarify to the audience why his or her situation is correct. Finally, when the audience accepts the writer's beliefs because the basis of his speech, the author has succeeded (Moore, 2009).

An argumentative essay affords a factor of view and explains the motives for gaining readership. It is constructed around a particular announcement this is inside the area wherein college students are studying. In different words, on the coronary heart of an issue is an announcement that readers might also additionally disagree with. The argumentative essay needs to help this declare in any such manner as to persuade the readers of its veracity. It is by and large approximately convincing the reader from the creator's factor of view, the usage of affordable and moral methods. The manner of argument composition varies from creator to creator; maximum writers observe those 3 stages: forming an issue, that can encompass coming across a reason for writing and figuring out a target market to address, coming across and sprucing a position, and growing the ideal style; assisting the argument, and reviewing

the argument, that can encompass thinking about the photograph projected with the aid of using argument, making full-size additions or deletions to a primary draft, and including an advent and conclusion(Cheng and Chen 2009, Day,1997, Liu,2005, Mayberry,2009).

Writing apprehension is the individual's tendency to keep away from a state of affairs this gives the impression to doubtlessly require doing writing assignments that can be followed with the aid of using a few shapes of assessment. Highly frightened writers view writing as an unrewarding experience. They worry about the assessment in their writing as they assume it to be negatively rated. Consequently, they keep away from writing as tons as they could if they want to preserve their self-esteem. It impacts students' expectancies of fulfillment in writing and their willingness to have a look at destiny writing courses (Salem, 2007).

As a result, Chuo (2004) defined writing apprehension as anxiety related to language skills that are exclusive to written communication. It's a phenomenon that many people love when confronted with an assignment that requires writing. Different people have different levels of trepidation when it comes to writing.

People who have a lot of anxiety about writing avoid writing whenever possible, and when they do have to write, they do so with a lot of worries. According to Reio (2010), students who have a high level of writing fear avoid writing since it is difficult to analyze in a variety of ways. They expect negative feedback on their written works and, as a result, avoid writing-related instructions and obligations. Fearful writers, according to Daly and Miller, are individuals who are concerned about being judged on their written works.

Levels of writing apprehension vary, starting from very excessive to very low. In the decrease ranges, apprehension may be a high-quality influence, main college students to position greater attempts into their writing. The apprehension can be a hassle at best whilst it turns into all-encompassing and enervating. Both decreased ranges of tension and the better ranges might also additionally originate from doors worries which include worry of creating mistakes and worry of evaluation. Writing apprehension stimulated college students in any respect range. It is a complicated time period due to the complexity of writing. Writing obligations generally tend to grow college students' tension ranges due to the

fact tension can lead college students to be demotivated in writing, which in flip might also additionally motivate them to have terrible attitudes closer to writing (Ayodele and Akinlana, 2012, Hanna, 2009).

The whole language approach, which allowed pupils to pick what they wrote at their own level, is Writer's Workshop. A whole-group mini-lesson, a substantial block of autonomous writing/conferencing time, and whole-group sharing are all included in the workshop model (Portocarrero & Bergin, 1997). The writing process and aspects of good writing are the subjects of the short lessons. Students choose their topics and are given plenty of opportunities to write numerous versions, discuss with teacher and peers, rewrite, edit and publish (Calkins, 1985; Graves, 1983).

The writer's workshop consists of a short, centered mini-lesson of no extra than 10 minutes. According to Calkins (1994), the mini-lesson is a time when instructors carry collectively the scholars, much like a "huddle at the begin of a soccer game" (p.193), in a whole that produces a shared experience, whether through a mentor text or not; poetry; shown say; or a seat-sharing hobby called "You all know what?" while the kid says "Y'all

recognize what?" and the elegance answers "No, what?" That toddler stocks what he wishes us to recognize for that day. From sharing experiences, thoughts for tale writing are born. This amassing of college students builds children's history expertise even as assisting them to assemble connections among activities and their lives. The mini-lesson might also additionally take region at the start of the cease of the writer's workshop. Some instructors have discovered it useful to have the scholars start their unbiased writing after which agenda a mini-lesson with inside the midst of the writer's workshop to ease the transition from one writer's workshop element to another.

Following the mini-lesson, college students spend a block of time engaged in independent writing. During this time, it's far vital that scholars have a desire as to what subject matter they may be going to put in writing approximately. According to Kissel (2008), "These alternatives preserve to construct motivation at some stage in writing" (p. 56). During this time, the trainer circulates across the room, offering encouragement and aid in which needed. After imparting aid to the writers, the trainer will talk over with numerous college students approximately their work. Conferencing

conversations are a mutual change between trainer and scholar or scholar and scholar. The reason for the convention is to "elicit clean information of the writer's questioning and a correct rendering of that questioning with inside the writing" (Luidens, 1995, p. 63).

Advantages and dis advantages of writer's workshops

On one hand, Dyson and Freedman pronounced it because the 2003 National Writing Project recommended an excessive dating among writing typical overall performance or literature method learning (as cited with the aid of using Fearn & Farnan, 2007). This research was supported by Smith (2000), any encouraged that instructors have determined that quantity writer's workshops are superb amongst supporting university college students in conformity withdraw to close the concepts approximately method writing. This declaration supported the idea that literature workshops enhance the feelings then attitudes concerning college students respecting writing, as well as that who revel in touching themselves. In addition, colleges students may necessity to sense as though they are on their own memories are being understood than expressed. Feinberg (2007) cited that the writer's mill allows

the "children's outstanding play in conformity with stand heard" (p. 30).

Furthermore, the opportunity to plan a writer's workshop can be extremely powerful. "The Writer's Workshop could be very ideal for mixed−class children," according to Haager and Klingner(2005), "since they work at their own stages and receive remarks at the demands of their character "(p.242). According to Haager and Klingner's statement, another power of the writer's workshop is the differentiation of instruction. In today's classrooms, there are college students from a variety of backgrounds and with a variety of needs. From an academic, cultural, social and linguistic point of view, they are identifiers in the diversity of the student population, Aside from historical diversity; children face a variety of learning patterns and limitations.

Tomlinson (2000) defined differentiation of education as instructors responding to the range of character wishes inside their lecture rooms with the aid of using diversifying their academic strategies. B. Hall (2009) said that "differentiated education does now no longer extrude WHAT is taught; it modifications HOW it's far taught" (p. 1).Tomlinson recommended 4 approaches to

differentiating within the academic environment: content, process, products and knowledge of the environment. The writer's workshop and its annexes characterize differentiated education.

On the other hand, Lucy Calkins is the founder and leader of the Teacher's College Reading and Writing Project started in 1981. Since then, thousands of teachers have been trained in the writing teaching workshop strategy. In a survey of teachers involved in the Lucy Calkins, teachers said they were not lacking direct instruction, such as in a textbook and that in the laboratory the writer does not incorporate phonetics into his daily teaching. Feinberg (2007) expressed this displeasure when he hosted project teacher Lucy Calkins at the Teachers of New York (p. 30). Feinberg also found that many teachers felt Lucy Calkins' methodology lacked content. Feinberg also uncovered other concerns about the Writer's Workshop program. For example, teachers have indicated that the schedule requires an hour per day. This high time allocation was considered by them to be excessive.

Other concerns about the writing workshop were raised when discussing the effectiveness of the program on the writing of low-performing students. Harris, Graham, and Mason (2006), while

investigating the developmental effectiveness of self-regulated strategies, found that students with writing difficulty improved their writing skills through systematic, explicit, and intensive instruction. The Writer's Workshop has many of the same components as SRSD, namely teacher-student interaction, frequent writing times, and peer interaction. The SRSD and the writing workshop develop writing through process. However, Harris et al. found that low achievers performed better with RSSD strategies than with write shop strategies. The writer's flexibility and student-centered character proved too unstructured for struggling writers.

Context of the Problem

Moreover, most EFL students hate to write as they have no experience, no confidence, maybe no ideas, a slender vocabulary, skewed grammar, and probably vague notion of punctuation. So, students should practice, practice, and still more practice to learn writing. They are always reluctant to write because they cannot generate ideas and are afraid of making mistakes (AbdelHack, 2009b: 255).

It is therefore important to help students become familiar with writing and how it works as a tool for learning and self-expression. Thus, teachers should provide opportunities for students to share their own experiences to develop their confidence and autonomy in writing. Students should be encouraged to write cohesively and coherently. Teachers' feedback plays a crucial role in improving and enhancing the quality of students' written essays (Helwa, 2013).

Previous studies ((Salem, 2013, Abdullah, 2019, Eissa, 2017, El Sayed, 2020, Fayed, 2020) revealed that EFL students face some writing problems. Those problems might hinder their ability to express themselves freely, as they are not interested in the topic that the teacher asks them to write about. They cannot link sentences into coherent paragraphs, nor can they express their thoughts in a rational logical organized way. Moreover, the absence of motivation and self-efficacy dimensions in the pre-writing activities can allow learners to gather adequate ideas and essential information for writing another problem.

Less motivated students often reacted indifferently or were reluctant to persevere when the tasks become difficult. The problem

of the current study emerged from the researcher's experience in teaching EFL to secondary school students. He noticed that there are some weak points in the students' argumentative writing. He also observed that students are fear of writing and rarely do they participate in the EFL writing classes.

To document this, the researcher conducted a pilot study where an argumentative writing skills test was administered to (20) 1st secondary students during the first semester of the school year 2019-2020. The pilot study consisted of an EFL argumentative writing test. Also, the researcher administrated a writing apprehension scale to the same group of students (20).

Table (1):

Pilot Study Argumentative Writing Test

Percentage	SD deviation	Mean	No. of students
26.9%	1.83%	2.69	20

The pilot study showed that argumentative writing skills need to be improved.

The results of the test revealed that some students have problems in choosing topics to write about (i.e., planning and prescription), with the very fact of writing words and ideas on paper (e.g., translation and revision), with the identification of unsupported or unclear ideas that need to be modified (e.g., revision), with grammatical, punctuation and spelling errors (ex., editing) and/or thinking critically about the feedback provided by others (i.e., evaluating).In addition, students must attend to the specific needs of each form of writing.

The results of the writing apprehension scale revealed that students fear making errors and fear evaluation when they write. They have a higher level of writing apprehension.

The findings revealed that the majority of students (70%) got low scores that ranged between 5 and 8 out of fifteen. This reflected that they need to upgrade their writing skills and be efficacious in writing.

Statement of the problem

Based on previous related studies and the results of the pilot study, it was evident that secondary students have difficulty in

argumentative writing a good, relevant, and coherent piece of writing. They were writing apprehension in the writing class. That is why the current study attempts to help EFL secondary stage students develop their argumentative writing skills and reduce their writing apprehension by using writer's workshops.

Questions of the Study

The present study attempts to answer the following main question:

What is the effectiveness of a program based on Writer's Workshops in developing secondary school students' argumentative writing and reducing their writing apprehension?

Out of this main question, the following sub-questions are derived:

1- What are the features of a program based on Writer's Workshops?

2 – What is the effectiveness of a program based on Writer's Workshops in developing secondary school students' argumentative writing skill?

3. What is the effectiveness of a program based on Writer's Workshops in reducing secondary school students' apprehension writing?

4. What is the relationship between secondary school students' scores on argumentative writing test and theirs on writing apprehension scale?

Hypotheses of the Study

1. There would be a statistically significant difference at (0.05) level between the experimental and the control groups' mean scores on overall argumentative writing posttest in favor of the experimental group.

2. There would be a statistically significant difference at (0.05) level between the experimental and control groups' mean scores on each of argumentative writing posttest(components) in favor of the experimental group.

3. There would be a statistically significant difference at (0.05) level between the experimental and control groups' mean scores on the

post administration of writing apprehension scale in favor of the experimental group.

4. There is a significant positive relationship between secondary students' scores in argumentative writing and theirs on writing apprehension scale.

Aim of the Study

The current study aims at developing first – year secondary students' argumentative writing skills and reducing their writing apprehension by using a program based on writer's workshop.

Delimitations of the study

The present study was delimited to the following:

1- Sixty eight students of first year secondary from Om Khnan secondary school in Qwesna, Menoufia. They were divided into two groups during the first semester of the 2021-2022 academic year.

2- Some EFL argumentative writing skills require for first year secondary students.

3- Writer's Workshop-based program.

Participants of the study

Participants of the study were (N=68), they were chosen randomly from the first year secondary students from Om Khnan secondary school in Qwesna, Menoufia. They were divided into two groups thirty-four students in class 1/A served as the experimental group and the other thirty-four in class 1 / B served as the control group. To make sure that both groups were equivalent in the EFL argumentative writing skills, the EFL argumentative writing skills test was administrated to the control group and the experimental group before implementing the program Mean, standard deviation and "t" value of the two groups were computed.

Table (2): The T-Value to Signify the Difference between the Mean Scores of the Two Groups

skills	Group	N	Mean	Std. Deviation	t-value	d.f	sig
Content	Experimental	34	2.06	0.65	0.825	66	No Significant
	Control	34	2.18	0.52			
Organization	Experimental	34	1.94	0.60	0.421	66	No Significant
	Control	34	2.00	0.55			

Grammar	**Experimental**	34	2.24	0.55	0.451	66	**No Significant**
	Control	34	2.18	0.52			
Words	**Experimental**	34	1.97	0.83	0.338	66	**No Significant**
	Control	34	2.03	0.58			
Mechanics	**Experimental**	34	2.44	0.56	1.378	66	**No Significant**
	Control	34	2.62	0.49			
overall argumentative writing	**Experimental**	34	10.65	1.28	1.161	66	**No Significant**
	Control	34	11.00	1.23			
Apprehension Scale	**Experimental**	34	88.21	4.59	0.029	66	**No Significant**
	Control	34	88.24	3.71			

It is clear from the above table that the calculated values of "t" were no significant which meant that there no difference between the mean scores of the two groups. Table (2) shows that the values of calculated "t" are not significant. Thus; the two groups (the experimental group and the control group) are equivalent pre the implementation of the research experiment.

Design of the study

The current study is quasi – experimental with two groups; experimental and control. The two groups will be pre-tested before treatment. During the experiment, the experimental group will be taught using a program based on writer's workshops whereas the control group will receive regular instruction. For the treatment, the whole class brainstormed and decided on one argumentative topic to write in their assigned group. Self-assessment checklist was distributed to evaluate their progress at the planning, drafting and revision stages. The checklist was adapted from Nimehchisalem et al. (2014), and other previous studies. It was divided into five main sections, namely content, organization, grammar, words, and mechanics, the two groups will be post- tested.

Instruments and materials of the study

The researcher prepared the following:

1. An argumentative writing Self-assessment checklist.

2. An argumentative writing pre-posttest and an analytic rubric for scoring it.

3. A writing apprehension scale.

4. A program based on Writer's Workshops.

Significance of the study

The current study will be Significant for:

1- EFL students, as it will improve their argumentative writing skills and improve their academic achievement through the Writer's workshops program; motivating them to write and enhance their confidence; training them in using some useful techniques that enable them to write freely and follow the process of writing independently.

2- EFL teachers, as it will help teachers use the Writer's workshops program while teaching argumentative writing skills. This will help them change their classrooms to student-centered; providing them with general guidelines for using writer's workshop approach to develop EFL argumentative writing skills; providing them with a new tool for developing argumentative EFL argumentative writing skills.

3- Curriculum planners, as it will attract their attention to the importance of Writer's workshops in EFL teaching and learning in general and secondary school students' EFL argumentative writing skills in particular.

4−Researchers, as it will provide them with a new means for developing EFL argumentative writing skills that can be used to investigate the correlation between EFL argumentative writing skills and other variables; providing them with workshop approach for developing not only EFL writing skills but also listening, speaking and reading.

Findings of the Study

Data were treated statistically. Statistical Package for the Social Sciences (SPSS, version25) was used to analyze the students' scores on the pre and post-test. The results of the current study were interpreted in light of the study and hypotheses:

4.1.1 Hypothesis One

There would be a statistically significant difference at 0.05 level between the experimental and the control groups' mean scores on the overall argumentative writing skills posttest in favor of the experimental group.

Table (3) t-Value and effect size of both groups

Test	Group	Mean	Std. Deviation	t-value	d.f	Sig	$^2\eta$	d	Effect size
Argumentative writing skills	**Experimental**	**21.76**	**1.99**	**15.342**	**66**	**Significant at (0.01)**	**0.78**	**3.78**	**Large**
	Control	**13.85**	**2.26**						

It is clear from table (3) that the calculated value of "t" (=15.342) which is higher than the tabulated value of "t" with 66 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance. And in the light of this, It can be said that 78% of the variations between the scores of students in the Argumentative writing skills could be due to differences of teaching treatment which the two groups were exposed to, and that there was height effect and educational importance for improving and developing Argumentative writing skills. Thus, the first hypothesis was verified.

4.1.2 Hypothesis two:

There would be a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on each of the argumentative writing skills posttest in favor of the experimental group.

To study the significance of the differences, t−value was calculated for the difference between the mean scores of the two groups; as illustrated in table (4   ):

Table (4   ): The t-Value to Signify the Difference between the Mean Scores of the Two Groups in the Post adm.

Argumentative writing sub-skills	Group	Mean	Std. Deviation	t-value	d.f	sig	η^2	Effect size (d)	Effectiveness
Content	Experimental	4.56	0.50	12.794	66	Significant at **(0.01)**	0.71	3.15	Significant & educationally important
	Control	2.59	0.74						
Organization	Experimental	4.06	0.95	6.848	66	Significant at **(0.01)**	0.42	1.69	Significant & educationally important
	Control	2.47	0.96						
Grammar	Experimental	4.26	0.86	7.839	66	Significant at **(0.01)**	0.48	1.93	Significant & educationally important
	Control	2.68	0.81						
Words	Experimental	4.53	0.71	8.175	66	Significant at **(0.01)**	0.50	2.01	Significant & educationally important
	Control	2.94	0.89						
Mechanics	Experimental	4.35	0.65	6.504	66	Significant at **(0.01)**			Significant & educationally important
	Control	3.18	0.83				0.39	1.60	

It is clear from table (4) that the calculated value of "t " is higher than the tabulated value of "t" at 66 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of the two groups reached the level of statistical significance. In order to investigate the effect and educational importance of the results and its educational importance and

effectiveness; the value of ETA square (η^2) and the effect size (d) were calculated It can be said that the variations between the scores of students in the each of the argumentative writing sub skills could be due to differences of teaching treatment which the two groups were exposed to, and that there was height effect and educational importance for using WWS program for improving and developing each of the argumentative writing sub skills. Thus, the second hypothesis was verified.

4.1.3 Hypothesis Three:

There would be a statistically significant difference at 0.05 level between the experimental and the control groups' mean scores on the Writing Apprehension posttest in favor of the experimental group.

Table (5) t-Value and effect size of both groups

Test	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	d	Effect size
Writing Apprehension	Experimental	56.68	9.09	17.449	66	Significant at (0.01)	0.82	4.30	Large
	Control	86.94	4.44						

It is clear from table (5) that the calculated value of "t"
(=17.449) which is higher than the tabulated value of "t" with 66
degrees of freedom and significant level "0.01". This reflects that
the difference between the mean scores of the two groups
reached the level of statistical significance.

To investigate the effect and educational importance of the
results, the value of ETA squared (η^2) and the effect size (d) were
calculated. ETA squared was 0.82 reflecting its practical
significance. And in the light of this, it can be said that 82% of the
variations between the scores of students in the Writing
Apprehension could be due to differences of teaching treatment
which the two groups were exposed to and that there was height
effect and educational importance for decreasing Writing
Apprehension. Therefore, the third hypothesis was confirmed.

4.1.4 Hypothesis Four:

There is a significant positive relationship between secondary
students' scores in argumentative writing and theirs on the writing
apprehension scale.

To verify this hypothesis, data were treated statistically. Pearson Correlation were computed and table (6) reveals this.

Table (6) Pearson Correlation (r) and (R squared r^2).

	N	Pearson Correlation (r)	Sig. (2-tailed)	R squared (r2)
Argumentative writing and writing apprehension	34	-0.794	Significant at (0.01)	0.63

The previous table shows a statistically significant inverse correlation at 0.01 between pupils' grades in the dimensional application of the script test and the scale of apprehension of writing, and the calculation of the pedagogical significance of that inverse relationship by calculating R squared r2 = 0.63,reflecting the importance of the statistically significant inverse relationship.

That is, the rise in the level of arguments in the sample is combined with the decrease in the level of apprehension of the writing by 63%. Thus, the fourth hypothesis was verified.

Results' discussion

The main purpose of this study is to develop EFL argumentative writing skills and overcome writing apprehension among first−year secondary students from Om Khnan secondary school in Qwesna, Menoufia using a program based on a writer's

workshop. The program was implemented through fourteen sessions. Each session aimed to develop a specific skill using a variety of tasks and activities for helping students to enhance their EFL argumentative writing skills and reduce their writing apprehension. The results of the study showed that the writer's workshop-based program has statistically and pedagogically significant for developing students' EFL argumentative writing skills and reducing writing apprehension. This result is consistent with the findings of Christopher, Edwald and Giangrasso (2000) and Seifeddin (2003).

As a result, students who practiced argumentative writing through the stages of the writer's workshop paid more attention to the revision and editing stages as they help polish their pieces of writing. This is consistent with Stemper (2002). This also reflects the fact that not only did students benefit from the overall writing process, but they also benefited from each stage independently when given its due concern and attention.

These results are consistent with the study conducted by Coleman (2000) who investigated setting up a writing workshop for a primary school class. The results indicated that the students

responded to the implementation of a writing workshop and their writing skills improved.

The present study has greatly benefited and agrees with the results of the study by El Said (2006) which investigated the effects of using a program based on the writing workshop approach on developing the writing skills and minimizing the writing apprehension of second-year prep students in Upper Egypt. The results indicated that the writing-based program had significant effects on improving subjects' writing knowledge, improving their writing performance, and the minimization of their apprehension compared to the pupil of the control group.

The results of the current study also agree with the results of a study conducted by Aly (2002) to investigate the Effect of the writing workshop approach on the development of composition skills of student-teachers in the English department of Ain Shams University. The results of the study showed that the writing approach helps students improve their writing production skills, i.e. Contents / styles of organization, uses and mechanisms. This study is therefore similar to the present study in the objectives and the sample, but they are different because the present study aimed to

develop basic writing skills, while Aly's study dealt with skills in general. Moreover, the present study was carried out while at Ain Shams University.

Through participating in the program, students who were taught via the writer's workshop felt happy and enthusiastic in the writing class. They no longer had writing anxiety. Their positive attitudes towards writing improved positively. This is consistent with Edwald and Giangrasso (2000) and Stemper (2000).

It was concluded that attitudes towards EFL learning in the context of the writer's workshop improved as students were real and meaningful. Also, the apprehension scale was an effective tool to assess the two group's students' scores in the post administration of the Writer's workshop-based program.

Conclusions

The results of the study revealed that the participants' EFL argumentative writing skills developed after the implementation of the program based on the combined writing workshop. In addition, their writing apprehension was decreased; they became much more motivated and encourage expressing their own opinions and points

of view in writing without fearing anything. The effectiveness of the writer's workshop program may be due to the various activities, tasks, and strategies that the researcher presented to the students. Learning requirements for example are clear, well−structured instructional objectives for the students. Thus, students were aware of the prerequisites that are required to meet the instructional objectives. Success opportunities build confidence in successive small steps. The students' motivation increases when they accomplish simple tasks and advance to more difficult and complex learning tasks. Group activity allows students to anticipate and create questions that audiences might have about particular topics. Personal control, or realistic expectations, helps students plan their work more realistically to avoid waiting until the last minute to begin a project.

Students needed to be motivated to learn. In addition, when students understand they may gain personal benefits from assignments, they frequently apply themselves more seriously to the tasks. When they have confidence in their ability to learn the material, their willingness to attempt the task is higher, and writing

apprehension decreases. Goal orientation helps students to use their previous experience while writing.

Therefore, the significant differences found in favor of the post-assessment of the EFL argumentative writing skills and the pre-assessment of the writing apprehension can be ascribed to the implementation of the writer's workshop-based program. Thus, the program proved to be effective in developing EFL argumentative writing skills and overcoming writing apprehension among the participants of the study.

Recommendations of the Study

In light of the above findings, the following recommendations could be made:

1. Teachers of the English language should train on using a writer's workshop-based program while teaching English to their students in different educational stages.

2. English teachers should emphasize the development of students' argumentative writing skills in the early educational stages to develop them in the following stages.

3. Curriculum designers should make use of a writer's workshop-based program when designing English language courses and overcoming writing apprehension.

4. Curriculum designers should pay attention to emphasizing the importance of EFL argumentative writing skills, especially in the early educational stages to achieve fruitful gains in the following stages.

5. Teachers of the English language should stress group work activities that let students communicate and interact with each other.

6. Teachers of the English language should engage their students in different activities, before, during, and after writing, such as conversations, dialogues, group work activities, pair work activities, brainstorming, oral discussion, and debates.

7. Teachers of the English language should help their students to overcome their fears associated with expressing their opinions.

8. Students should be involved in a friendly learning environment to promote their argumentative writing skills.

9. Students should be given more time for practicing EFL argumentative writing skills.

10. Teaching should be turned from the teacher-centered to the student-centered approach to be involved in an effective learning environment.

Suggestions for Further Research

Based on the findings of the present research, the following implications for further research were suggested:-

1. Investigating the effectiveness of writer's workshop-based program in English language learning among primary, preparatory school as secondary students.

2. Clarifying the influence of the writer's workshop-based program on other language skills such as speaking.

3. Investigating the effectiveness of a writer's workshop-based program in decreasing students' speaking anxiety.

4. Clarifying the effect of using other programs on developing students' EFL argumentative writing skills and overcoming writing apprehension.

Definitions of terms

Writer's workshops:

A writer's workshop can be operationally defined as a process-based approach to teaching argumentative writing in a meaningful environment. It helps to teach argumentative writing in a social context. Students enjoy celebrating their work with others in an author's chair after modeling, peer conferencing, and guidance from a loving teacher. Ideally, a writer's workshop begins with a mini-lesson followed by actual writing time and finally a celebration with the final product through sharing time.

Argumentative Writing

Argumentative writing can be operationally defined as a type of writing in which first-year secondary students write an essay about a controversial topic combining a claim, data, warrant, and rebuttals. They present their points of view to the audience ending the essay with their personal opinions on the controversial topic.

Writing apprehension:

Writing apprehension can be operationally defined as a fear of writing. In this study, writing apprehension is measured by the Daly-Miller Writing Apprehension Test where scores may range

from 26 to 130. The mean is a score of 78. A score between (26−59) indicates a high level of writing apprehension.

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